

The article reveals the peculiarities of formation and development of socio-cultural space of educational institutions of mountainous areas of the Carpathians from the standpoint of synergistic approach.

The author presents an interpretation of the characteristics of the region as a component of the socio-cultural space, which determines the scientific and philosophical knowledge and modern interpretation of this multifaceted phenomenon. The essence of scientific discourse on the formation of socio-cultural space of the mountain school of the Ukrainian Carpathians region is revealed, emphasizes the need to preserve the identity, intellectual, moral, ethno-cultural and ethno-cultural potential in the conditions of development of integration processes and globalization worldwide, which is inherent in this educational institution.

It is emphasized that only quality education, highly developed intelligence, an adequate level of basic culture and continuous educational activities inhabitants of mountain communities will become the basis for the sustainable development of the region.

It is determined that, in accordance with the challenges of the modern society, general secondary education institutions operating in the mountainous geographical environment become real participants and co-creators of the whole socio-cultural space of a certain region, where the set standards and concepts of development are realized under the proper conditions.

It is pointed out that the socio-cultural space of an educational institution is an environment of life and co-existence, educational activity and creative development, transformed by all subjects of education into a factor of integrative influence on the process of development and self-realization of the individual.

The author emphasizes that the socio-cultural space is a complex dynamic system of interrelated pedagogical events, educational and cultural activities, which is the basis of development and activity of the mountain school of the Ukrainian Carpathians region, aimed at the personal development of the student, the formation and development of his life competencies life design.

Accordingly, under the conditions of implementation of the synergistic approach, the following substantive elements should become components of the socio-cultural educational space of the mountain school: the personal space of the student; educational space; self-educational space; work space; social space; cultural space; living space; game space; educational space.

The methodological basis of the research is the synergistic paradigm of educational development, the application of which helps to improve the efficiency of analysis and description of innovative educational and socio-cultural processes and in the modeling of new educational systems.

The purpose of the research is: to study the psychological, pedagogical and philosophical literature, to study the experience of educational institutions and community life, to reveal the features of the use of synergistic approach in the development of socio-cultural space of mountain schools in the Ukrainian Carpathians region, by isolating social demographic cultural and educational indicators. The research used sociological methods, content analysis of scientific publications, methods of system analysis, synthesis and scientific abstraction.

Keywords: socio-cultural space, synergetic, development, space, region of Ukrainian Carpathians, synergistic approach.