

PEDAGOGICAL AND PSYCHOLOGICAL CONDITIONS IMPLEMENTATION OF STUDENTS PERSONAL FORMATION IN UNIVERSITY SOCIAL AND CULTURAL ENVIRONMENT

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In modern social cultural conditions of the transition period in the development of society in pedagogics of the higher school the paradigm of personality-oriented education is implemented, the main value of which students' personal formation is recognized. One of the ways to solve this problem is the formation and development of University environment, its pedagogization with practical realization of the pedagogical conditions which optimize the mechanism of personal formation of the student under the influence of the sociocultural environment of the University. The article is aimed at the development and experimental testing of pedagogical conditions' efficiency of students' personal development in socio-cultural environment of the University. During research the following methods were used: diagnostic; observational; experimental; generalization of pedagogical experience; methods of calculating of the selected integrity; methods of mathematical and statistical processing of experimental data. The base of the study is Amur State University. The diagnostic stage of the experiment study included 1014 students of 1-5 courses of nine faculties. The formative stage of the experiment included 156 students of the Faculty of Social Sciences. It is proved that the process of students' personal formation is optimized while respecting the complex of following pedagogical conditions: social and educational, providing updating and personalization of the social and cultural environment of high school as a space for students' personal formation; organizational and pedagogical involving development of socio-cultural environment of high school by students at various levels; psychological-pedagogical, aimed at enhancing students' desire for self-development, self-improvement.

Keywords: Personal formation, students, pedagogical conditions, social and cultural environment.

INTRODUCTION

In teaching science there are certain theoretical background for the study of the socio-cultural environment of high school as a factor of students' personal formation: personal formation's determining by surrounding influences theoretically

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justified (Selivanova, Novikova & Sokolova, 2000); common patterns of students' professional and personal self-development formation are defined 2-5; the specificity of the social development of young people in relation to the process of personal and professional formation of the future experts is shown (Andreev, 1996; Bityanova, 1998; Borytko, 2001; Sergeev, 1997; Adler, 1995; Bodalev, 1998; Amonashvili, 1990; Kodzhaspirova, 1994).

New approaches are developed to specialists' training in high school, based on - the culture-and personality-oriented technologies (Belukhin, 1996; Bondarevskaya, 1997; Krylova, 1995). A number of researchers [Masalimova & Ivanov, 2016; Shaidullina *et al.*, 2015; Ganieva *et al.*, 2014; Ivanov *et al.*, 2015; Shaidullina *et al.*, 2015; Fayzullina & Saglam, 2015a; Fayzullina & Saglam, 2015b) for effective personal development of young people in vocational training offer more fully to realize the personality approach, contributing to create conditions for personal development and self-realization of students, give them freedom of choice in education, to promote the implementation by each of them of personal claims.

At the same time with the theoretical practical and legal prerequisites were formed to solve the problem of creating a special environment of high school. They include the adoption of national doctrine of education, development and approval of standards of higher education, strengthening of innovation processes in higher education in the first place.

At the same time, the current state of the theory and practice of pedagogical maintenance of students' personal formation in the social and cultural environment of the university does not always meet the requirements of today and the needs not only to improve, but also to find new approaches, ways and conditions. However, in a number of the considered problem, a holistic view of the essence, structure, conditions, technology of students' personal development in a socio cultural environment of the University are not developed. Not enough attention is paid to the development of such promising areas as diagnostics, modeling and the formation of social and cultural environment of the University, pedagogical stimulation of personal development of students in higher education socio-cultural environment of different levels.

MATERIALS AND METHODS

Methods of study

During research the following methods were used: diagnostic (questionnaires, interviews, discussions, tests, self-assessment, expert evaluation, ranking, generalization of independent characteristics, projective techniques, methods of environment diagnostics); observational (direct, indirect and long-term pedagogical supervision); experimental (diagnostic and formative experiment); generalization

of pedagogical experience; methods of calculating of the selected integrity; methods of mathematical and statistical processing of experimental data (correlation analysis, factor analysis, non-parametric analysis, the method of total assessments, graphical representation of results).

Experimental base of the study

The base of the study is Amur State University. The diagnostic stage of the experiment study included 1014 students of 1-5 courses of nine faculties. The formative stage of the experiment included 156 students of the Faculty of Social Sciences ASU

The stages of the study

Organization of the study was carried out in several stages.

