



Innovative Pedagogical System of Institution of General Secondary Education as a Condition of Formation of Social Activity of Pupils

Svitlana Kyrlyuk^{1*}

¹*Department of Pedagogical Sciences, The Institute of Upbringing Problems of The APS of Ukraine, Kyiv, Ukraine.*

Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

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ABSTRACT

The article describes the meaning of the concept of "pedagogical system". The author describes the features, patterns and structure of the pedagogical system. The peculiarities of multicomponent innovative pedagogical system aimed at forming social activity of students in general secondary education institutions are revealed. In particular, the functional and structural components of the innovative pedagogical system for the formation of students' social activity, their interconnections, and peculiarities of functioning are considered. It is noted that the structural components include the activities of teachers, students, administration and self-government bodies, as well as the goals and content of education, ways of communication, scientific and educational information, educational information space. Functional components include design, prognostic, anticipative, managerial, correction and evaluation, organizational, technological, constructive, communicative and social. The article also presents the formula of innovative pedagogical system. The article describes the features of managerial activity in the conditions of innovative pedagogical system, the necessity of correction and evaluation component is substantiated. Attention is drawn to the fact that the structural and functional components of the pedagogical system are characterized by mutual conditionality, paired bonds, which do not allow the system to collapse. Attention is drawn to the fact that the innovative pedagogical system of formation of social activity of students is a set

*Corresponding author: E-mail: bulavenko17@gmail.com;

of connected micro spaces, microenvironments that form a hierarchical system of educational institution aimed at achieving maximum educational effect and formation of social activity of students. The article draws attention to the fact that in the innovative pedagogical system the activity of all components, except general education, is aimed at forming the social activity of students, it is holistic and has integral properties.

Keywords: pedagogical system; social activity of students; functional and structural components; educational and information space.

1. INTRODUCTION

In the modern world there is a destruction of established socio-cultural structures. Some traditional ideas have ceased to meet the needs of modern society. A person finds himself in a situation where the learned-normative systems complicate the process of life activity. The long-standing education system operating in Ukraine has shaped a person who is practically unprepared for rapid social changes in society, for making vital decisions on his own. The need of society for socially active members with a stable, personally meaningful position, freely orientated in a difficult socio-economic and political situation, able to make decisions and achieve results in accordance with the stated goal, to take responsibility for their actions without infringing on the rights and freedoms of others. to the need for the formation of social activity of the individual [1].

In such a dynamic and changing world today, special requirements for educational institutions are being formed by a social state inquiry, and the need to create an innovative pedagogical system with optimal conditions for the educational environment that affect the personal development of the younger generation becomes more active [2]. At the same time, one of the priorities of the general education system is the preparation of a socially active person who has humanistic values, formed personal qualities and the ability to self-development. Therefore, the creation of an innovative pedagogical system for the formation of a socially active personality has become extremely relevant today.

The scientific and practical role of the pedagogical system is recognized by domestic and foreign scientists R. Aslanov, I. Blauberg, O. Vishnevsky, L. Novikov, M. Kagan, V. Karakovsky, I. Lerner, I. Sasova, N. Selivanov, P. Stepanov, B. Stuparik, G. Sorokoy, V. Semichenko, M. Stelmakhovich and others.

In the context of the problem under study, the works of scientists S. Arkhangelsky, V. Afanasyev, V. Bepalko, B. Bitinas, I. Vasiliev, V. Volodko, M. Danilov, V. Zagvyazinsky, T. Ilyina, T. Ilyasova, V. Kraevsky, F. Korolev, N. Kuzmina, L. Novikov, O. Saranov and others, who considered the content of the concept of the pedagogical system, structure and features. Various aspects of the systematic approach in the pedagogical process were considered in the conceptual works of V. Bezrukov, O. Gluzman, Y. Konarzhevsky, L. Spirin, V. Sadovsky, Z. Sazonova, V. Serikov, O. Sidorkin, V. Slastionin, A. Ursula, B. Yudin, O. Yakovenko and others. They note that a systematic approach is to account for and analyze all components of the system that are interconnected in such a way that a certain integrity and unity emerges.

2. OBJECTIVES

The purpose of the article is to highlight the innovative pedagogical system for the formation of social activity of students of general secondary education.

Objectives of the article: to reveal the meaning of the concept of "pedagogical system"; describe the features, patterns and structure of the pedagogical system; to get acquainted with features of multicomponent innovative pedagogical system aimed at formation of social activity of students in general secondary education institutions.

The modern development of the education system in Ukraine is defined by the Law of Ukraine "On Education" (1991) and the State National Program "Education" ("Ukraine of the XXI Century").

According to Art. 25 "The structure of the education system" of the Law "On Education" it consists of the following components: pre-school education; secondary education; professional education; Higher Education; after graduation; postgraduate studies, doctoral studies;

professional development, retraining of personnel; extra-curricular education; self-education.

The State National Program "Education" provides the following areas of education reform:

- 1) development of the national education system, taking into account the fundamental changes in all spheres of public life in Ukraine;
- 2) ensuring the moral, intellectual and psychological readiness of all citizens for education;
- 3) achieving a new level in the study of basic subjects: Ukrainian and foreign languages, history, literature, mathematics and natural sciences;
- 4) creation of conditions for meeting educational and professional needs and giving opportunities for every citizen of Ukraine to improve their education, improve their professional level, and acquire new specialties;
- 5) ensuring in each educational institution appropriate conditions for training and education of physically and mentally healthy personality, prevention of drinking, drug addiction, violence that negatively affect the health of people [3].

