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## **EDUCATIONAL SPACE AS OBJECT OF SOCIO-GEOGRAPHICAL RESEARCH**

The relevance of the study of the general educational space is strengthened by the fact that significant transformations are currently taking place in the general educational space as a component of the social space, which are taking place in parallel with the implementation of the decentralization reform. The article analyzes socio-geographical approaches to the study of the concept of general educational space, which we propose to consider as a component of educational space, from the point of view of general secondary education institutions. The place of educational space, as a component of geospace, is outlined in the socio-economic space, because it is the result of the interaction of social and economic spaces. The study identified local centers of the educational space that belong to educational institutions.

The concept of "general educational space" is characterized, which we propose to define as the territory on which general secondary education institutions of various types and forms, as well as participants of the educational process, which ensure the implementation of educational activities, function, organize the general educational process and interact with each other. We determined the structure and properties of the general educational space. We propose to consider the structure of the general educational space as three-dimensional, highlighting at the same time such components (dimensions) as: territorial placement of educational institutions; participants in the general education process; the quality of providing educational services. General educational space, as a component of geospace, is characterized by such indicators as: length, dynamism, structure and continuity. Quantitative and qualitative indicators of the functioning of the general educational space were described. Characterization of the structure of the general educational space of the regional region, which plays a special role in the study of the development of education, was carried out.

The general educational space has the potential that creates the foundation of national security, ensures the competitiveness of the country, the region among other national state bodies.

**Keywords:** *educational space, general education space, institutions of general secondary education, quality of students' knowledge, level of students' knowledge.*

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**Formulation of the problem.** One of the fundamental concepts of geographical science is "geospace", which is used to denote the orderliness of geographical objects and phenomena relative to the earth's surface, their spatial organization. Geospatial analysis is the main direction of the study of the geographical envelope, according to which objects are considered according to their locations, spatial relations and interactions, according to their spatial (territorial) orderliness and organization.

Very little attention is paid to the study of the concept of "general educational space" in socio-geographic research, however, this component of the actual educational space plays a rather important role in the formation and establishment of the intellectual potential of the region.

**Analysis of recent publications.** The concept of

"educational space" is little studied from the point of view of geographical science. This concept was mainly studied by scientists-pedagogues, namely: Bastun N., Bondyрева S., Veryaev O., Gershunsky S., Hynetsinsky V. [3], Tsimbalaru A. [13], Elkonin B., Serikov B., Slobodchikov V., Frumin I., Semenova A., Borisova T. [2] and others, who, first of all, pay their attention to the quality of the educational process.

Semenova A. illuminates the educational space as a subsystem of the social space, which has the appropriate specificity and is connected with the target instructions of education; a set of subjects between which various structured relationships are established: target, substantive, procedural, managerial (organizational); a complex, integral, open system in which educational processes take place and which self-organizes and evolves on the basis of synergy [9].

Borysova T. defines “educational space as a real space-time continuum of the functioning of certain relations not only in the field of content and organization of education, which are based on a real information-directive basis, but also orderly, stable interactions of the student’s personality with an open social and educational environment” [2].

Tsimbalaru A. believes that under the concept of “educational space” pedagogues understand a certain territory that is connected with large-scale phenomena in the field of education: as a certain part of the social space within which standardized educational activities are carried out; as a unity and integral formation in the field of education, which has its limits [13].

As for the definition of this concept from the point of view of geography, it is worth noting the contribution of the following scientists: Topchiev O., Shablii O., Nemets K., Nemets L., Mezentsev K., Zapototskyi S., Pelypenko I., Zayachuk M., Kostaschuk I., Virchenko P., Stetskyi V., Zayachuk O. and others.

Nemets K. and Virchenko P. under the concept of educational space define the totality of all educational institutions, as well as other institutions and organizations that provide educational services to the population within a certain territory [7].

Stetskyi V. notes that in the system of socio-geographic research, the educational space is one of the forms of organization of human existence, the formation of society and social relations. It can also be considered a structural part of the educational environment, where the role of the territory is determined by metric and topological features [11, 12].

Mezentseva N. defines “educational space” as the totality of all educational institutions, as well as other institutions and organizations that provide educational services within a certain territory. It also distinguishes hierarchical levels of educational space: local, regional, subregional and planetary [10, p. 184].

The concept of “general educational space” was considered as a component of the educational space from the position of general secondary education institutions.

