

Innovative Pedagogical Activity in the Context of Humanitarization of Education in the Information Space: Main Directions and Prospects

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Abstract

The purpose of the article is to reveal the conceptual attitudes and effective directions of humanitarization of Russian education in the contemporary conditions of the information society. The article summarizes the materials of research and scientific-practical activity in the framework of the project “Humanitarization of education in the context of social and cultural space development of the region” conducted in a number of educational institutions of Moscow. It is shown that the humanitarization of education is possible under the condition of creating a favorable socio-cultural educational environment, which includes a set of techniques and methods of pedagogical support and integrated forms of new knowledge acquisition. It is determined that innovative pedagogical activity in the context of humanitarization of education actualizes the problem of creation of such practices which are consistent with the ideas of dialogization, natural conformity, and cultural conformity of the educational process. The article substantiates the mechanisms for increasing the productive innovative educational activities and presents a comprehensive model of the organization of innovative pedagogical activity for interaction of educational organizations with the extensive network of social and cultural organizations of the city aimed at overcoming the formal, abstract character of training, as well as integrating educational process into a wide cultural space. The article provides examples of didactic support for the implementation of the suggested model: the humanitarian technology for creating a dialogue space of the class. The authors generalize the basic directions of personal development, which are activated in the conditions of humanitarization of the educational environment based on innovative pedagogical activity and carry out the analysis of students’ development dynamics based on the selected criteria of the educational environment formation in the organization and the professional development of the teaching staff.

Keywords: Humanitarization; Basic and continuing education; Socio-cultural situation; Regional component; Integrated learning; Complex model; Innovative activity.



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1. Introduction

The current situation of social development has proved the high demand for the ideas of humanitarization of education, which direct researchers and practitioners to the search for variable models and development of innovative technologies aimed at overcoming the formal, abstract nature of education, as well as the implementation of education into a wide cultural space (Ivanov, 2009). The humanitarization of education is based on the ideas concerning the importance of the development of the qualities of a “man of culture”, i.e. free, humane, spiritual, and creative personality, capable of self-determination and self-actualization in the world of culture, cultural identification, as well as choosing a culture-creative lifestyle.

The increased interest to humanitarization issues is largely explained by the influence of modern information space, which determines the requirements for the level of maturity and responsibility of every person, the level of his/her cultural development and readiness for full productive self-actualization.

On the one hand, the new information age expands an individual’s opportunities for cultural self-creation, providing freedom in the interpretation of cultural symbols (Likhanova and Nikitin, 2017). On the other hand, rational-ism, the technogenicity of the social environment, and growing individualism break with the established traditions of socialization and inculturation. The role of information in culture can manifest itself in different ways: not only the lack of information inhibits the development of culture and personality, but also its overabundance. The growth of the amount of information is ahead of the possibility of its absorbing by society as a whole and by an individual, especially by children. The oversaturation of information environment entails, on the one hand, the need to absorb as much information as possible in less time and, on the other hand, – the qualitative changes in the format of the information itself (Akishina et al., 2017). Today, there is a steady trend towards a fragmented presentation of information dominated by quantity rather than quality. Students have not yet formed the skills of quick and adequate understanding of the received information, and most importantly – the skills of its critical evaluation. A number of contemporary researchers claim that the information space has a destructive impact on the world of a child, which ideally should be stable and secure; the information flow mainly carries aggressive ideas that reduce the feeling of safety (Atlasova and Tovarishcheva, 2016).

Therefore, it is necessary to create a special person contributing to the development of culture, the sociocultural environment of child-hood in the context of the information world. As the results of the comprehensive study conducted on a wide basis of educational institution evidence, the humanitarization of the educational process can successfully contribute to this.

1.1. Extent of Prior Research

The origins of the humanitarization ideas lie in the theoretical works of K.A. *Abulkhanova-Slavskaya et al.* (1997), *Amonashvili* (2015), *Asmolov* (2008) and other philosophers and cultural studies scholars *Bakhtin* (2002), *Lotman* (2000), *Kagan* (2001) who have identified cultural values as the educational process dominants.

The following main groups can be identified among the definitions of education humanitarization:

– Understanding humanitarization as an increase in the number of humanities in the educational process. Such interpretation, of course, narrows the meaning of this direction. This may result in an imbalance in the organization of the educational process, students' disregard to natural scientific knowledge (the so-called "anti-scientism"), which may also affect the quality of teaching the humanitarian subjects, which sometimes seem "easier" to study (*Yasvin*, 2001).

