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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,  
Linguística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 34, 2018, Especial N°

# 16

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



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Facultad Experimental de Ciencias  
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Maracaibo - Venezuela

## **The modern teens' socio-cultural development diagnostics and interaction between family and school**

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### **Abstract**

The purpose of the study is to investigate the modern teens' socio-cultural development diagnostics and interaction between family and school via survey methods. As a result, the dynamics of a teen's socio-cultural development in the interaction between the family and the school is considered, the main determinants that prevent this process are defined, and the mechanisms of the teens' socio-cultural development organization within the cultural-leisure activity are identified. In conclusion, the teens' personal socio-cultural development is realized by stimulating them to internalize the national cultural code, universal human values, etc.

**Keywords:** Socio-Cultural, Teens, family, school.

# Los diagnósticos de desarrollo sociocultural de los adolescentes modernos y la interacción entre familia y escuela

## Resumen

El propósito del estudio es investigar los diagnósticos de desarrollo sociocultural de los adolescentes modernos y la interacción entre la familia y la escuela a través de métodos de encuesta. Como resultado, se considera la dinámica del desarrollo sociocultural de un adolescente en la interacción entre la familia y la escuela, se definen los principales determinantes que impiden este proceso y se definen los mecanismos de la organización de desarrollo sociocultural de los adolescentes en el ámbito cultural. Se identifican las actividades de ocio. En conclusión, el desarrollo sociocultural personal de los adolescentes se realiza al estimularlos a internalizar el código cultural nacional, los valores humanos universales, etc.

**Palabras clave:** Socio-Cultural, Adolescentes, Familia, Escuela.

## 1. INTRODUCTION

The integration of the states into the world community requires the implementation of the new educational models that meet international standards. The latter allows to exploit the youth's creative potential and to give a powerful intellectual impetus for the development of society. Possession of a certain body of knowledge is not the only condition for living and successfully working within a mobile and dynamic society of the nearest future. A person must be

also able to organize an effective intercultural interaction, to be ready for a constant professional self-development, to take initiative, to interact under the conditions of competition, or, in other words, to be a socio-cultural personality. The formation of the above-mentioned qualities is especially important during adolescence. During this period, the socialization, the awareness of oneself as a member of a certain culture, political system take place. The search for the new life values and orientation towards them in one's actions, the development of personal qualities in accordance with them define a child's position in this society.

Nowadays, it is beyond argument that a close cooperation and interaction between the family and the school is the precondition of a person's successful socialization. In fact, family policy is viewed as one of the prioritized directions of social policy. However, recently, under the conditions when the majority of the families are concerned with solving of the problems of economic and sometimes physical surviving, the intensification of the social tendency towards self-withdrawal of many parents from solving of the educational issues and issues associated with a child's personal development is observed. The uncontrollably formed teens' habits and self-development skills do not meet the requirements that are imposed on a modern person. This significantly decreases the levels of a person's socialization and the relationships culture. His or her socio-cultural development is also negatively influenced. In relation to the school education system, the main current problems of the pupils' socio-cultural development are as following: the lack of attention that is paid to the pupils' creative

development on the part of the traditional education system; the reluctance of many teachers to create a favorable socio-cultural environment for discovering and development of the pupils' creative abilities, for the development of their independence, critical thinking.

The purpose of the article is to consider the possibilities for organizing of the interaction between the family and the school within the cultural-leisure activity that is aimed at the pupils' socio-cultural development; the elaboration of the diagnostic instruments that would allow tracing the changes in the numeric values of the pupils' socio-cultural development criteria. During the last decade, the problem of the socio-cultural development of children is studied by the researchers in a multidimensional manner; both the mechanisms, techniques that favor the internalization of socio-cultural patterns, norms, traditions and the content of the growing up process under the conditions of a specially organized child's activity are defined. The scholars study various aspects of the socio-cultural education of a rising generation: the essence of the socio-cultural approach is defined; the characteristics and specificity of the socio-cultural development during different age periods are considered (Abramova, 2016; Bochaver et al., 2016). Studying a foreign language Gadeliia (2001) and the formation of the foreign-language culture among children Danilova (2014) occupy a special position in the socio-cultural development of the children. The review of the psychological-pedagogical literature allows tracing the main mechanisms of the socio-cultural development (Karabanova, 2002; Elamri, 2010; Davletchin, 2015).