The development of the modern pedagogical system in Ukraine is a multifaceted process that changes its face as it approaches the level of social, political, pedagogical requirements of the era of technical and technological revolutions. Important positive trends in the development of the pedagogical system are the course on democratization, diversification and differentiation of education, the humanistic orientation of education, the use of forms and methods of education that increase the activity, independence of students, their inclusion in experimental and experimental activities, pedagogization of the latest technical means.

3. MATERIALS AND METHODS

The study was conducted on the basis of Avdiivka comprehensive school of I-III degrees № 7 of Avdiivka city council of Donetsk region; Municipal Institution of General Secondary Education I - III degree "Varvinsky Lyceum № 2" of the Varvinsky settlement council of the Varvinsky district of Chernihiv region; Mykhailo-Kotsyubynska Gymnasium of Mykhailo-Kotsyubyns'ka Town Council of Chernihiv District of Chernihiv Region; Nizhyn Gymnasium № 3 of

Nizhyn City Council of Chernihiv Oblast; Nizhyn comprehensive school of I-III grades № 2 of Nizhyn city council of Chernihiv region; Nizhyn comprehensive school of I-II degrees № 11 of Nizhyn city council of Chernihiv region; Sribnyansky comprehensive school of I-III degrees of Srebnyansky district council of Chernihiv region; Chernihiv comprehensive school of I-III grades № 3 of Chernihiv city council of Chernihiv region; Chernihiv Secondary School I-III grades № 19 of Chernihiv City Council of Chernihiv region.

7993 students (including 2172 junior students (1112 - EG; 1060 - KG)), 4987 elementary school students (2478 - EG; 2509 - KG) and 834 high school students (426 - EG; 408 - KG), 572 pedagogical staff, 946 parents.

For achievement of the purpose and realization of tasks of research we used a set of methods: theoretical - generalization, comparison, classification, analysis in order to determine the influence of the pedagogical system of the school on the formation of social activity of students; systematization and generalization of theoretical and empirical data for the development of pedagogical system of formation of social activity of students of secondary school; empirical - diagnostic methods (conversations, surveys, questionnaires; solving situational problems, program of pedagogical observations) to determine the levels of social activity of students in general secondary education.

4. RECONNAISSANCE

The analysis of the activities of the experimental schools in terms of their potential for forming the social activity of the students was carried out on the basis of the theoretical provisions developed by us. A comprehensive study of this problem was carried out, including the study of scientific and methodological literature, the practice of educational work, its content, types, forms and methods used in the formation of students' social activity.

The results of the study showed that some attention is paid to the problem of forming social activity of students in general secondary education institutions. The educational work of schools is based on the basic ideas of student self-government and the concept of national education, the National program of education of children and youth, which are based on the principles of organization of the educational

process, among which the basic are acmeological principle, national purposefulness, cultural conformity, integrity, technology, psychology dialogue and more.

The analysis of pedagogical practice showed a wide variety of approaches to the process of forming social activity of students in secondary schools. This is due, in our view, to the fact that in education there is no methodological certainty about this process. The educational system of the educational institution tries to adapt the vision of the society's needs in socially active youth with the help of different pedagogical technologies and methods. Of course, such attempts can be considered as a positive experience, since many leaders and educators are independently looking for ways to organize the activities of schools, not only interesting to students, which allows them to realize their personal potential, interests and needs, but also ensures the formation of their social activity.

Our oral survey of members of the pedagogical staff of educational institutions showed that the vast majority of them highly appreciates the potential of the school in shaping the social activity of students, trying to ensure its quality implementation by available means.

Most educators raise issues related to the problem of forming social activity of children, while using meaningful educational opportunities. At the same time, they show uncertainty in defining the main tasks, content, forms and methods of the process of formation of social activity of students, cannot determine the structure of conducting classes in terms of actualization of content that is directly addressed to this problem. Teachers prepare teaching hours are guided, for the most part, by the annual school plan, by specific dates, ready-made didactic materials found on the Internet, or printed methodical materials, or their own feelings. As such, the system in their work is extremely rare.

That is, teachers have certain problems that arise in determining meaningful and organizational aspects of educational activity that would allow to realize its potential in shaping students' social activity. This leads to the fact that this problem is not solved effectively.

An important question during the preparatory phase of the study was to clarify the attitude of teachers to the question of criteria and indicators

of assessing the levels of social activity of students. Most of the respondents indicated difficulties in identifying them. The teachers agreed that it is necessary to have a clear understanding of the essence of social activity, its structure, a limited number of criteria and indicators of its formation, accessible and clear diagnostic procedures that allow to monitor the effectiveness of the process of formation of social activity of students and, if necessary, to carry out its correction.

Thus, during the preparatory phase of the study, the following problems were identified, which required us to have a theoretical understanding and practical solution:

- lack of a clearly stated purpose of the process of formation of students' social activity in the activity of the school;
- the lack of a school educational system for the formation of students' social activity;
- lack of theoretical ideas about the means of school activity that ensure the formation of students' social activity;
- insufficient methodological support of the system of formation of social activity of students;
- lack of a level-criterion system and available diagnostic tools that allow to determine the degree of social activity of students and the effectiveness of pedagogical activity in this direction.

These problems confirmed the relevance of our research for pedagogical theory and practice.