– Understanding humanitarization as an opportunity to change the nature and content of teaching the disciplines of natural sciences, physics, mathematics (*Goncharenko*, 2014). Understanding humanitarization as the basic principle of education along with the fundamentalization, activity orientation, equality of opportunities, the diversity of educational systems (*Kolonitskaya*, 2012), cooperation, openness, regionalization, anticipatory nature, multilevel educational programs, agility, succession, and flexibility of educational forms of learning process and curriculum (*Bondarevskaya*, 2015). Understanding humanitarization as a holistic concept aimed at solving the problem of uncovering the meaning of human existence in the world through comprehension of the nature and ways of interacting with it. In this case, humanitarization turns out to be effective for humanitarian education as well (*Kasyan*, 2015).

Humanitarization of education implies the essential change of all of its components: goals, content, methods, models and technologies.

The specificity of humanitarization consists in its fundamental reliance on the idea of priority of humanitarian knowledge in education, its fundamental nature, determined by the profound absorption of philosophical ideas through the study and theoretical analysis of a large body of scientific and literary texts, immersion into the space of culture, which is recognized as a high spiritual value (*Stukalova*, 2017). The problem of humanitarization of education entails the convergence of two paradigms of knowledge in education – natural-scientific and humanitarian, which are currently used in education in parallel (*Slobodchikov and Isaev*, 2013).

Thus, humanitarization of education is an innovative field for acquiring knowledge in all subjects, based on the mastering and implementation of humanitarian technologies and integrated education-al units into the teaching practice.

Currently, teaching educational disciplines, such as mathematics, chemistry, physics, geography and natural science is based on the mastery of concrete and specific information outside without considering its connection with the formation of a growing person's worldview. When it comes to the humanitarian and artistic subjects (history, literature, music, art, etc.), even the same information carries humanistic meaning. It is based on the human attitude to what is happening, understanding meaning and formation of one's own ideas about a particular event. Therefore, it is here that the personality formation and cognitive functions growth of an individual happen, one's imagination, desire to acquire knowledge, explore and create artistic product develop since this block of technologies is based on the development of artistic and creative thinking (*Savenkova*, 2014).

1.2. Research Concept

The concept, which became the basis of scientific and practical activities of the innovative platform "Humanitarization of education in the context of social and cultural space development of the region", offers adequate humanitarian technologies for training aimed at the integration of the natural science subjects with the humanitarian, artistic, and aesthetic ones.

The concept is aimed at the formation of worldview, emphasizing the scientific, ethical and humanistic qualities of education. In this context, humanitarization is considered as one of the real ways of involving every student in the humanitarian culture (history, art, philosophy), as well as in the development of the most important competences, such as the communicative, information, research, scientific, social, linguistic, multicultural and legal ones.

The authors consider the following main provisions of this concept:

1. Humanitarian knowledge includes the value attitude to the studied reality; the object of knowledge is evaluated from the moral, cultural, religious, aesthetic and other viewpoints. The content of humanitarian knowledge is related to the issues of the meaning of human existence; it entails the transition from fact to meaning, from thing to value, from explanation to understanding. Consequently, humanitarian knowledge is a value-semantic comprehension of human existence (*Florensky*, 1980).

2. The inclusion of the knowledge about the world around into the humanitarian paradigm is particularly necessary in pedagogical activity, where humanitarization implies both changes in education management and changes in teaching technologies to the self-teaching ones (the ability to learn), the technologies of self-expression in creative activity, technologies of motivation of learners to full self-actualization and uncovering of individual qualities (*Yusov*, 2004). It is the humanitarian technologies that develop the need for self-determination of a person, the need to understand "who I am", who and why "I want to become in this world". The distinctive feature of

humanitarian technologies is the general cognitive activity, individual interpretation, artistic and symbolic expression of information.

3. Humanitarization of education is possible under the condition of creation of a favorable socio-cultural educational environment, which includes a set of techniques and methods of pedagogical support (Shukshunov, 2001), complex integrated forms of knowledge acquisition (Ivanova, 2016), the atmosphere and life patterns of school, the interest of teachers in the individual success of every student, goodwill and openness of all subjects of the educational process, collegiality in setting goals and objectives, the cooperation of teachers and students in creation, aesthetics of the subject-spatial environment and the connection between studying and the culture and history of the region (Borisova, 2010).