They include:

- Imitation, conscious or unconscious reproduction of other people's pattern of behavior by the subject;
- Inculturation (a child's entrance into the culture of his or her country);
- The process of identification that manifests itself in taking of a social role when entering a certain group and becoming aware of a group affiliation.

In accordance with Nikandrov's researches, the process of the teens' socio-cultural development includes education, nurturing and coordination of the influence on the part of the teachers and parents. In the opinion of A. Musurmanova, the interaction between the family and the school provides favorable conditions and possibilities for acquiring the experience of adaptation and isolation in the society. When characterizing of the historical tendencies of the interaction between the family and the school, Kuzina distinguishes the following models:

- The school fulfills educational function whereas the family prevents an effective work of the teaching staff;
- Investigating the family in terms of the profit that the educational institution can get for itself;

- The factual unity of the school and the family.

The interaction between the family and the school draws upon several theories:

- This interaction must be complex in its nature and form a part of the system of the school's educational-training activity (Karakovsky et al., 2001);
- The school and the family form a part of a child's surrounding environment, a uniform educational environment needs to be created in the neighborhood – the interaction between the family and the school takes place just within the process of solving of this problem (Bocharova, 1991);
- The school as an organizational-methodical center of the whole educational activity in the neighborhood is guided by the family's interests.

Within all of the above-mentioned directions, the interaction between the school and the family is subject-object in its character: the school is the subject of the activity that is realized, whereas the family is perceived as an object of the impacts that are aimed towards it. Such interpretation of the interaction between the school and the family originates from the fact that in all three approaches the school draws upon its own vision and needs in organizing and planning of the work with the family. In our research, we studied the possibilities of the

socio-cultural development of the teens in the process of cultural-leisure activity that allows them to realize the communication as a leading type of activity in accordance with their psychological-pedagogical features; defines the field of their interests and preferences; provides possibilities for their self-realization. This is especially important for embracing the family and the teens in the aspect of their socialization and socio-cultural development. The identification of the essence and the most effective forms of interaction between the family and the school within the process of cultural-leisure activity was the focus of the researches that were conducted by Mayer. The researchers of this question note that, while being an integral part of the socio-cultural activity, the cultural-leisure activity shapes the interest towards leisure activity as a part of a person's cultural development, ensures cultural-creative orientation of public life towards the establishment of the culture of interpersonal relations, corporate culture, exploits the potential of a person's creative abilities. The involvement of a teen into a socially significant activity and cultural values will be effective only if he or she is provided a possibility to show the independence and agency (accompanied by a wise control on the part of the adults), and if the interaction of the school and the family as two main social institutions is coordinated. This is an extremely important aspect of this question (Combe, 2010). The analysis of the literature on the research problem, the elaboration of the theoretical bases allowed us to distinguish the criteria and indicators of the teens' socio-cultural development. Among the criteria of the teens' socio-cultural development are motivational-personal, cognitive-emotional, activity-communicative, projective-reflexive.

Genvareva reasonably notices the current lack of elaboration of the diagnostic instruments that would allow identifying objectively the effectiveness of the measures that are used to solve the problem of the teens' socio-cultural development in the interaction between the family and the school (Genvareva, 2010). Thus, the analysis of the literature on the issues of a person's socio-cultural development allowed identifying a range of problems. Despite of the existing works on the research of this phenomenon, the problem of the teens' socio-cultural development in the interaction between the family and the school within cultural-leisure activity is insufficiently elaborated in theory and practice; the diagnostic instruments on the research problem are not developed enough (Tkhorikovboris et al., 2018).