**Formulation of the goal and task.** The goal of this article was to analyze the definitions of the concept of “general educational space” in socio-geographical studies, by defining it as a component of the educational space. In accordance with the goal, a number of tasks were set before us: to investigate the essence of the concept of “general educational space”; identify the features of the general educational space; characterize the components of the general educational space; to determine the characteristics of the general educational space.

**Presenting main material.** Geospace is defined as a set of spatial relations of geographical relations of objects and phenomena on the earth’s surface.

According to Maslyak P., Olynyk Ya., and Stepanenko A., “geographic space” is a complex terrestrial planetary space located on a specific territory, which develops over time and covers all spheres of the geographical envelope: lithosphere, hydrosphere, atmosphere, biosphere, and sociosphere [6].

Marunyak E. singles out the following main components of geospace – nature, society, economy,

between which separate types of space are located, which are perceived as layers, and the ratio of such partial spaces is different for different territorial allocations and has the form of layer formation, the size and structure of which in each case are unique [4]. Marunyak E. also considers the socio-economic space as a part of geospace, formed by a set of objects and economic entities, social groups of the population, institutional structures and the relationships between them, as well as flows of matter and energy formed in the process of interaction with the natural environment [5].

Educational space is the territory on which educational institutions of various forms and types, all participants of the educational process, which ensure the implementation of the formation of quality education, function, carry out their organization of the educational process and interact with each other. Educational space is the result of the interaction of social and economic spaces, that is why we propose to highlight educational space as a component of geospace in socio-economic space (Fig. 1).

In our opinion, the foundation in the formation of the educational space belongs to educational institutions, which are its local centers. According to the Law “On Education” [8], educational institutions include:

1) institution of higher education – a type of institution that is a legal entity under private or public law, operates in accordance with the issued license for conducting educational activities at certain levels of higher education, carries out scientific, scientific and technical, innovative and/or methodical activities, ensures the organization of the educational process and acquisition by individuals of higher education, postgraduate education taking into account their vocations, interests and abilities;

2) a scientific institution that provides training for students of higher education at the second (master’s) and/or third (educational-scientific/educational-creative) level of higher education;

3) institution of postgraduate education. Institutions of postgraduate education include:

- academies, institutes (centers) of professional development, retraining, improvement, educational and course complexes;

- subdivisions of higher education institutions (branches, faculties, departments and others);

- professional and technical educational institutions;

- relevant divisions in organizations and enterprises;

4) institution of vocational pre-higher education;

5) vocational (vocational and technical) education institution – an educational institution that ensures the realization of the needs of citizens in vocational and technical education, mastering labor professions, specialties, qualifications in accordance with their interests, abilities, state of health;

6) an institution of general secondary education (a general educational institution: I degree — elementary school, II degree — basic school, III degree — senior school with a specialized direction of study);

7) preschool education institution. Preschool education institutions are nurseries, kindergartens,

nurseries-kindergartens, family, outing, preschool and combined type complexes (for children who need correction of physical and mental development) with

short-term, day, round-the-clock stay of children, as well as boarding kindergartens type, orphanages, etc. [8].