4. The most important feature of innovative activity in the context of humanitarization is the prediction of the education quality formation, objective assessment of the development dynamics of participants of the process and environment. This involves the use of certain diagnostic tools (Kukushin, 2010).

5. The information quality, age opportunities of its reflection, the real level of culture, the value foundation, as well as availability of adults' support to a child in the information space directly affect the development process of personal culture and the orientation on universal human values. Humanitarization helps to make the information space an effective institution of socialization of adolescents, as well as a model of positive inclusion of young people in the social development processes.

6. Innovative pedagogical activity in the context of humanitarization of education actualizes the problem of "growing" such practices, which would be consistent with the ideas of dialogization, conformity to natural and cultural laws of the educational process, as well as creation and implementation into the education system of programs aimed at formation in the younger generation of stable cognitive interests, responsibility for the preservation of cultural heritage, development of creative individuality, readiness for self-fulfillment in the modern multicultural information environment.

7. Innovative pedagogical activity is the sum of prospects and assumptions about possible results, which can be achieved by integrating the achievements of the person-oriented and activity-based approach to education. For a student, education in a contemporary school is the sphere of his/her interaction with the significant "other" and in a broader sense – with the socio-cultural environment. Personality develops only through activity, reaching a certain level of readiness for creative self-actualization. During this period, self-knowledge, focused on continuous self-development, the desire for creative self-realization begins to play an increasingly active and effective role.

The article presents a complex model of organization of innovative pedagogical activity for the interaction of educational organizations with an expansive network of socio-cultural institutions and examples of the implementation of the proposed model and analyzes the innovative platform functioning in educational institutions of Moscow.

2. Materials and Methods

The article summarizes the results of approbation of innovative pedagogical activity in the framework of the project entitled "Humanitarization of education in the context of social and cultural space development of the region" (2012-2016) implemented in Moscow, which was established on the initiative and with the support of the Department of Education of Moscow (Savenkova, 2014).

The teachers' activity is called innovative for the following reasons:

1) The pedagogical activity was carried out based on the concept of humanitarization of education developed in the Institute of Art Education and Cultural Studies of the Russian Academy of Education;

2) The teachers have developed and implemented comprehensive humanitarian educational units based on the interaction of natural science subjects and the humanitarian and artistic ones in the context of close interaction of general and continuing education;

3) The implementation of these units was carried out by means of humanitarian technologies, namely project activity technology, the technologies for organizing educational tours, creating a dialogue space of a class, etc. This also confirms the improvement of professional competences of teachers and the increase of their readiness for the humanitarization of the educational process, the creation of a socio-cultural environment that encourages students to increase their internal motivation for self-development and self-teaching, reveal their personal creative potential in learning and creativity.

The research base included 46 educational organizations of Moscow. The study involved 740 subject teachers, 140 teachers

of continuing education, 70 employees of cultural institutions,

14 employees of organizations that conduct classes and educational tours, as well as 320 students of pedagogical universities and 2430 students of 12-16 years.

In the course of the research, creative groups of teachers were formed. They were responsible for the following activities:

a) creating situations, tasks and questionnaires aimed at problematizing academic disciplines; b) developing the algorithms of lesson and tour cycles based on the integration of topics and opportunities of various academic disciplines and the socio-cultural environment of the city; c) problematizing interdisciplinary research projects; d) developing scenarios of art events, festival and student conference programs as the concluding events of the conducted cycles of classes, excursions, and projects; e) carrying out professional guidance activities, i.e. meetings with representatives of various professions, trips to enterprises, business games and quests, as well as quizzes, devoted to the mastering of a certain profession.

The project effectiveness was evaluated in several directions:

– the experts assessed the quality of the changes in the various components of the educational process, namely the quality of knowledge acquisition and mastering of skills, information competence of students and teachers, the level of development of self-teaching, self-expression, self-actualization technologies, professional culture of pedagogical staff (readiness for research activities, development of programs, methods, technologies, etc.), integrity of educational activities (a set of techniques and methods for psycho-logical and pedagogical support of educational process), complex approach to the presentation of new knowledge, teachers' involvement in the process of pedagogical support and constructing of the individual educational route of a student, educational environment of the organization (level of development, goodwill, dynamism, flexibility, interrelation of education and the socio-cultural environment of the region);

– the psychologists working in educational institutions and students, as future teachers, studied the changes in the level of communication within the teaching staff and students, between the teaching staff and the parent community, the formation of students' value orientations, dynamics of their self-esteem; development of self-regulation qualities, as well as the indicators of school anxiety, educational motivation, etc.;

– the teachers conducted comprehensive observations, kept diaries, used the methods of comparative analysis of students' personal development, evaluated the level of their involvement in training, self-development, and self-knowledge, the desire for cultural creativity and preservation of the cultural heritage of the region.