## **2. METHODOLOGY**

We view diagnostics both as a way of studying and organizing of the socio-cultural development process of a teen's personality and as a way of defining of the characteristics of the interaction between the family and the school. The aim of the diagnostics is the identification of the results of the formative experiment. The systemic and timely diagnostics of the socialization of a teen's personality will ensure the effectiveness of this process. A range of pedagogical principles was observed during the diagnostics: the principle of the comprehensive study of the teen; the principle of the comparison of the strong and weak sides of a teen' personality with his or her personal experience, not with the experience of others; the principle of

accounting for a teen's age features. The following methods were used during the research:

Observation and studying of the results of the activity (plans and programs, methodical guides, articles, contest entries), survey methods to study the existing experience of interaction between the family and the school within the cultural-leisure activity; ascertaining and formative experiment to check the effectiveness of the theoretical constructions under the real conditions of cultural-leisure activity; questionnaire survey, testing, expertise to study the dynamics of the effectiveness criteria; the methods of mathematical processing of the results of the experimental part of the research for increasing of the credibility of the conclusions. The diagnostics of the modern teens' socio-cultural development levels in the interaction of the family and the school implied the use of several groups of diagnostic methods. They allowed forming a more comprehensive picture of the level of the teens' quality that was searched for and to build the strategy of the socio-cultural development correction in general.

The first group included the diagnostics of psychological testing that was carried out by the psychologists and social teachers of the general educational institution by the following indicators of the teens' socio-cultural development: a person's stability, achievement motivation, adequate self-esteem, social optimism, creative activity, social mobility, communicativeness, independence, reflection of personal growth. The second group was formed by the active diagnostic methods that included the method of model constructions,

training techniques, self-diagnostic methods, predictive methods (expert analysis, self-evaluation, scaling, ranging), observational methods (direct and indirect observation, self-observation), praximetric techniques (analysis of the results of the cultural-leisure acidity, studying and generalization of the work). All these methods function the interaction level in the socio-cultural activity allowed making the necessary corrections in the development of the program of interaction between the family and the school within the cultural-leisure activity. The diagnostic material that was obtained during visiting of the pupils' families plays a significant role in this group of methods. The data were gathered according to the following scheme (Table 1):

**Table 1. Information card of the diagnostics during visiting a family**

1	Number of parents and general information about them (name, year of birth, education, occupation, field of activity, home and work phone number).
2	General information about children (number, age, interests).
3	Living conditions, material security.
4	General atmosphere, micro-climate within the family: what are the relationships between the parents and children, between other family members? Thus, it is desirable that the teacher visits the family in the moment when the parents are at home.
5	General order in the family. Is there a radio, TV set, home library in the house? Which books does the child read? How his or her leisure time is organized?
6	The family's educational capabilities. The level of the parents' pedagogical culture. Who plays the main role in upbringing of the child and controls his or her studying? Whether the daily regime is observed or not. What work duties does the child have in the family?
7	The parents' attitude towards the child's vision of his or her success in studying, behavior, perspectives for the future professional activity. The parents' activity. Family professions. Traditions. The child's independent choice.
8	The matching of the family's and the schools visions of the pupil's discipline and of the effectiveness of measures that are aimed at raising of his or her educational level, discipline and general development.
9	Hobbies in the families. The hobbies of the older family members. Do the children like this hobbies? How do the parents form a child's cognitive interests, self-discipline, and persistence, diligence by using his or her interests?