According to the results of diagnostics revealed a low level of social activity formation: in elementary school students 1 - 4 classes (ages 6 - 9) - in 48,4% of the experimental group (EG) and 47,2% of the control group (KG); elementary school - grades 5 - 9 (age 10 - 14 years) - in 39,8% of the experimental group (EG) and 38,9% of the control group (KG); in high school students - 10 - 11 classes (age of children 15 - 16 years) - in 37,5% of the experimental group (EG) and 37,2% of the control group (KG).

Thus, the results of incoming diagnostics became the basis for conducting experimental work of the All-Ukrainian level on the basis of the above mentioned educational institutions.

To realize the formative stage of the experimental work, in order to form the social activity of the students' personality, we have developed a multi-component model of the

pedagogical system as one of the main pedagogical conditions.

Today, the concept of "pedagogical system", in modern didactics began to occupy key positions. This tendency is explained by the importance of a systematic approach to the successful solution of pedagogical problems, among which the interaction of the teacher and the student determines the course of the educational process, oriented towards a strategic goal - the formation of personality with the set properties.

Under the pedagogical system V. Bezpalko understands a set of interconnected means, methods and processes necessary to create an organized, purposeful pedagogical influence on the formation of personality with set qualities [2]. In addition, according to the scientist, the peculiarity of the pedagogical system is that it contains all the basic educational processes that require the creation of a management system. According to V. Volodko, under the pedagogical system can be understood many interconnected structural components, united by a single educational purpose of personality development and functioning in a holistic pedagogical process [4]. We support the opinion of N. Kuzmina, who defines the pedagogical system as a set of interconnected structural and functional components, which are subordinated to the purpose of education and training of children [5].

Important for our study are the features of the pedagogical system substantiated by V. Kushnir, namely: the presence of constituent components (elements, parts) from which the system is formed; the presence of structure, that is, certain relationships (interactions) between individual components and the whole system as a whole; the presence of integrative qualities (systematic), that is, those qualities that are not possessed by any of the individual components that make up the system; availability of functional characteristics of the system as a whole and its individual components; the purpose of the system, because each system is created to achieve a specific goal; the presence of communicative qualities, which are manifested in two forms: interaction with the external environment and interaction of this system with systems of lower or higher order; the presence of historicity, continuity or connection of the past, present and future in the system and its components; availability of control [6].

Based on the study of pedagogical systems, we have identified the regularities of the pedagogical

system aimed at forming the social activity of students: functionality and multifunctionality; overall quality; integrity; maintainability. Given the nature, features and patterns, the pedagogical system for the formation of social activity of students in the school, we present in the form of a modified formula of Alexandrov [1]:

$f(PS) = \Sigma (Y, M, X, Z, F, G)$, where Y is the management of the pedagogical system, ensuring the holistic activity of all elements; M - includes such elements as: teacher, student, content of education and upbringing, means of education and upbringing (in our case aimed at forming social activity); X - connections and relations between these elements, which are realized in the form of methods and techniques, organizational forms of education and upbringing, as well as various forms and types of communication between teacher and students, students with each other, the attitude of students to the content and means of forming social activity; Z - environmental factor that influences the whole process of formation of social activity of the student; F - function of the system, which is defined as the formation of social activity and the development of the student's personality; G is the system-forming factor that is socially oriented activity in the school. The pedagogical system is a set of interconnected micro spaces, microenvironments that form a hierarchical system of an educational institution aimed at achieving maximum educational effect and shaping students' social activity.

We believe that an innovative pedagogical system for shaping students' social activity should be purposeful, and all its components are interconnected and interrelated, creating the essential links on which the effectiveness of solving pedagogical tasks depends [7].

Features of an innovative pedagogical system aimed at shaping students' social activity are the following: the system consists of elements - objects, parts, components that are interconnected; the system has properties - qualities that make it possible to describe the system; the specific nature of the linking of elements in a system indicates its structure as a form of system organization constituent systems are managed and self-managed; each element of the system exists as part of a higher order system; all components of the system are in communication with the external environment, and the stability of the system is determined by the ability to preserve at any time a

predetermined state; the system functions, that is, implements certain inherent functions, and system functions are the result of the interaction of elements through a certain structure, and the functions of the elements can be relatively autonomous and have an impact on system functions; the innovative pedagogical system is dynamic and procedural [8].

In our view, a multicomponent model of the pedagogical system is effective for shaping students' social activity. Its components may change content depending on the purpose and objectives of the institution. Thus, in our pedagogical system, the activity of all components, aimed at shaping the social activity of students. The innovative pedagogical system of forming social activity of students includes structural and functional components. It is holistic and has integral properties [6].

The structural components are based on the activities of teachers, students, administration and self-government bodies, as well as the goals and content of education, ways of communication, scientific and educational information, educational information space. The functional components include design, prognostic-anticipative, managerial, evaluation, organizational, technological, constructive, communicative and social. The structural and functional components of our pedagogical system are characterized by mutual conditionality, paired bonds, which do not allow the system to collapse [3]. In Fig. 1. the model of our innovative pedagogical system of formation of socially active personality is shown.

In general secondary education, design activity defines the setting of goals, emphasizes not only the general tasks, but also the formation of social activity of students.

