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## **REGIONAL FEATURES OF SOCIO-CULTURAL SPACE OF THE MOUNTAIN SCHOOL**

In the article, the regional peculiarities and educational potential of socio-cultural space of the mountain school of the Carpathian region are methodologically substantiated and defined.

The authors reveal the essence of socio-cultural space as one of the constituents of shaping the space of a certain region and emphasize that the definition of “space” is the most suitable for describing phenomena that have qualitative characteristics of extent, meaningfulness, and representation.

The purpose of the study is to describe the regional features of socio-cultural space of the mountain school in the context of ensuring sustainable development of Ukraine.

The leading objectives of the study include:

- isolation of educational, socio-economic and other problems of mountain regions;
- identifying ways to improve the efficiency and quality of educational services to educational institutions in mountain regions;
- increase of the level of socio-cultural literacy, the formation of ecological consciousness and critical thinking of inhabitants of mountain areas;
- disclosure of regional peculiarities of socio-cultural space of the mountain school.

One has used general scientific research methods in the paper. They are the following ones: comparison and analogy, analysis and synthesis, deduction and induction, methods of abstraction, classification, systematization, historical method.

One has paid attention to the fact that the educational institutions of the mountain region are in constant dynamics. One has observed certain

transformations in their development and activity, and their sensitive response even to minor changes in the environment.

The authors emphasize that the activity of a holistic system of educational institutions have a significant impact on the development of global integration processes related to regional development.

Internal factors play a key role in the establishment, development, and functioning of general secondary education institutions. Namely, these factors can be conditionally combined into specific blocks: historical, demographic, economic, institutional, managerial, socio-cultural, spatial, and natural ones.

One has pointed out the features of the regions of Ukraine as relatively independent units, formed on the basis and due to the interaction of territorial and natural conditions, common history, culture and language, demographic, social and economic indicators.

Accordingly, the region of the Ukrainian Carpathians has considerable potential for further development due to its unique ethnical and cultural as well as natural and resource potential.

The findings of the article raise questions regarding the nature and extent of the contemporary qualitative leap in the development of general secondary education institutions in the mountain region of the Ukrainian Carpathians which is due to the combination of favorable cultural and historical preconditions that have developed in this territory at the turn of the XX-XXI centuries with a number of powerful political, educational, content and managerial decisions which have ensured an extremely intensive renovation and development of educational institutions (mountain schools).

Having analyzed the scientific literature, examined the experience of the educational institutions of the region, the authors consider the following leading indicators of influence on the qualitative development of mountain schools: the revival of national traditions and achievements of spirituality, the application of achievements of folk pedagogy in the educational process, the support of intellectually gifted students and teachers' creativity at mountain schools.

The researchers noted that these institutions simultaneously affect the formation and functioning of the regional network of educational institutions, but their impact is different both in nature and in the consequences and intensity of activity within a specific region. The basic elements of the specified territorial structure may be – hub schools, educational complexes, out-of-school educational establishments, educational centers, educational districts, and other subdivisions. All in all, they can provide quality educational services to the population within a certain educational space.