The process of implementation of the model of innovative pedagogical activity organization in the context of humanitarization of educational organizations included the following activities:

- expanding the cognitive space by integrating the humanitarian and artistic subjects with other academic disciplines ensuring the interaction of logical and figurative conceptual bases of knowledge acquisition;
- setting up intersectoral cooperation of teachers, who consider the educational process as a holistic phenomenon, which is implemented based on the principles of pedagogical support and the pedagogy of success; the rejection of authoritarian and reproductive forms of education;
- strengthening the interaction between basic and continuing education;
- changing teaching methods, focusing on the development of figurative and symbolic thinking (Zinchenko and Morgunov, 1994);

highlighting the development of each student “as a subject of various types and forms of activity” when a student is considered as a self-developing subject of education. The transformation of a child into a subject interested in self-change and capable of it is the main content of the development process at school age.

3. Results

The development of a comprehensive model of organization of innovative pedagogical activity for the interaction of educational organizations with the extensive network of socio-cultural institutions is considered as the key outcome of the presented study (Table 1).

The modeling has been based on the following principles:

Self-organization. The model is based on the interaction and inter-relation of the school – theater and school – museum subsystems leading to new formations, increasing the creative potential of self-developing subsystems and ensuring their transition from development to self-development. The integrating characteristic of self-organization is the event-activity manifestation of substructures.

Succession of traditions. Activation of individual traditions of subsystems is a condition for socialization and inculturation of the younger generation in the context of the city's socio-cultural environment functioning. In Moscow social medium, the functions of tradition are borne by culture, namely city theaters and museums. The integrated educational environment directs a student to a certain type of activity, demanded by the social and cultural context of the live dialogue between the past and present.

Variability. Modeling innovative pedagogical activity is guided by the idea of priority of the educated personality, who gets the opportunity to build its individual trajectory of education in the socio-cultural environment of the city. The variability of educational pro-grams, applied technologies, communication methods and educational practices provides maximum consideration of individual characteristics of personality and forms the most favorable conditions for personal development.

Table-1. Model of the organization of innovative educational activity for the interaction of educational institutions with the extensive network of social and cultural institutions of Moscow

Purpose: Humanitarization of education based on the complex use of the socio-cultural environment of the city in the framework of Moscow standard of education quality			
Main theoretical and methodological standpoints			
Continuity		Integrity	Humanistic orientation
Directions of innovative pedagogical activity			
<ul style="list-style-type: none"> – Attending theatrical performances for students at the request of the educational institution based on the theater’s repertoire. – Conducting excursions and review lectures in order to familiarize students with the theater’s history and activities, its actors, directors and other theatrical professions. – Involvement of students in theatre studios and clubs. 		<ul style="list-style-type: none"> – Attending museum tours and lectures for students at the request of the educational institution based on the programs available in the museum. – Conducting excursions and review lectures in order to familiarize students with the museum’s history and activities. – Involvement of students in museum studios and clubs. 	
<ul style="list-style-type: none"> – Organizing visits of cultural figures in the educational institution aimed at familiarizing students with the potential of theaters in the development and education of students. 		<ul style="list-style-type: none"> – Organizing visits of cultural figures in the educational institution aimed at familiarizing students with the potential of museums in the development and education of students. 	
<ul style="list-style-type: none"> – Assistance of professionals in the creation of school theater or drama studio. – Developing educational programs based on theater technologies for students and teachers on the school basis. – Organizing lectures, discussions, creative performances of cultural figures at the school. – Organizing guest performances concerts of theater actors at educational institutions. 		<ul style="list-style-type: none"> – Assistance of professionals in the creation of school museum, museum guide training, conducting tours around Moscow. – Developing educational programs based on museum technologies for students and teachers on the school basis. – Organizing lectures, discussions, creative performances of museum staff at the school. – Organizing field trips and consultations with museum staff at educational institutions. 	
Implementation stages of innovative educational activities for the interaction of educational institutions with the extensive network of social and cultural institutions of Moscow			
1 st stage – developing conceptual standpoints of innovative educational activities;			
2 nd stage – identifying possible areas for integration of educational institutions and existing areas for integration of socio-cultural organizations			
that have joined the project, educational programs and areas of work with students of grades 5-9;			
3 rd stage – carrying out the ascertaining experiment; identifying problem areas in this process; developing didactic support of the model (integrative courses, training programs, etc. based on the principles of interaction of educational and socio-cultural institutions of Moscow);			
4 th stage – conducting the formative experiment to test the proposed model and its didactic support;			
5 th stage – monitoring of education quality after conducting the formative experiment on the implementation of the model and its didactic support;			
6 th stage – taking measures for the dissemination of the acquired pedagogical experience and its theoretical developments (publishing collections, monographs, promoting best practices in the mass media, organizing science-to-practice conferences, training courses, etc.).			
Components of the innovative educational activities			
Educational and creative activity component based on the developed programs and technologies for the interaction of educational and socio-cultural institutions	Information and analytical activity component, including monitoring of the project implementation quality	Planning and predictive activity component for the interaction of educational and socio-cultural institutions	Feedback and activity correction component