The target block includes: formation of knowledge and ideas about the realities of social reality, objects and subjects of social life, their peculiarities and interactions; formation of a system of value orientations with prevalence of values of social orientation; formation of a positive emotional evaluation of the importance of social activity as a quality of personality and as a way of manifestation of personality in the system of social relations; formation of operational skills necessary for realization of social activity in society; formation of students'

social competencies necessary for self-actualization, self-realization and self-management; development of ability to analyze one's own activity from the standpoint of its personal and social significance, influence on the development of society (development of social responsibility) [3].

Technological activity is the most productive, because the pedagogical team does not overlook the image of the result and other structural elements of the pedagogical system and the relationship between them. Therefore, the activity of the teaching staff is essential in shaping students' social activity. Technological activity is related to organizational activity, which includes actions related to the organization of the teacher of his and his student activities for the formation of social activity [3]. Therefore, the structural component, respectively organizational, will be students, whose formation and development are directed by all efforts of pedagogical staff.

However, for the student team, in the innovative pedagogical system, independence is inherent. Therefore, in the model of innovative pedagogical system of formation of social activity of students, we have included a component of social activity, which involves purposeful actions based on taking into account the needs, interests and actions of other people, as well as existing social norms, manifestation of social activity [3]. In our view, the most effective structural component of social activity is the new form of self-government - student management, which most contributes to the development of students' social activity. Student management is a set of managerial and self-management rights and responsibilities of a pupil that he or she has agreed to assume, which ensures the development of their autonomy in making and implementing decisions to achieve socially important goals.

Functions of student management: goal setting (analysis and formation of school goals); planning (development of plans and alternative activities); decision-making; implementation and organization (the schedule and organization of the work process to accomplish tasks); control (self-control and control of results, correction of goals); monitoring; information and communication function (search and exchange of information, implementation of communication links required at all stages of the student management process).

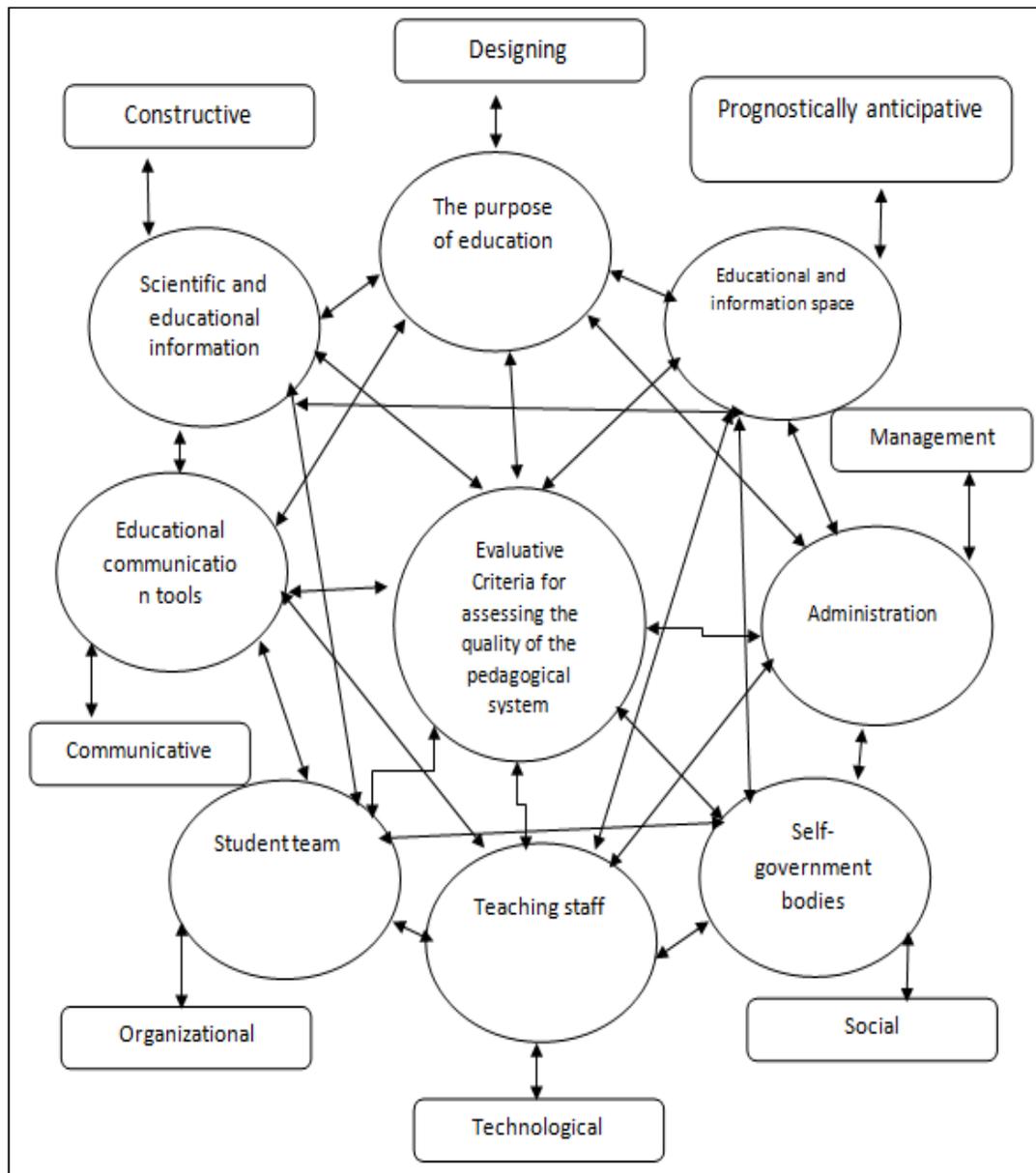


Fig. 1. Model of innovative pedagogical system

In the process of experimental work, the forms of activity of student management were: meetings of departments of student management on issues of planning, organization, motivation, coordination, control and summing up of work results; protecting the rights and interests of students; creation of normative documents regulating the life of a children's organization; self-government day and science day; conducting of all-school competitions; performances at pedagogues, parental meetings, school board, rulers; carrying out preventive

days; volunteer activities; seminars; conferences; raids; business trainings; preventive trainings; excursions; scientific societies; round tables; disputes; intellectual marathon; uniting by interests.