In the first phase (2011-2012) the analysis of psychological and pedagogical literature on the problem of students' personal development and socio-cultural environment of the University was carried out; methodological and theoretical foundations of the study were refined.

In the second phase (2012-2013) ascertaining experiment on the features studying of students' personal development was developed and carried out; a diagnostic study of the socio-cultural environment of the University was carried out.

In the third stage (2013-2014) the development of the content and methodology of the formative experiment was carried out; the testing of pedagogical conditions' set and technologies that optimize the process of students' personal development in a sociocultural environment of the University was conducted.

In the fourth stage (2014-2016) the results' analysis, processing, generalization and systematization of the experimental work was carried out; formulation of conclusions and the results of the study in the form of a dissertation were fulfilled.

RESULTS

Pedagogization of socio-cultural environment of the University involves the professional application of pedagogically optimal forms and methods of enhancing its educative influence, and pedagogical support to individual students in challenging, crisis situations; identifying of the strategic objectives of the educational process and its content; special methodical and technological equipment to organize various activities and to create a space that provides a positive path of becoming an individual student's personality. Pedagogization of social and cultural environment of the university enables to optimize the interaction of the environment's components which are aimed at strengthening of the direct and indirect educational impact on students.

The transformation of the University environment in pedagogical factor of students' personal development is carried out taking into account the dedicated in

the study pedagogical characteristics, identified pedagogical regularities of the students' personal formation in socio-cultural environment of the University; on the basis of justified in the study system of content management, organizational and pedagogical principles of the formation and development of the social and cultural environment.

Characteristics of the sociocultural environment of the University

The pedagogical characteristics of the socio-cultural environment of the University include:

- educational potential of socio-cultural environment (norms and values, traditions, cultural stereotypes, their optimal combination, etc.);
- ways, methods, resources, and nature of educational potential's implementation of University's social and cultural environment in order to create conditions for personal development and self-development of the student through the organization of productive activity and communication and socio-cultural infrastructure of the University;
- the harmony of the socio-cultural environment of the University, form of lifestyle, the degree of closeness and openness that provide for opportunities.

Regularities of personal development in the sociocultural environment of the University

The result of theoretical analysis and study of the relationship of environmental phenomena with various aspects of students' personal formation in practice, analytical thinking of environmental diagnosis results contributed to reveal a number of regularities in the personal formation of the social and cultural environment of the university:

- the more important the socio-cultural environment of the university for the student, the greater the positive impact it has on the process and the result of his personal formation;
- the greater the degree of students' involvement in the life activity of the University, the more significant for them its environment and all that happens in it, the more they are susceptible to its influences;
- the more varied activities are, in which the students are involved, the wider experience of their self-consciousness and more intensely is developed and defined their internal controls' system (interests, needs, moral principles and norms, beliefs, ideals, ideology, orientation, etc.), the more opportunities they have to feel competent in any activity;
- the more pedagogical "entry points" there are, more areas of social and cultural environment is covered by pedagogical processes and more

educational potential of the university environment is involved, the more intense and more natural students' personal formation flows.

The principles of students' personal formation in the social and cultural environment of the university

The success of the students' personal formation in the social and cultural environment of the university depends on compliance with a number of principles. The paper presents a system of complementary and inter-developmental content and organizationally managerial principles of social and cultural environment's formation of the university. Such a division is rather conditional however it allows answer two basic questions: what is pedagogical content of the University environment and how this content is to be translated into practice?

The University requires consolidating ideas that would define its society and its characteristics. These ideas are reflected in the content principles, which include the principles of humanism, cultural conformity, and subjectivity, of nature-conformity education, the principle of concentration of education on the development of social and cultural competences of an individual.

The content principles reflect the main reference points' regularities and basic assumptions of subsequent development of curricula', projects' and concepts' content that underlie the development of activities' directions, as well as provide an understanding of the place and role of the student as the entity of social and cultural environment of the university.

Organizational and managerial principles are derived from understanding of the constant ratio of a certain range of phenomena: patterns of self-development, mechanisms of this process, factors, barriers and contradictions. This are guiding requirements, regulations, how to act to achieve the goal. They include the principles of integrity, diversity, unity of management and governance, orientation of students on personal self-development, efficiency of social interaction.