The processing of the results of the empirical-experimental part of the research was carried out through qualitative and quantitative methods. All the calculations were made with the help of the computer program «Excel» from Microsoft Office 2003 software, statistical program software «SPSS». We applied two groups of the statistical methods. The first group was aimed at evaluating the dynamics of the teens' socio-cultural development during the course of the pedagogical experiment. It included the average index ( $A_v$ ) that reflects a quantitative estimate of the growth of the teens' socio-cultural development level; the absolute growth index ( $G$ ) that reflects the difference between the initial and the resulting level of the teens' socio-cultural development; and the effectiveness coefficient of the experimental method ( $C_{\text{eff.}}$ )

The second group included the statistical indicators of the qualitative growth in the teens' socio-cultural development – K. Pearson's chi square test (distribution-free test). The analysis of the results was carried out in two stages: the first stage included the comparison of the results inside the group, that is the result of the ascertaining section (the level of the teens' socio-cultural development at the beginning of experiment) was compared to the result of the final section (the level of the teens' socio-cultural development at the end of experiment). Thus, we obtained a possibility to analyze the dynamics of the teens' socio-cultural development inside the groups (positive, negative, zero). Experimental work was carried out on the basis of the educational institutions of the Republic of Kazakhstan SI Secondary School № 23 named after M. Kozybaev of the department of education

of akimat of the town of Kostanay; SI Toguzak secondary school of the department of education of akimat of Karabalyk district of Kostanay region; Municipal Public Institution Gymnasium № 5 of akimat of the town of Rudny. The participants of the experiment were 211 teens in the 5-6 grades and 211 families correspondingly.

The organization of the empirical-experimental work was carried out in several stages: ascertaining, formative and final ascertaining stages of the experiment. The analysis of the literature on the research problem, the elaboration of the theoretical bases allowed us to distinguish the criteria and indicators of the teens' socio-cultural development. The diagnostics of the interaction between the family and the school within cultural-leisure activity is represented an expert assessment of the interaction criteria (motivational-adaptive, social-orientational, and resultative-correctional) according to the levels (low, middle, high).

### **3. RESULTS OF THE RESEARCH**

The analysis of the educational programs of general education schools and the surveys of teachers, parents, teens, psychologists, etc. revealed the following results: During their leisure time, the teens either stay at home (54%), or meet with friends (65%), sometimes they play football or hockey in the yard (23%), go to the disco (15%), cafe (36%), and clubs (34%). The collective forms included dance-entertainment and sport events (21%), visiting museums (17%),

exhibitions (27%), theatres (24%), that is entertainment-spectacular forms of leisure organization that do not require active participation. The choice of certain forms of spending leisure time is mainly influenced by the financial capacity (86%). It is followed by the unavailability by the territory (75%), family traditions and habits (64%). Some teens point to the problems in the interpersonal relations as a factor of the choice of a certain form of spending their leisure time (67%). Other factors included the teens' laziness (53%), the absence of the desired form (31%).

During the survey, 64% of the teens stated that they wanted to spend more time with their families. In 76% of cases, they noted that family leisure time must be active in its character, 58% of the teens wanted to choose the forms of spending family leisure time by themselves, 62% did not mind spending family leisure time within general education institution, and 78% did not know whether it was possible to interestingly spend time with their family in school. The survey of the parents revealed the following results: 93% wanted to interact with the school in the organization of the family leisure time. In the opinion of 52% of the parents, the connection with their child in the issues that were not associated with educational or domestic activity was lost. The acceptance of the existing unity of pedagogical requirements to the child on the part of the school and the family (67% of the parents, 60% of the teachers) is defined as a positive research factor. The research data **on** the ascertaining stage of the empirical-experimental work evidence to the existence of both contradictions and the strive to combine the efforts of the school and the family in the

formation of a child's (especially a teen's) personality. The interaction between the family and the school is significant, the cultural-leisure activity possesses a potential in the development of the system of interaction between the family and the teen, whereas the teens' socio-cultural development needs correction.

During the formative stage of the empirical-experimental work, the methodical assistance in the form of a multi-level modular program of variable initiatives the humanistic space was introduced. It consisted of the projective-diagnostic activity, interactive forms of work with parents, presentational forms of taking the initiatives on the part of the teens, the activity of the family club, the realization of social projects and creation of the general informational field of the subjects of interaction. The main feature of the program is the characteristic of a variable initiative that implies that the school is not the only one source of the requirements to the cultural-leisure activity, its purposes and forms (as it usually happens). Both parents and the teens are also the initiators. The variable initiatives are defined in accordance with the researches of the psychological institute of the Russian Academy of Education. They are also based on Mudrik's works. In his opinion, the world views of the modern adult and of the modern teen significantly essentially differ in many aspects. The young people learn from both the adults and their peers. Moreover, the adults have to learn from the youth because the youth often better adapts to reality.