An important component of the pedagogical system is the prognostic-anticipative, which is necessary for obtaining information about an object on the basis of scientific provisions and methods, as well as for predicting its activity [3]. In modern science, the prediction function

correlates with the notion of "anticipation" as a more subtle "noospheric" way of predicting events. These functions have different methods of study. If prognostic function is investigated by traditional pedagogical methods, extrapolation methods, comparison, then anticipative - by foresight method. In fact, the prognostic component in the pedagogical system is a way of predicting the possible, and the anticipative component in the pedagogical system can be considered as a consequence of the development and deepening of this system. Development itself provides an innovative process that creates conditions of risk and uncertainty and requires not only the analysis of past experience (predictive component of the model), but also the prediction, identification of patterns that contribute to the productivity of the pedagogical system [4].

We believe that the functional prognostic-anticipative component to which the structural component corresponds - the educational and information space are new and necessary components of the pedagogical system [3]. Not only do they contribute to the effective implementation of the structural-functional model of social activity formation of students of the school, but also allow to investigate probabilistic models of the future and possible directions of development of educational and informational space of the educational institution.

The educational and information space at the school level facilitates the exchange of information flows between all participants in the educational process within the school itself, as well as the exchange of information with external structures - educational institutions, libraries, training and information centers and other organizations. It also provides: active informational interaction between teachers, students and information resources of subject areas, including those created on the basis of information and communication technologies (ICT) focused on the management of these resources, and the implementation of students' research, experimental and search activities; functioning of organizational-methodological and administrative structures of the educational institution [3]. Educational and information space we have defined as a pedagogically appropriate organized space of life, which promotes the development of socially active personality; integrated means of accumulation and realization

of educational and educational potential of the educational institution. The educational and information space includes three modules-components: physical, psychological and intellectual (Fig. 2).

Constructive activity is directly related to prognostic and anticipative activity, which includes actions related to the compositional construction of any educational activity, in particular, future training sessions, events, lessons, excursions, reproduction of various variants of their construction in terms of educational and information space. and prescriptive systems dictated by regulatory documents, programs, textbooks, the availability of visual aids, ICTs, the time during which a specific, current pedagogical task must be solved [4]. The structural component that corresponds to the constructive is scientific and educational information.

The success of an innovative pedagogical system depends to a large extent on the communicative functional component. Communicative activity as a component of the pedagogical system is the most important pedagogical activity, it is developed and managed by the laws of communication. It includes actions related to establishing professionally appropriate relationships between the head, teacher, student, parents in direct contact. This provides a productive motivation of the subjects to solve educational problems and obtain a positive result from the experimental work, in particular, the formation of social activity of the individual. This is facilitated by all educational communication tools [6].

The administrative work of the administration ensures the coordinated work of the educational and informational space of the educational institution, pedagogical and student teams. In our opinion, it is management activity that is one of the main factors that determine the effectiveness of innovative work at school. It requires, on the one hand, a systematic approach and, on the other, an informal approach. Among the vectors of school management with an innovative pedagogical system of formation of social activity of educational recipients identified the following: introduction of the state component of the content of education, approbation of innovative projects and programs, search for new forms and methods of organization of education; development of productive technologies of training and education; creation of own system of

formation of socially active personality; development of new organizational structures and management mechanisms; ongoing diagnosis and correction of the innovation process [3].

The managerial activity of the head of the school involves the processing of large amounts of information. In order for this information to really help make the right management decisions, it must be objective, arrive on time, and reflect the dynamics of changes in the management object. In addition, technologies are needed to enable a manager to process information quickly and

accurately, with minimal time and effort. We have identified two areas of this work: implementation of information technology in school management; computerization of the educational process and educational work of the institution.

The first direction involves providing optimal conditions for the automation of workplaces of participants in the educational process and their use of software that systemises the work of the administration, secretary, psychologist, social teacher, teachers, etc.