Continuity and accessibility of education. The main criteria for the effectiveness of innovation policy are the categories of continuity and accessibility of development and education, implemented through the interaction of “school – theater” and “school – muse-um” substructures.

Physical and mental health preservation. Preservation and strengthening of children’s health, adaptability of the education system to the level and peculiarities of students’ development at the expense of reducing the educational load through the cultural institutions of Moscow (museums and theaters).

Resource availability of innovation. For the viability of the pro-posed model, it is necessary to support the educational process with innovations in the field of technological and resource provision, which is solved individually by every institution of culture and education. Resource provision is not limited to the state demand but should be oriented on the parents’ and students’ demand.

Maximum use of the educational potential of the internal and external environment. Building close and stable relationships between the educational system and socio-cultural environment of the city based on the “from near towards far” logic: first, the relations with the theaters and museums of the neighborhood and district and then of the whole city. Creating conditions for professional (pedagogical) and interprofessional cooperation (art community, museum staff, teachers).

Components of the model and pedagogical conditions of their implementation

1. Educational and creative activity component based on the developed programs and technologies for the interaction of educational and socio-cultural institutions:

- adequacy of the education content in the context of contemporary requirements of psychological and pedagogical science;
- revealing the importance of learning about the culture and the skills acquired by doing it in the educational process;
- integrating the study of humanitarian and artistic disciplines with the natural science subjects with the active usage of educational resources of socio-cultural institutions (primarily museums and theaters);
- providing activity orientation of students’ independent work on the exploration of the culture of Moscow, adaptation in the city environment, enrichment of knowledge about it;
- problem-oriented presentation of information in the class-room;
- applying active learning methods (training, business games, etc.);
- forming positive motivational attitudes to creative self-actualization in the Moscow environment, forming oneself as a person of culture, responsible citizen with an active life stance;
- including elective courses on the basics of social and cultural adaptation in Moscow with psychological and pedagogical cultural dominant in the educational process;
- conducting master classes;
- attending classes in studios, clubs and museum lecture halls;
- conducting a series of social and cultural projects, which involve students of different grades on a step-by-step basis.

2. Information and analytical activity component, including monitoring of the project implementation quality:

- conducting a series of educational activities based on the interaction of educational and socio-cultural institutions and aimed at developing students’ research skills in the field of socio-cultural activity (scientific and practical seminars, school conferences, project competitions, etc.);
- monitoring the results of students’ independent research work;
- monitoring of the quality of interaction between educational institutions and various socio-cultural institutions (in the selected areas and in general, for a certain time period);
- publication of annual thematic collections of scientific articles of students and teachers;
- organization of various forms of discussions (debates) on the most important issues related to the development of resources of the social and cultural environment of Moscow by contemporary youth;

3. Planning and predictive activity component for the interaction of educational and socio-cultural institutions:

- selecting the dominant, pace and volume of pedagogical work on interaction with social and cultural institutions taking into account the capabilities and peculiarities of a particular educational institution and the personality of the teacher-experimenter;
- conducting individual pedagogical consultations on the problems concerning the organization of interaction with social and cultural institutions of Moscow, etc.;
- active use of pedagogical support techniques in order to increase the level of motivation of teachers-experimenters for professional development and the formation of professional skills;
- conducting thematic roundtables.