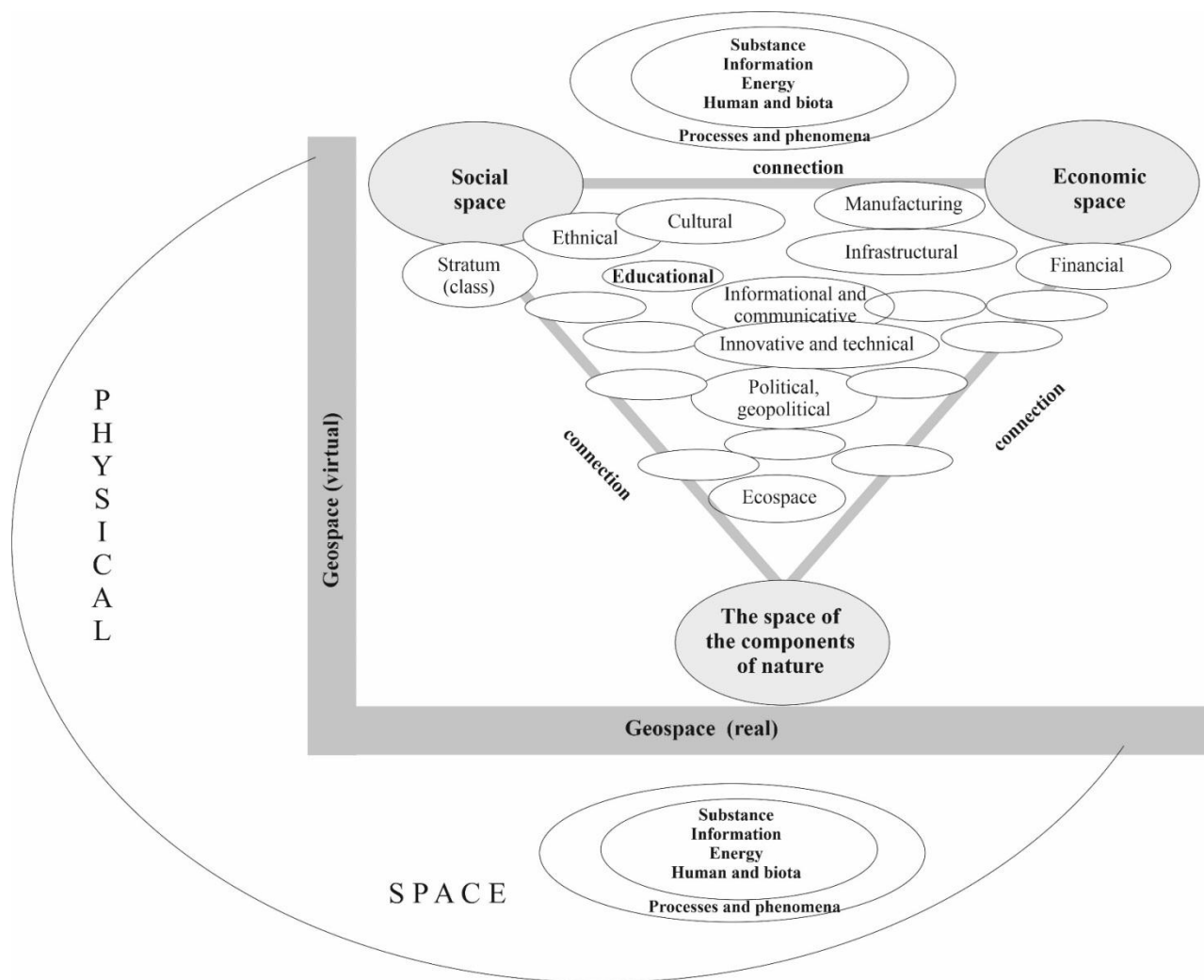


Fig. 1. The place of educational space in geospace (based on the work of E.O. Marunyak [4])

Based on the levels of education, it is advisable to divide the educational space into its separate components, namely: preschool, general education, vocational and scientific and educational (Fig. 2).

**General educational space** is the territory on which general secondary education institutions of various types and forms and participants of the educational process function, organize the general educational process and interact with each other, which ensures the implementation of educational activities. The general educational space has its own socio-geographical features:

- a dynamic system that changes in space and time;
- characterizes the system of relationships between society and institutions of general secondary education;
- space for interaction of all participants in the process of obtaining full general education for the

purpose of its improvement and optimization;

- a set of factors and influencing factors on the process of obtaining full general education;
- has practical and social significance;
- characterized by the level and quality of providing educational services;
- has a clear hierarchical structure [1].

When studying the general educational space, we propose to consider it as three-dimensional, distinguishing in it the following components (dimensions):

- ✓ territorial placement of educational institutions;
- ✓ participants in the general education process;
- ✓ quality of providing educational services.

The result of the interaction of these dimensions is the level and quality of knowledge of students of general secondary education (Fig. 3).