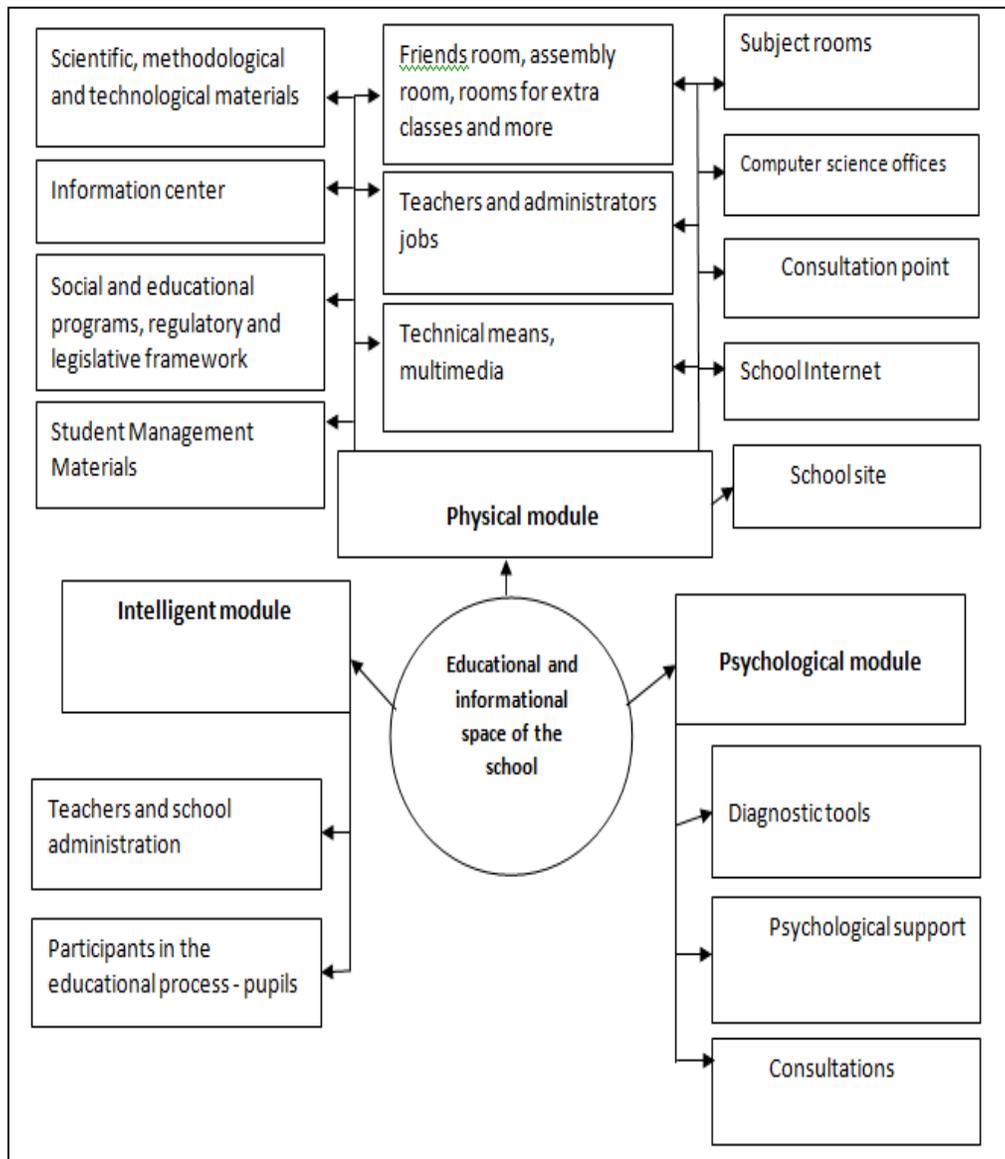


Fig. 2. Structure of educational and information space

The second direction is the approbation and implementation of electronic learning tools in the educational process, the development and application of electronic training support, the use of text-based software and those used in extracurricular and educational work. The entire educational information space can be divided into information and communication (IC) blocks: administrative, educational, cognitive interests, social and technological. Information interconnections between these blocks can be made directly and through a school-wide server. The scheme of information flows in the experimental school is presented in Fig. 3.

The use of information and communication technologies in school management is an integral part of the development of educational and information space aimed at forming a socially active personality.

The school's educational and information system enables: to generalize information flows; to classify all information; provide access to central databases; ensure the exchange of information.

All this enables the school administration to improve its efficiency. The introduction of information and communication technologies into

the process of management of an educational institution makes it possible to provide timely and flexible management of the development of the education system and purposefully improve its quality. This is especially true of accounting, processing and analysis of information by the administration, which uses information resources of the educational institution in the following areas: educational activity, information and methodological activity, scientific and practical activity, administrative and economic activity, cultural and educational activity, volunteer activity, social activity.

An important component of an innovative pedagogical system is the correction and evaluation component. It is necessary for the effective management of educational and experimental activities and should perform stimulating, orienting, correcting and encouraging functions [5]. The correction and evaluation component takes into account that the end result depends on how the goals and objectives are solved, and the actions and means directed by the holistic pedagogical system to achieve the formation of students' social activity can be high-, medium-, low-productive. In this case, an audit will be needed to help decide what components of the system are going through it.