4. Feedback and activity correction component:

- using different forms of studying the results of the model implementation: written testing, pedagogical observation, interviews, expert evaluation of the completed projects, analysis of the assessment of own projects and other creative manifestations;
- determining directions of correction of the identified problems of the innovative educational activity organization;
- developing recommendations for improving the level of interaction between educational and socio-cultural institutions of Moscow and the quality of innovative educational activities.

Moreover, in the course of the study, the authors have also developed humanitarian technologies for ensuring the implementation of the model. An example of such technologies is the technology for creating a dialogue space of the class based on the following pedagogical situations:

- The situation of constant change of the leader. This situation is simulated in the classroom by delegating certain powers to different students regardless of their level of creative activity, success in studies, development of creative abilities, etc.
- The situation of collective discussion of a creative idea. Such a situation can be particularly productive at the stage of concept, when the student is not yet sure of the chosen strategy, etc. Some general positions of pedagogical stimulation of this process have been highlighted in the course of a discussion of creative intentions of students:
 - the discussion should be based on a paradox;
 - it is necessary to teach students to notice contradictions and at the same time to see analogies;

– during the discussion, it is important to motivate students to be persistent in obtaining the necessary information, overcoming the ordinary views on art, considering a problem from several view-points. The authors emphasize that the first discussions should completely refrain from criticism and take the position of acceptance of ideas and value-based attitude.

– The situation of the impetus to the birth of a creative idea.

More than 200 integrated classes were developed in the course of the study within the framework of comprehensive educational units for different grades.

The dynamics analysis of the students’ development, as well as the analysis of the formation of the educational environment in the organizations and professional development of teachers, were conducted using the selected criteria. The data are summarized in tables, charts, and graphs (see example – Tables 2-3).

Table-2. Summarized results of the assessment of the educational environment quality of schools involved in the project in innovative pedagogical activity (state budget educational institutions secondary general schools No. 1421 and No. 875)

No.	Level	S	Structural parts	ch_di	ch_ci	ch_si
3	Macro-level (average for students of 5-9 grades of all schools)	S-1421	S-1421	0.0591	0.0273	0.1875
		S-875	S-875	0.1303	0.1764	0.3315
2	Meso-level (average for students of the same grades of all schools)	S-1421	6 th grades	0.0907	0.0302	0.1930
			8 th grades	0.0289	0.0244	0.1822
		S-875	6 th grades	0.1727	0.1773	0.3750
			8 th grades	0.0889	0.1756	0.2889
1	Micro-level (average for all grades of schools included in the project)	S-1421	G 5 - a	-0.2818	-0.6364	0.2000
			G 5 - b	-0.2900	-0.3000	-0.2400
			G 6 - a	-0.2364	0.4091	0.2727
			G 6 - b	-0.2750	0.2167	0.4250
			G 7 - a	0.4182	0.0364	0.1273
			G 7 - b	0.4273	-0.0364	0.1182
			G 7 - b	0.5000	0.3400	0.1700
		S-875	G 9	0.2333	0.1583	0.3500
			G 5-a	-0.1455	-0.2182	0.2727
			G 5 - b	-0.2556	-0.6333	0.2222
			G 6 - a	-0.2000	0.2545	0.4727
			G 6 - b	0.0000	0.3222	0.4444
			G 7 - a	0.4545	0.2727	0.2727
			G 7 - b	0.1250	0.2750	0.0438
G 7 - b	0.5818	0.4000	0.4818			
G 9	0.3909	0.5727	0.5727			

Legend: S – school, G – grade, ch_di – change in dynamics indicator, ch_ci – change in communication indicator, ch_si – change in social interaction indicator.

Table-3. Connection of individual changes in personal development indicators of students and the quality of the educational environment of the school

Level	Individual level – changes in personal development					
	Academic motivation		Self-assessment, self-adjustment		Social development, adaptability	
	r	p	r	p	r	p
Micro-level	.477**	.000	.522**	.000	.313**	.000
Meso-level	.077	.309	.114	.130	.127	.093
Macro-level	.053	.480	.114	.130	.116	.123

As it can be seen from Tables 2-3, the individual changes in the personal development of students are mostly associated with the closest level of the educational environment of the school, i.e. with its micro-level. The macro-level is characterized by the averaged indicators for all students of the educational organization as a whole. The micro-level of the educational environment is the most informative and effective in terms of its impact on the students’ personal development indicators. In addition, the study has shown that 85% of students studying at the organizations involved in the project demonstrated an increase in the strength of the motive “Acquisition of knowledge” and the role of such a life value as “Active social contacts”.

