

SOCIOCULTURAL ENVIRONMENT AND ITS IMPORTANCE IN THE DEVELOPMENT OF A CHILD OF PRESCHOOL AGE

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***Resume:** The sociocultural environment is considered as a set of purposefully created conditions that should ensure the process of development and self-development of a child. On the one hand, this is a space for the development and self-determination of the child, and on the other hand, these are pedagogical influences aimed at the development of the child's personality.*

In a social context, a developing environment should be understood as a socio-cultural space within which personality development takes place.

Thus, the sociocultural environment is an environment that provides personality-oriented support for a preschool child.

***Key words:** environment, sociocultural environment, preschool age, sociocultural space.*

Social development is carried out in the sociocultural space in the course of introducing the child to cultural values. The main lines of social development are: socialization, as a process of familiarizing with social culture, ensuring the adaptation of each individual in society.

The social development of a preschooler is a process during which the child learns the values, traditions and culture of the society in which he will live. Social development in preschool age occurs during communication with adults and peers, in a variety of activities. Playing, practicing, communicating, the child learns to live in society, to take into account his own and others' interests, rules and norms of behavior in society.

The main tasks of preschool teachers are:

- work to enrich the sociocultural environment;
- to promote the involvement of parents of pupils in the educational process on the issue of socialization of children;
- improve the communication skills of children;
- contribute to the development of tolerance of consciousness of parents, teachers and children;
- encourage teachers to develop a respectful attitude towards family traditions.

The main directions of work to create a socio-cultural space preschool educational institutions should be aimed at:

- analysis of the state of the socio-cultural educational environment;
- determination of the tasks of the activities of preschool educational institutions on the basis of the analysis of the model of the educational system preschool educational institutions;
- creation of programs, plans for the organization's activities;
- carrying out social and cultural events in preschool educational institutions.

The mechanism for creating a socio-cultural space is the "Event" of children and adults, in which their joint activity is a key technological moment. Therefore, it is important to create a socio-cultural environment in a preschool institution in which a child can fully develop culturally, spiritually, and physically.

The model includes several directions. Three components are fundamental in our model:

-) developing subject-spatial environment;
-) socially organized activity of pupils as a socio-cultural event;
-) motivated personal interaction between adults and children (within the framework of the child-adult community).

These components are considered taking into account the external and internal resources of the model. Within each component, a system of conditions is presented.

In the component of the subject-developing environment, the issue of the polyfunctionality of the environment is considered, which includes a polycultural, polyethnic, artistic-aesthetic, social-communicative, cognitive-research, motor-health-improving environment.

Within the framework of the socially organized activity of pupils, this is the creation of conditions for the expansion of socio-cultural activities using different types of cultural practices, types of children's activities, forms of educational events.

According to psychologists L.S. Vygotsky and A.N. Leontyeva "The concept of" environment "is a complex of external factors that affect the process of human development." The environment is usually divided into a macro-environment and a micro-environment.

The macroenvironment includes the climate, features of national culture, features of the development of society, political views. The microenvironment includes: family, childcare facilities, peers. P.I. Podkasisty considers the environment as a set of conditions surrounding a person. Personality change may lag behind the changes taking place in the environment and require consideration in the educational process. "

R.B. Sterkina defines the environment as a complex of sanitary - hygienic and material - technical, aesthetic conditions.

She, referring to J.J. Rousseau, claims that J.J. Rousseau first began to consider the environment as one of the conditions for human development.

The Italian teacher M. Montessori made a great contribution to the development of the theory of the developing environment. According to her views, for the development of children, it is necessary to create such a developing environment that would allow the child to self-study and self-develop on his own.

According to the teacher R.M. Chumicheva, the concept of the socio-cultural environment is built on two layers: spatial-objective and spiritual-emotional. The first layer is material, the second is spiritual, personal, evaluative, built on the dialogue

between a child and an adult. "the environment, which is represented by the interpenetration of an adult and objects: things, images, signs, symbols, elements, as means of communication, embodying both aesthetic and social relations."

The main purpose of this environment is to model a socio-cultural and spatially objective developmental environment that would allow a child to show their creative abilities, learn ways of figuratively re-creating the world and the language of arts and are based on basic principles.

The principles of designing the socio-cultural environment of child development include:

- ✚ development of a preschooler in the context of a student-centered approach, taking into account:
 - ✚ sensitive periods, leading activities;
 - ✚ creative development of the child;
 - ✚ taking into account the socio-cultural context of the design, its cultural congruity and dialogue;
 - ✚ amplification (enrichment) of developmental conditions from a mono-model environment to an open-type environment;
 - ✚ integration of practical, intellectual, aesthetic and other activities of the child and his emotional response;
 - ✚ interaction of socio-cultural experience, professional, personal experience of the teacher and the personal experience of the child;
 - ✚ co-creation and cooperation of all subjects of designing the socio-cultural subject-spatial environment of the child's development;
 - ✚ the principle of expediency and rationality is one of the most important, since it creates an atmosphere of convenience and comfort for each child individually, for all children in general, for adults who are with children, and for each object that provides an environment;
 - ✚ the principle of accessibility and openness is dictated by the peculiarities of the

development of a preschool child;

- ✚ the principle of design and construction of the surrounding world - compliance of the developing environment with the age of children.

Thus, the sociocultural environment is an environment that provides personality-oriented support for a preschool child.

The sociocultural environment of an educational institution is understood as an integral unity:

- ✚ sociocultural events taking place in it that are significant for children, teachers, parents;
- ✚ principles, rules, norms of interaction and style of relations between children, teachers, parents existing in it.

The socio-cultural environment of an educational institution is considered as a set of purposefully created various conditions that ensure the process of development and self-development of the child's basic culture, the pedagogical culture of teachers and parents.

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