The structure of the program accounts for the peculiarities of the teens' socio-cultural development process, the main directions and types of the cultural-leisure activity, its functions: developmental, recreational and health promoting, informational-educational, cultural-creative. Each level of the program – family, teachers, and teens – is oriented towards a common purpose (the teens' socio-cultural development) that is conditioned by the social demand, by the normative and legislative regulation and by the data that were obtained during the course of the theoretical analysis and generalization of the pedagogical theory and practice. The experimental groups were formed: the experimental group consisted of 105 teens and was methodically assisted. The assistance included the multi-level modular program of variable initiatives the humanistic space that is aimed at the teens' socio-cultural development in the interaction between the family and the school within the cultural-leisure activity. The control group included 106 teens. The interaction between the family and the school was spontaneous within this group, it took place according to the individually developed trajectories of the cultural-leisure activity. During the final stage of the empirical-experimental work, the processing and generalization of the results of the pedagogical experiment were carried out; the final evaluation of the effectiveness of the multi-level modular program of variable initiatives the humanistic space in control and experimental group was realized (Table 2).

**Table 2. The results of the empirical-experimental work on the teens' socio-cultural development in the interaction between the family and the school within cultural-leisure activity**

Group	The stage of EEW	The levels pf socio-cultural development						Mean	C <sub>eff</sub>
		low		middle		high			
		Number	%	Number	%	Number	%		
EG – (X <sub>2</sub> = 21,57)	At the beginning	55	52.38	33	31.43	17	16.19	1.64	-
	At the end	23	21.90	48	45.71	34	32.38	2.10	1.14
CG (X <sub>2</sub> = 5,00)	At the beginning	54	50.94	37	34.91	15	14.15	1.63	-
	At the end	38	35.85	50	47.17	18	16.98	1.81	-

The data of the empirical-experimental work proves the effectiveness of the methodical assistance of the teens' socio-cultural development in the interaction between the family and the school within cultural-leisure activity. This is proved by the methods of mathematical statistics, where for EG fact. = 21, 57 that is higher than the table value 5, 99.

#### **4. DISCUSSION OF THE RESULTS**

In our research, we consider the teens' socio-cultural development in the interaction between the family and the school within the cultural-leisure activity. The analysis of the scientific literature evidenced to the lack of attention that is paid to designing of the interaction in the cultural-leisure space by the researchers of the interaction between the family and the school. As a rule, the

researchers of this question offer the following organizational principle of the pupils' socio-cultural development: while being in school, the teen gets acquainted with the possibilities of his or her participation in the extracurricular activities that are organized by the school, with ways of additional education, with various museums, libraries and other cultural institutions. After that, the directions of the activity are independently chosen by the pupil. The study of the modern scientific-methodical researches on the interaction between the family and the school allowed us to generalize the main, methodically optimized directions within this question: The increasing of the parents' pedagogical literacy level, the creation of the staff of educators. This direction is represented in the works by Grebennikov. In their opinion, the psychological-pedagogical education of the parents should traditionally include parents' universities, conferences, individual and thematic consultations, parents' evenings, etc. (Grebennikov, 1971).

Karakovsky offered the program of information exchange between the family and the school that included such forms as written correspondence, visiting of the family, etc. Karakovsky (2001), Hicklinghudson and Ahlquist (2003). The school specialists conduct a social-pedagogical analysis of the characteristics of the teens' families, investigate the potential educational capabilities of the family and surrounding environment, plan and organize various forms of the joint activity of the children and parents on the basis of the school, within the non-school institutions (Gurov, 2001). In her research, Maniapova states that the interaction between the teachers and parents implies the

development of uniform requirements in relation to a child, the identification of the educational tasks and the organization of the joint activity of the teachers and parents that is aimed at the realization of these tasks. This implies the study of a child in the family and school via social techniques and the formation of the program of a child's development (Davletchin, 2015).