In general, the special experimental impact on the educational environment, namely its humanitarization through innovative teaching activities, has allowed improving the educational process in terms of such indicators as the psychological climate in student and pedagogical micro-groups and the development of the life values “Active social contacts”, “Achievement of results”, as well as the life sphere “Education and training” and motive “Knowledge acquisition”.

4. Discussion

The study has scientifically substantiated the basic directions of personal development, which are activated in the conditions of humanitarization of the educational environment based on innovative teaching activity. These directions are as follows:

Cognitive functioning (mental actions, intellectual development, cognitive interest, dialectics and logic of thinking). In the humanitarian sphere, it is the development of dialectical thinking; in the natural science sphere, it concerns the formation of the ability to work with various kinds of information and the development of research skills; in the artistic and aesthetic sphere, it is the reliance on the expressive language of art (rhythm, dynamics, symmetry, asymmetry, statics, shape, color, etc.) when exploring the world.

Personal attitudes (independence, self-management, self-assessment, independent thinking). In the humanitarian sphere, it is the formation of ideas about cause and analogy; in the natural science sphere, it concerns the ability to construct hypotheses and the desire to explore them independently; in the artistic and aesthetic sphere, it is associated with the reliance on the artistic image.

Experience in creative/research activity (emotional sphere, artistic and figurative thinking, individuality in self-expression, the practical significance of the created product). In the humanitarian sphere, it is associated with the formation of the symbol and sign concepts; in the natural science sphere, it concerns the development of cognitive mechanisms; in the artistic and aesthetic sphere, it is connected with the formation of artistic activity in society and art.

Communicativeness (cooperation, the ability to listen and hear each other, quickly switch from one activity to another). In the humanitarian sphere, it is the development of the ability to participate in dialogue communication; in natural science sphere – the formation of project thinking; in the artistic and aesthetic sphere, it is creative activity in society and collective artistic activity.

Integrated thinking (generalization and synthesis, information transfer, co-creation, multi-art education, project thinking). In the humanitarian sphere, it is the development of the ability to generalize and transfer information from one knowledge area to another; in the natural science, it is formation of the “concept” and “category” notions; in the artistic and aesthetic block, it is the conceptualization of “multiple artistic values” in art ([The concept of humanitarization of education in the socio-cultural space of the region, 2014](#)).

5. Conclusion

The creation and implementation of the variable system of interaction between educational organizations, cultural and scientific institutions and industrial complexes for the practical implementation of integrated forms of education form the basis of innovative pedagogical activity.

The leading activation mechanisms of productive innovative pedagogical activity include the following:

- constructing teaching and educational process based on the main constants of the contemporary humanistic worldview;

- step-by-step organization of the integrated development of the subjects: the first stage consists in the constructing of own pedagogical concept by each teacher of the creative group; the second stage entails conceptualization by the teachers of interrelation, the interaction of the subjects with real life, nature, social environment, culture and art. The third stage involves the systematicity of pedagogical work in the given direction, the formation of creative thinking, mastering activity through the symbol (sign) while relying on syncretization.

One of the main conditions of integrated education at school is the extension of teacher’s horizon beyond “one single subject”. Another important condition is the reliance on students’ interests and preferences;

- association of education with the cultural history and development, appeal to the regional component of education and the allocation of local traditions of art culture as a productive component in the formation of civic stance, reliance on the uniqueness of the surrounding natural and architectural landscape (“host landscape”) ([Gumilev, 1990](#));

- shifting pedagogical emphasis from the study of the material to the creative manifestation of the students themselves (individual and collective creativity), the development of their fantasy and imagination, which are expressed in independent research, including co-creation;

- using the subject-spatial basis in the development of any object, phenomenon or art, since the acquisition of comprehensive knowledge requires a full immersion in the era, situation, social development, which is always associated with the real space, specific individuals and societies ([Akishina et al., 2016](#)).

The gradual formation of students’ ideas about culture and art occurs through the development of topics such as “Evolution of color, shape and space in the history of mankind”, “Subject-spatial environment of human”, “Space and time in science and art”, “Exploration of the Universe by man in different periods of history on the Earth” and others. The most important criterion of integrated learning is the development of multilateral activities based on the relationship of different types of creativity with the culture of the society in the history of mankind and a particular region, resulting in the following relation: region – cultural values – human values ([Savenkova, 2014](#)).

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