

## **SOCIAL AND CULTURAL ISSUES OF EDUCATION**

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### **Summary**

When trying to evaluate the level of social and cultural education all over the world it should be emphasized that until now it was generally concentrated in cultural and educational institutions within the frames of non-formal education. Unfortunately, at schools, colleges and universities it was very rarely considered a significant aspect of education. In educational programs at different levels only initial steps were made to reflect more or less consecutively social, cultural or environmental components. Social and cultural problems were much more represented in the social sciences than in the natural ones. That is why to humanize education it is necessary first of all to introduce principles of interdisciplinary and multidisciplinary approaches, which were exercised in the course of the recent decade. To develop such a kind of education it is necessary critically to evaluate modern social and cultural experience of a number of countries in improving their systems of education in order to distribute this experience all over the world with the help of international organizations.

While elaborating and effecting the humanization concepts of education, the society is trying to follow international agreements as well as to take into consideration recommendations of a number of international forums devoted to this aspect of education. Of special importance are those recommendations that emphasize the necessity of paying more attention to the programs of high schools as well as of introducing at least one interdisciplinary subject at universities for adults. Of considerable importance in the social and cultural aspects of education is the role of the

mass media – radio, TV and the press. They have already become an important factor both in the realization of school programs and in the system of education beyond the school system. While carrying on their educational functions, mass media administration and editorial staff should establish collaboration with corresponding special, scientific and educational institutions involved in solving social and cultural problems. Cultural and educational institutions have made a valuable contribution by analyzing scientific knowledge and distributing it among the population. However, the principal conclusion of all representative forums is the following: it is only by united effort that humankind can create a harmonious world in which a high level of cultural development and social equality will play a decisive role.

## **1. Introduction**

Social and cultural aspects in education, including education for sustainable development, play a significant role in defining trends of further development of people, society and the environment. They are the means with the help of which people can better understand each other as well as the world in which they live. That is, they make it more harmonized and comfortable for humankind. Managing human and environmental resources must be a logical component in the system of social and cultural values of humankind where all accents are defined, and the difference between material production on the one hand and scientific, spiritual values and relations to the environment on the other hand is taken into consideration. Today humankind has been convinced that economic growth and profitability alone cannot automatically improve human life neither at the national nor at the international level. That is why the attention towards social culture has been considerably increased nowadays.

The humanization of education means its application to world culture, to history, and to spiritual values. In the relation system "people - society - environment" it is important to consider oneself as a component of the environment, to realize one's responsibility for future generations in the process of collaboration with the environment. Social and cultural education should contribute to the active humanitarian aspects of a citizen's culture. In order to create a cardinal new noospheric set of relations within humankind it is necessary actively and radically to change the entire social consciousness.

## **2. Social and Cultural Issues in Education**

### **2.1. Humanization of Education**

Science and technology were the main basis of social progress not only in industrial countries but also all over the world. So a technological approach took the upper hand in the modern educational system. Technological research -- both fundamental and applied -- was in the forefront of scientific life. It formed the special approach of a human being towards himself, society and the environment of his existence. Also, in a parallel of this process, the threat of damaging the balance between people and environment, between natural and social structures became a reality.

Unfortunately, technocratic approaches did not create the most favorable conditions for human society's existence as well as for the full development of each individual person.

This approach also was not good for the environment in which people lived. The need for investigation and solution of these problems gave rise to much scientific research. It was aimed not only at preventing further damage of the ecological balance but also at improving the conditions of human life and at raising the quality of life. In this case special attention was paid to the system of education and especially to its humanitarian part. Social and cultural aspects of education became more important.

Over recent decades the importance of these aspects in improving relations with the environment not only of social institutions but also of each person as an individual was outlined in all international forums devoted to the problems of new approaches in education. In many documents of these forums special attention was paid to the importance of development of an educational system based on such values as respect for life, liberty, justice, solidarity, tolerance, human rights and equality between men and women. In these documents it was also recommended to follow a common policy, which would guarantee fair relations among peoples and harmony in the relations between people and the environment.

These ideas were developed in the International Conference in Jotjen (Thailand), which is considered to be a turning point in the humanization of education for all people. The Conference adopted two important documents. The first was the "The International Declaration on Universal Education". In ten articles of this Declaration the main aims of the different types of measures in the sphere of education were pointed out. The second document was a reference one, named "The Frames of Actions". It was aimed at directing the united efforts of partners -- governments, international governmental and non-governmental organizations -- in solving common problems.

In many countries the social and cultural aspects of education became a part of educational programs at schools of all levels. These aspects should be included in most educational programs, from philosophy and sociology to geography and ethics.

## **2.2. Nature and Main Goals of Social and Cultural Aspects of Education**

Experts of different profiles try to define the nature and goals of the social and cultural aspects of education. These aspects of education require the participation of many people of different ages, so they should be adapted to all categories of the population.

Some attempts were made to define the subject of social and cultural aspects of education. A number of scientists thought that education should give knowledge and develop the understanding of the complex nature of the social and cultural problems of the modern world. Other scientists had the idea that social and cultural aspects of education should contribute to creating constructive attention paid by people to the environment. There is also another point of view according to which the educational process should refer only to relations among people and the problems of social and cultural adaptation in society.

The common element in these approaches is that social and cultural aspects are taken as teaching about global conditions of human existence. The common position of different specialists concerning these aspects is as follows:

- such education is for each person,
- it is an active process,
- it is connected with practically all subjects and educational areas,
- it deals with the collaboration of humankind (people to people, people to society) and the environment,
- it is aimed at improving the living conditions of all living creatures.

It's also important to point out that social and cultural aspects of education are still in the process of developing. In spite of their ancient roots, these aspects are new subjects in essence. Under these conditions the only thing that can be done is to carry out a number of courses of action and prepare the prognoses for the development of this sphere for the next decade.

In this case it is necessary to pinpoint what is included in these social and cultural aspects of education, and what the relations are between these aspects.

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### **Biographical Sketch**

**Nozhin Evgeni Alexandrovich** was born in Poltava, in the Ukraine, in 1925, on 22nd October.

In 1955 he graduated from the Moscow Military Institute. Doctor of Philology, Professor of Faculty of Journalism, M.V. Lomonosov Moscow State University, Major-General (Ret.).

Scientific and research fields of activities: Communications, Public Speech, Public Relations, Journalism, Education.

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