The involvement of the parents into educational and management process: the participation of the parents in the open days; in the days of the creativity of the children and their parents; in the organization of the open extra-curricular events; in the organization and conducting of extra-curricular affairs and in the improvement of the school and class facilities; in special tutoring; in the work of the School Council, in the work of the parents' committee; in the activity of the public council of the assistance for family and school. The formation of the relationships between the children and their parents creates the situations for fostering of a respectful attitude of the children towards their parents. This may be promoted through a) holiday and birthday greetings (presents, surprises); b) compositions on the topic that is associated with the story about a child's relatives; c) the stories about the professions of a child's parents; d) creative meetings with parents where they can tell about their hobbies; e) organization of the exhibitions of the results of the parents' work.

Meanwhile, the actual pedagogical practice shows that the amount of time that modern teens spend watching TV exceeds the time they spend in school. This allows to easily suppose the existence of the

problems that the school faces in it strive to show wisdom, sow the good, the eternal. Besides, television, popular culture, advertising and other channels of socialization use technical capacities that far exceed the school's capacities. In this relation, we can acknowledge that the above-mentioned factors are traditional in the interaction between the family and the school within the cultural-leisure activity. Their exclusion may negatively influence the teens' socio-cultural development in general. However, we can state the need for the search of the new forms and approaches to the interaction between the family and the school that would favor the teens' socio-cultural development.

In contrast to the traditional forms of a person's socio-cultural development, in our research, we draw upon the hypothesis according to which a positive result is possible only if each participant of the interaction creatively searches for the better solutions and ways to organize a cultural-leisure activity. In our case, we speak about the variable initiative of the school and the family. We understand that the involvement of the teens into the organization of the cultural-leisure activity implies activation of their thinking and creative abilities and independent activity. The teens should not get ready solutions or projects for organizing certain events of cultural leisure time. They must work out the ideas and offers by themselves and build the plans of what they want to do. Besides, it should be taken into account that each participant chooses his or her role in this collective affair. In our research, we interpreted the pedagogical process as subject-subject relations, cooperation, co-creativity of an adult and a child, where equal, mutually beneficial exchange of personal meanings prevails. In

doing so, we drew upon the principles of existential-humanistic, socially oriented, subject-activity approaches. The choice of the existential-humanistic approach is associated with the main psychological-pedagogical characteristics of the adolescence when existential vacuum (existential frustration, existential crisis) occurs more often. It is characterized by the absence of the meaning of life and by a person's inability to find it on his or her own, by the aimlessness and emptiness of the existence, when moving from the childhood to adulthood. Within this approach, Frankl's theory was significant for our research. According to its main idea, the person is helped to gain the meanings that were lost. According to this theory, the teen is not showing some ready meaning, he or she is not imposed with somebody's visions of it. The teen is only helped in the very searching process, whereas the meaning is gained and realized only by the teen on his or her own. This idea is very important for our research.

The definition of the basis of interaction that would ensure individual orientation of the activity, the system of theoretical and practically oriented interactions drew upon the premises of the socially oriented approach. The practical use of the premises of the subject-activity approach favored the socio-cultural development of the teens as active, self-organizing and self-developing subjects who are able to interact within the educational-nurturing environment and to manage their cultural-leisure activity, to take responsibility for the results of their actions. The existential-humanistic approach projects the teen's personal growth, the concentration of personal resources; the socially

oriented approach provides a possibility to model socio-cultural processes on the basis of the environment's potential optimization; the subject-activity approach ensures the development of the teens' independence. The results of the research proved the potential and correctness of these methodological approaches for solving the problem of the teens' socio-cultural development in the interaction between the family and the school within the cultural-leisure activity.