Pedagogical conditions of students' personal formation in university's social and cultural environment

Based on the identified during the investigation regularities and the formulated on the basis of their content and the organizational and management principles the following groups of pedagogical conditions of students' personal formation in the social and cultural environment of the university have been identified:

- psychological and pedagogical (subjective), aimed at the orientation of students on personal self-development through the formation of their own entity position through awareness and implementation of their life purposes as the creation of life perspective, through the formation of a harmonious way of life corresponding to the subjective interests and needs, through

the promotion of a socially significant motives of activity, spiritual elevation, moral formation;

- social and educational (actually environmental) ensuring the updating and personalization of the social and cultural environment of university as a space for students' personal formation;
- organizational and pedagogical (activities), involving the students' mastering the university's social and cultural environment at various levels, aimed at the organization of the activities and relations of students, allowing them to realize their needs and interests in the social and cultural environment of the university, in personally meaningful and socially useful activities in the entity-entity relations.

Implementation of pedagogical conditions of students' personal formation in the social and cultural environment of the university takes place by means of the following technologies: subjective (individual educational support to students; psychosocial counseling; technology of work with certain categories of students, self-monitoring of personal formation etc.). activities-related (the technology of involvement in activity; the technology of activities' organizing; technology of initiatives' support and others.); environment forming and management technologies (technologies of informing about the environment and its possibilities, management and self-governing technologies; monitoring the socio-cultural environment; technology of maintenance and development of traditions and the creation of public opinion, and others.).

The progress and results of the experiment

Testing of the selected pedagogical conditions' effectiveness of students' personal formation in the social and cultural environment of the university was carried out on the formative stage of the experiment, which included 156 students of the Faculty of Social Sciences ASU. The results obtained were evaluated quantitatively (according the dynamics of change in the growth rate of students' personal formation) and qualitatively (using nonparametric criterion c_2).

The forming experiment took place in two stages under natural conditions of students' life by the type of variable one, which was characterized by purposeful variation in different groups aligned with the initial conditions of the individual parameters undergoing experimental investigation, and comparison of outcomes. To determine the effectiveness of conditions control and experimental groups were created.

In the first step of forming experiment the effectiveness was verified of each individually selected pedagogical condition's influence on the students' personal formation in the three experimental groups and in one control group. Quantitative analysis of the results of this phase led to the conclusion of a significant increase in the indicators of students' personal formation in the experimental groups in

comparison with control group, indicating on the positive effect of each tested condition. Qualitative analysis revealed the close to optimal, but not enough efficiency.

In the second step of forming experiment, pedagogical conditions were introduced in the complex, the results of the experimental groups with a control group were compared (Table 1).

TABLE 1: THE RESULTS' SUMMARY TABLE OF THE FORMATIVE EXPERIMENT'S SECOND PHASE (2015 / 16 ACADEMIC YEAR)

<i>Indicators</i>	<i>Control group</i>				<i>Experimental group</i>			
	<i>EP</i>	<i>BAI</i>	<i>HL</i>	<i>AILP</i>	<i>EP</i>	<i>BAI</i>	<i>HL</i>	<i>AILP</i>
The average at the start of the experiment	1,96	1,64	1,84	1,92	2,04	1,58	1,77	1,81
The average at the end of the experiment	2,16	2,32	2,36	2,24	2,65	2,72	3,00	2,65
Growth rate	1,1	1,41	1,28	1,17	1,3	1,76	1,70	1,47

Note: EP - subject position, BAI - basic aspirations of the individual, HL - harmonious lifestyle, AILP - the awareness and implementation of life purposes

Results' quantitative and qualitative analysis of the formative experiment's second phase has shown high efficiency of the selected conditions' complex application (EP - subject position, BAI - basic aspirations of the individual, HL - harmonious lifestyle, AILP - the awareness and implementation of life purposes).

In addition, the value obtained c_2 indicates that significant differences in the results of the control and experimental groups when received the 5% level of significance occurred in the result of purposeful organization of pedagogical conditions' set.

DISCUSSIONS

Considering the works of A. A. Bodalev (1990), A. E. Ivanov (1995), and others, in the course of the study the following features of students' personal formation were identified: age sensitivity for the most complete, continuous value- centered self-development; specificity of lifestyles and value systems; search for their place in life and the definition of life strategy; transition, crisis, inconsistency in all facets of life; the need for restructuring and self-assertion; proactive stance and actualization of purposeful self-identification in the personal-social roles on the background of a professional choice.

Features of personal formation are reasoned both by age characteristics and specifics of the students' age as a special social group (pre-defined social status, preferred living direction of professional and personal self-education).