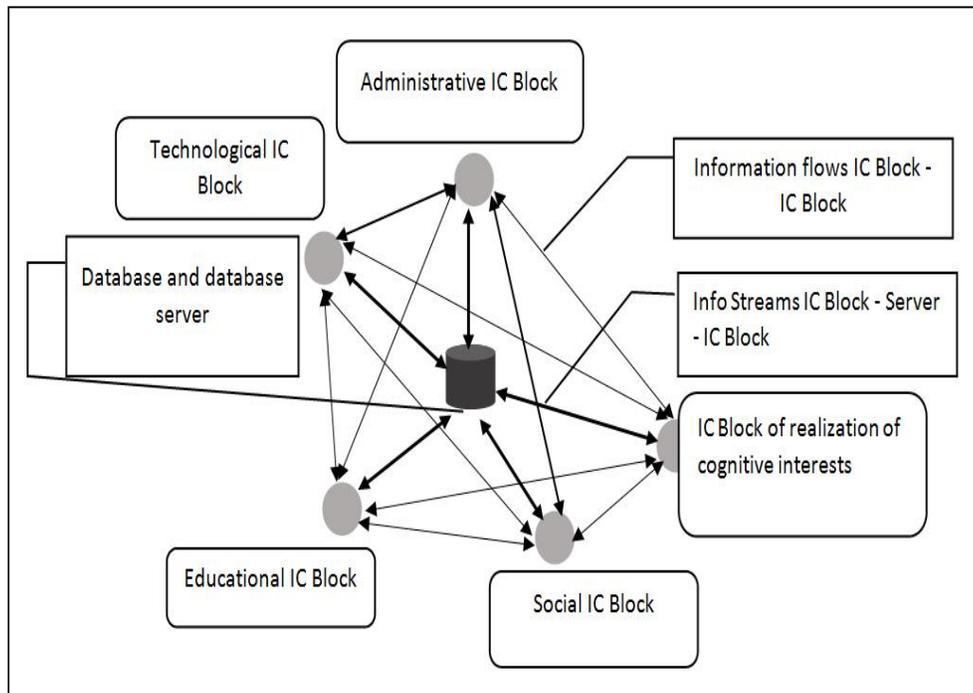


Fig. 3. Scheme of information flows between IC Block

How the level of social activity of students in the process of implementation of innovative pedagogical system during experimental work has changed can be seen by comparing the diagrams in Fig. 4 and Fig. 5.

Comparison of the results of development of social activity of elementary school students shows that in the experimental groups, compared to the control groups, the high level indicators in the elementary classes increased by 14.1%, the middle classes by 16.8%, the upper classes by 23.0%. At the same time, in the experimental groups, compared to the control groups, the indicators of low level of social activity in the

initial classes decreased by 18.7%, the middle classes by 15.1%, the upper classes by 16.1%.

Therefore, our innovative pedagogical system, as one of the pedagogical conditions, is one that is capable of self-development and successful formation of students' social activity.

5. DISCUSSION

The world educational space unites national educational systems of different types and levels, which differ significantly in philosophical and cultural traditions, in the level of goals and objectives, in their quality status. Therefore, it is necessary to talk about the modern world

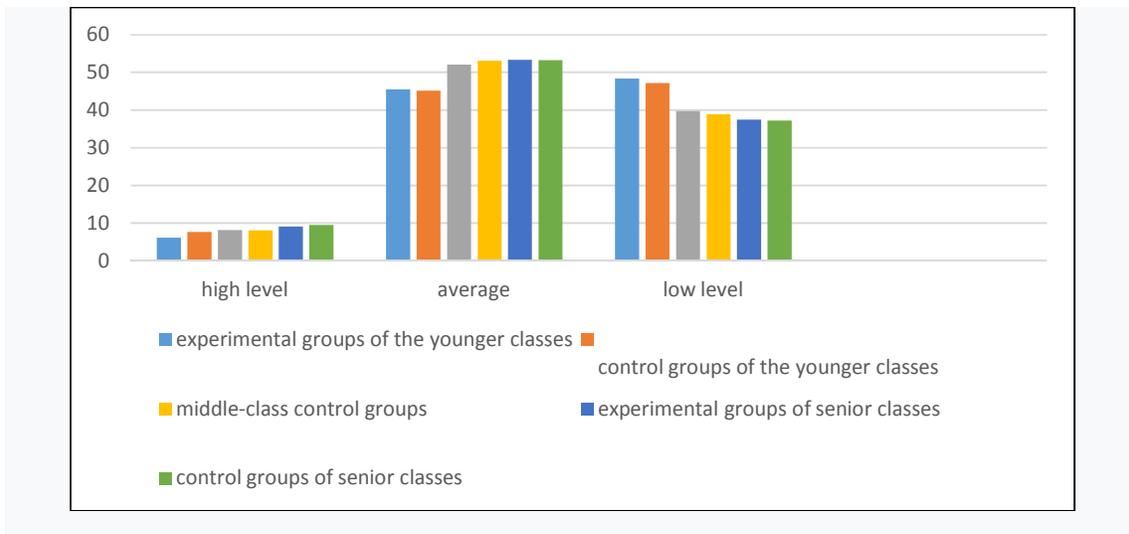


Fig. 4. The level of social activity of school students in the experimental and control groups at the beginning of the experiment