Thus, at the beginning of experiment a low level of socio-cultural development prevailed among the teens (55 teens; 52, 38%). 33 teens demonstrated a middle level of socio-cultural development (31,43%), whereas 17 teens were characterized by a high level of socio-cultural development (16, 19%). After one school year, the results were as following 253 teens demonstrated a low level of socio-cultural development (21,90%), a middle level was identified among 48 teens (45,71%), whereas a high level was demonstrated by 34 teens (32,38%). The value of  $X_2 = 21,57$  is significantly higher than the table value of 5,99. This allows acknowledging the existence of the obvious differences between the results of the teens' socio-cultural development levels on the initial and final stages of the experiment. We can conclude that EG demonstrated significant differences in the teens' socio-cultural development. Thus, we can speak about the effectiveness of the methodical assistance that includes the multi-level modular program of variable initiatives the humanistic space.

The control group also showed changes in the distribution of the results of socio-cultural development. At the beginning of the

experiment, a low level of socio-cultural development prevailed (54 teens, 50,94%), 37 teens demonstrated a middle level (34,91%), whereas a high level of socio-cultural development was identified among 15 teens (14,15%). After one school year, the results were as following: 38 teens of the sample demonstrated a low level of socio-cultural development (35,85%), 50 teens (47,15%) were characterized by a middle level, whereas 18 teens (16,98%) showed a high level. When analyzing the results, it is not justified to speak of the effectiveness of a spontaneous interaction between the family and the school, of the individually developed trajectories of cultural-leisure activity as an effective factor of influence upon the socio-cultural development of the teens in the CG. There is a move to another level both in the specifics of the age norm.

Using the table for the given number of the degrees of freedom, we identified the significance degree of the differences in the distribution of evaluations that were found before and after the experiment. The value  $X^2 = 5,00$  that was obtained is lower than the corresponding table value  $m - 1 = 2$  of the degrees of freedom that equals 5,99 under the probability of the admissible error 5%. This allows acknowledging the absence of the obvious differences between the results of the socio-cultural development of the teens in the control group. The analysis of the research that was carried out proves a positive change in the dynamics of the teens' social-cultural development level. EG demonstrated a significant growth of a high level by 16,2% and the decrease of a low level by 30,48%, whereas in CG the growth of a high level was only 2,8%, and a low level

decreased by 15,1%. The empirical-experimental data prove the effectiveness of the methodical assistance of the teens' socio-cultural development in the interaction between the family and the school within a cultural-leisure activity.

## **5. CONCLUSIONS**

The involvement of teens into the organization of cultural-leisure activity must be based upon objective regularities that represent the interrelation, interdependence of all subjects (the teens, parents, form master, teachers, social partners and others). The core of this process is the development of the new personal qualities of a teen, the freedom of the choice that is based on the interests, needs and motivations for this type of activity. The socio-cultural development of the teen's personality is formed under the influence of certain premises that include: the level of the relationships culture, emotional-psychological atmosphere in the team, value orientation, and the activity and behavior motivations that define the teens' readiness for a socially meaningful socio-cultural activity.

An important feature of the interaction between the family and the school within cultural-leisure activity is the provision of the help for a teen to orient in the surrounding socio-cultural environment, to acquire the experience of visiting the various museum, theatres, events, festivals, etc. A special value of our research is based on the elaboration of the multi-level program of variable initiatives within. It

implies that the school is not the only one source of the requirements to the cultural-leisure activity, its purposes and forms (as it usually happens). Both parents and the children are also the initiators. Thus, by means of the actualization of the interaction of the variable initiatives between the family and the school within a cultural-leisure activity, the teens' personal socio-cultural development is realized through stimulating them to internalize the national cultural code, universal human values, etc.

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Revista de Ciencias Humanas y Sociales

Año 34, Especial N° 16, 2018

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.  
Maracaibo - Venezuela

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