Allocation of the essential characteristics of the phenomenon of "personal formation", as well as identifying of features of this process's course and

manifestations allowed among the students to formulate the following definition. Students' personal formation in a positive social way is understood a continuous sustained process of qualitative self-transformation, in which under the influence of internal and external factors the students' being entity position in activities and communication, the need for self-development, self-improvement are formed, taking into account the implementation of life orientations as a search of their place in life, harmonization of lifestyle. The essence of personal formation is primarily means that the students become the entities of their own development. On the basis of this representation of the studied phenomenon, the main criteria are highlighted for assessing the students' personal formation: entity position of the person as the entity of activities and communication; the desire for self-development, self-improvement; the awareness and implementation of life orientations; harmony lifestyle.

The study shows that in many respects the students' personal formation is predetermined by university environment, which is the context of personal and professional formation of the specialist in high school and is mediated by a number of socio-cultural factors. Among the latter, the best studied in pedagogy of higher education is an educational process. However, the problem of optimizing of the students' personal formation can not be solved in its entirety only in the educational process and the educational environment as a whole. It is necessary to take into account the influence of other factors, such as the scientific sphere, information environment, communication, leisure, lifestyle and way of life of students, detail-spatial environment, management and coordination of the processes taking place at the university. All these aspects are combined in the socio-cultural environment of the university, expanding the scope of life of each student, allowing the process of identity formation to unfold naturally.

The socio-cultural environment of high school is a space of students' life together with other students, teachers and university staff. Its structure is determined by the peculiarities of the educational institutions to ensure conditions for the young man's choice of values, the development of culture, life meaning, the ways of cultural self-realization, individual disclosure of personal resources. The structural elements of social and cultural environment are educational, scientific, information, communication, leisure, household, object space, the management and the coordination spheres.

Thus, it can be concluded that the socio-cultural environment of the university as the general level of students' socio-cultural determination of an individual in high school and the process of its formation is integrative, summarizing factor of the whole range of other influences.

During the stay of young people in high school the influence of socio-cultural environment is manifested in the cultural aspect (such as the formation of "human of culture"), value (as the formation of values and life orientations), socializing (as

mastering socially significant information and the formation of experience of activities and communication in various fields of socio-cultural life, the development of social roles), motivational (as creating of positive attitudes toward achievements in personal and professional terms, stimulation of personal self-development, self-improvement in the general cultural socialization).

The study shows that the role of social and cultural environment of the university in the students' personal formation may be different both in nature (it can slow down this process, stimulate or be neutral in its impact), and the degree of influence. The degree of influence depends, first, on the nature of the interaction of "environment-student", the position of the students in relation to the environment; second, on the significance, the reference of social and cultural environment for the student, that is, the subjective perception of a student of social and cultural environment of the university; third, on the fact how socio-cultural environment meets the needs and interests of the individual.

Since the students' personal formation is the holistic process of the entire set of objective and subjective, external and internal factors, pedagogically expedient organization is also an integrative process of the conditions' organization in terms of three positions (personality, activities, actually environment). This conditions' organization includes orientation of the individual student to self-development, providing of the activities development of social and cultural environment of the university, updating and personalization of the environment in all its spheres.

CONCLUSION

On the basis of the essential characteristics' allocation of personal formation, taking into account the identified characteristics of this process, it is found that the students' personal formation in a positive social sense is a continuous progressive process of qualitative self-transformation, in which the students' position as the entities of activities and communication, the need for self-development, self-improvement with defining and implementation of life strategy, harmonization of lifestyle are formed.

The results of a diagnostic experiment on the study of students' personal formation, the influence of social and cultural environment of the university on this process clearly demonstrated the pedagogical feasibility to search for ways and conditions of social and cultural environment formation with a view to optimize students' personal formation.

The transformation of social and cultural environment in the pedagogical factor is accompanied by the implementation of certain pedagogical conditions to optimize students' personal formation. They include:

- Social and educational, providing updating and personalization of social and cultural environment of the university and its infrastructure as an area of students' personal formation;

- Organizational and pedagogical involving activities development of socio-cultural environment of high school by students at various levels;
- Psychological and pedagogical, aimed at enhancing students' desire for self-development and self-improvement.

The results of the formative experiment confirm the idea that the implementation of pedagogical conditions, developed in the context of pedagogical socio-cultural environment of the University using specific personal, activities and environmental technologies, optimizes the students' personal formation in the social and cultural environment of the University.

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