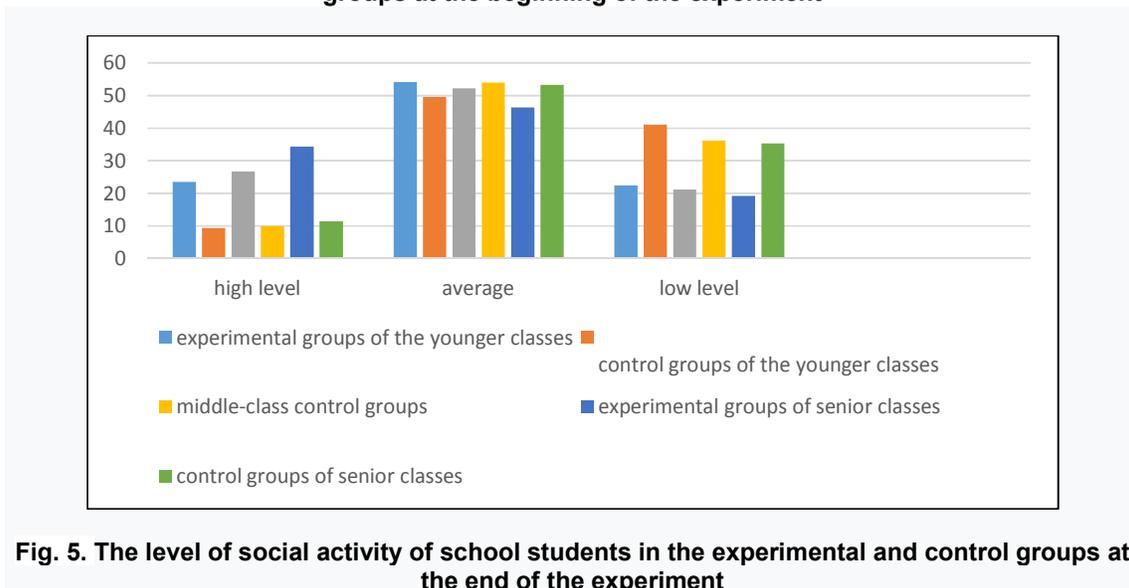


Fig. 5. The level of social activity of school students in the experimental and control groups at the end of the experiment

educational space, which is formed by the presence in each educational system of global trends and the preservation of diversity [1]. However, each country has its own pedagogical system, which is aimed at forming relevant personality traits for her. In our opinion, the formation of social activity of the individual is relevant for all countries.

In the world education system of the XX century, there are certain global trends: 1) the desire for a democratic education system, ie accessibility of education to the entire population of the country, granting autonomy and autonomy to educational institutions; 2) guaranteeing the right to education to all comers (opportunity and equal chances for every person to receive education in an educational institution of any type, regardless of nationality and race); "The world organism is a continuous whole" (Cicero) [7]; 3) significant influence of socio-economic factors on education (cultural and educational monopoly of certain ethnic minorities, paid forms of education, manifestation of chauvinism and racism); 4) increasing the range of educational and organizational activities aimed at both satisfying diverse interests and developing students' abilities; 5) expansion of the market of educational services; 6) expanding the higher education network and changing the social composition of the student body (becoming more democratic) [8]; 7) in the field of educational management, seek a compromise between rigid centralization and full autonomy; 8) education becomes a priority object of financing in developed countries of the world; 9) constant updating and adjustment of school and university educational programs; 10) moving away from the orientation of the "middle student", increased interest in gifted children and young people, to the features of disclosure and development of their abilities in the educational process; 11) search for additional resources for education of children with disabilities, children with disabilities [3]. World education is polystructural: it is characterized by spatial (territorial) and organizational structures. Large international projects and programs are of great importance in solving the problems of world education, since they necessarily involve different educational systems [2].

We believe that international projects contribute to the formation of children's social activity. The following major international projects include: ERAZUMS, which aims to ensure mobility of European Council students (for example, up to 10% of students must study at a university in

another European country); LINGUA is a program for improving the effectiveness of foreign language learning, starting with the younger classes; EUREKA - the project's goal is to coordinate research with Eastern European countries; ESPRIT - a project that involves the efforts of European universities and computer firms to create new information technologies; EIPDAS is a program in the field of education planning and management improvement in Arab countries; TEMPUS is a pan-European program focused on the development of university education mobility; IRIS is a system of projects aimed at empowering women's vocational education [9].

It is worth noting that there is no universal pedagogical system for forming social activity. Each country needs to create its own pedagogical system. However, when developing a pedagogical system, it is worth exploring the experience of other countries. After all, every epoch, every stage of development of society brings their own accents, a new meaning to the culture of personality. Thus, for many years of socialism, our pedagogy has sought to form a comprehensive, harmonious personality. However, it is an ideal to aspire to, but in our opinion it is more important today to form a socially active personality.

6. CONCLUSION

The article deals with the pedagogical system aimed at forming the social activity of students in the institutions of general secondary education, namely: clarifies the essence of the concept of "pedagogical system"; this definition of the concepts of "student management" and "educational and information space"; the structure of the pedagogical system is determined; the formula of innovative pedagogical system of forming social activity is theoretically substantiated.

The components of the innovative pedagogical system are described in the article. A schematic illustration of an innovative pedagogical system showing the relationships between structural and functional components. The components of an innovative pedagogical system aimed at shaping students' social activity are also described. A new form of self-government for children is proposed - student management, as a way of organizing joint and independent activity of children in an educational institution, which provides the dynamics of democratic relations in the educational environment, which defines the

opportunities for self-actualization, civic self-determination and helps to increase the level of social activity of students.

Particular attention is paid to the educational space of the school. The schematic structure of educational and information space for forming of social activity of students is presented. The article defines the specifics and ways of management of an educational institution in the conditions of formation of social activity of students. It is determined that the effectiveness of management increases as a result of the use of information and communication technologies. The scheme of information flows in the educational institution between information and communication blocks is presented.

These diagrams illustrate the dynamics of increasing levels of social activity of students in the experimental group of secondary schools and indicate the pedagogical feasibility and effectiveness of a theoretically grounded and experimentally tested pedagogical system aimed at forming social activity.

However, the study does not exhaust the theoretical and practical search for solving the problems of creating an effective pedagogical system for shaping students' social activity. Scientists should pay attention to the study of the universality of pedagogical systems and the specifics of their implementation in different social conditions. We think that it is necessary for scientists to explore more the possibilities of educational and informational space of an educational institution for the formation of social activity of the individual and the use of information and communication technologies in the activity of a modern educational institution.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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