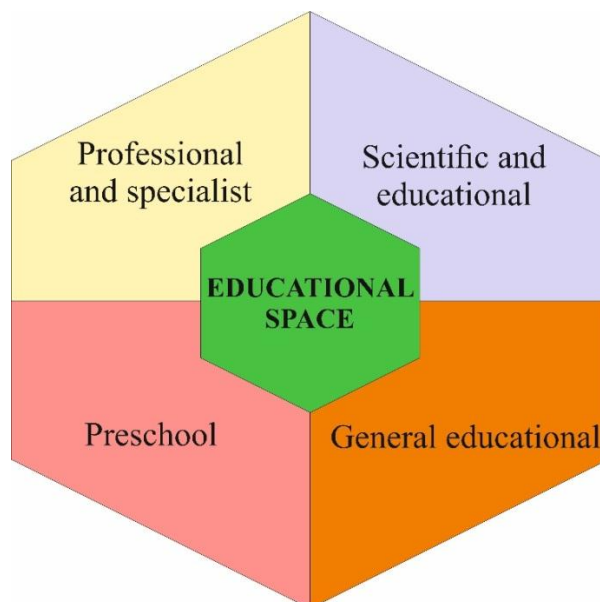


Fig. 2. The structure of the educational space

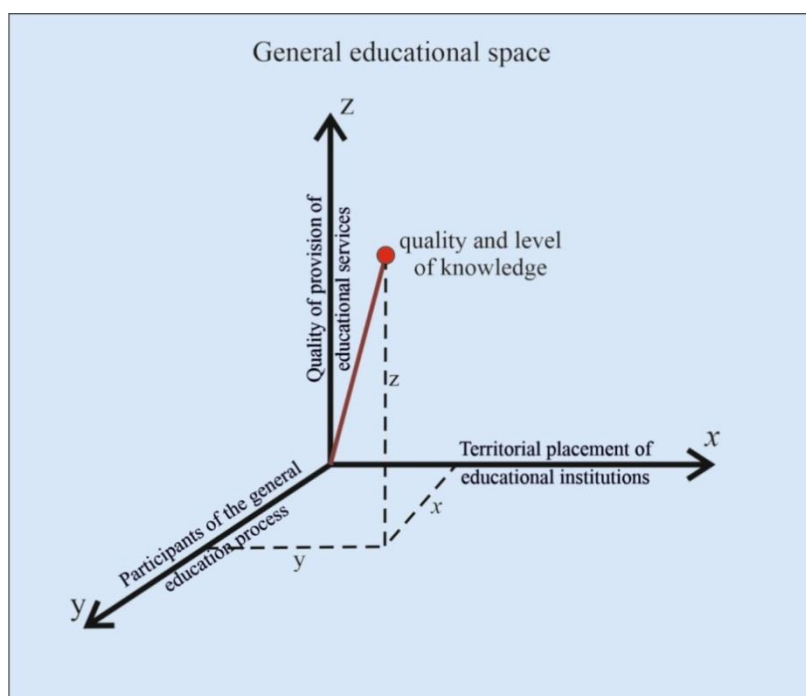


Fig. 3. The structure of the general educational space in the three-dimensional coordinate system

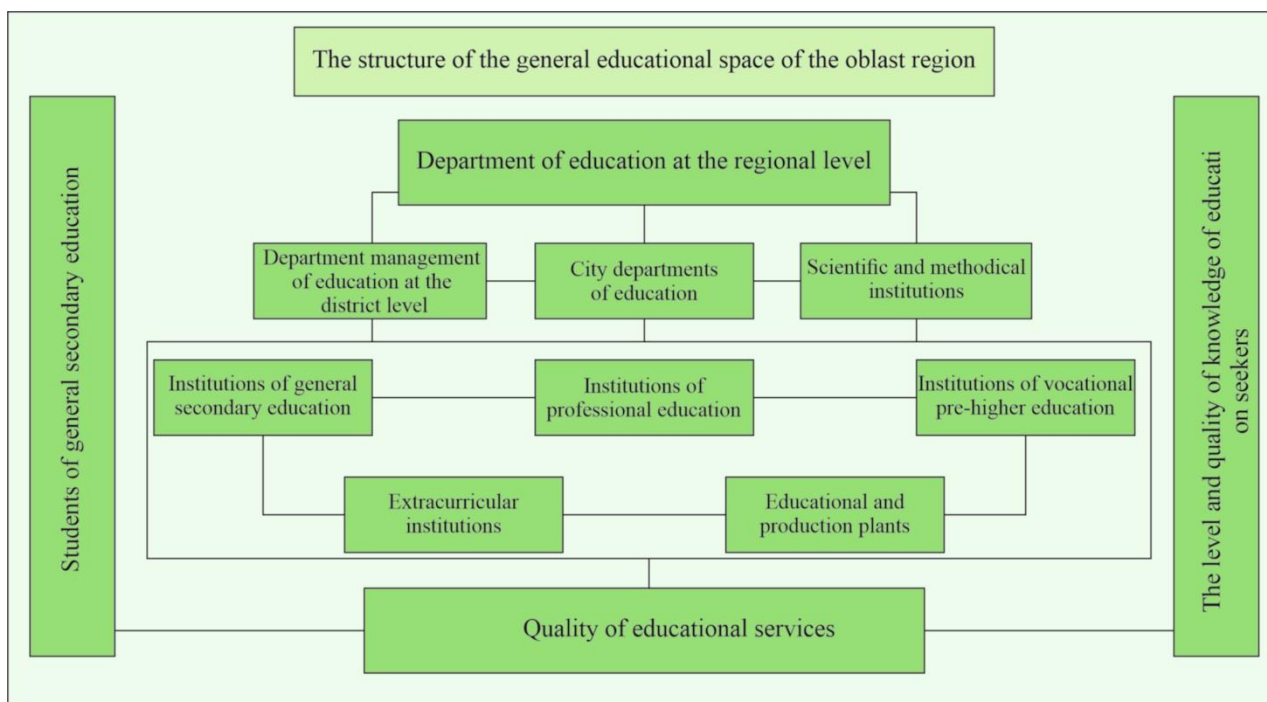
The general educational space has its own topological and metric properties:

- topological properties represent the territorial orderliness of the participants of the general educational process (educational districts), the continuity of knowledge acquisition in the ZZSO, the permanent relationship of all the participants of the educational process.

- metrics include: the number of general secondary education institutions, the number of participants in the educational process; transport and pedestrian accessibility to ZZSO and others.

General educational space, as a component of geospace, is characterized by the following indicators:

- extent – characterized by the territorial coverage of participants in the educational process (country, units of administrative-territorial division, settlement, its parts, etc.)
- dynamics – associated with the appearance of new and closing of old ZZSO, change in the status of the institution, centric processes, as well as with the constant change of participants in the educational process, their composition and level of knowledge.
  - structurality – the general educational space has a clear structure and system of its objects.
  - continuity – the presence of participants in the educational process throughout the territory covered by the general educational space (Fig. 4).



*Fig. 4. The structure of the oblast region general education space*

The general educational space plays an important role in the development of not only the tertiary sector, but also primary and secondary, precisely from the position of training specialists. It has the potential that creates the foundation of national security, ensures the competitiveness of the country, the region among other national state bodies.

In the study of the development of education, the general educational space of the oblast region plays a special role.

When studying the geosphere, it meets the following requirements:

- has territorial distribution;
- the general educational complex can be mapped (educational institutions, educational districts, reference institution, number and structure of participants in the educational process, quality and level of knowledge, etc.);
- the development of the general educational complex affects various elements of the sociosphere (education and competence of the population, standard of living of the population, economic development of the territory, and others);
- by exploring the educational complex, we gain new knowledge about the processes taking place on the territory.

Socio-geographic studies of the general educational space allow to single out certain simplex objects: a general educational institution, a reference institution, an educational district, a participant in the educational process, the quality of educational services, the level and quality of knowledge.

As an object of research, the general educational space has qualitative and quantitative characteristics. Qualitative characteristics include: division of ZZSO into schools, gymnasiums, secondary schools, lyceums and others; rural and urban educational institutions; territories with different levels of knowledge and others. Quantitative characteristics stand out: the number of educational institutions; provision of the population with educational institutions; the number of participants in the process of obtaining full general education; level and quality of students' knowledge, etc.

**Conclusions.** During the analysis and generalization of the scientific views and ideas of domestic and foreign scientists, as well as conceptual socio-geographical approaches to the formation of the general educational space, it was established that the general educational space is a constituent part of the geospace and represents the territory on which the educational process functions, carries out the educational process, and also interacts between are institutions of general secondary education of various types and forms, and all participants in the educational process that ensure the implementation of educational activities.

In studies of the general educational space of the territory of the administrative unit, special attention should be paid to the following features: territorial distribution of general secondary education institutions; the functioning of ZZSO in the conditions of reform, the relationship of the general education complex with various factors of influence (legal, demographic, transport and other factors).

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**ЗАГАЛЬНООСВІТНІЙ ПРОСТІР ЯК ОБ'ЄКТ СУСПІЛЬНО-ГЕОГРАФІЧНИХ ДОСЛІДЖЕНЬ**

Актуальність дослідження загальноосвітнього простору підсилюється, тим, що наразі відбуваються значні перетворення в загальноосвітньому просторі як складовій соціального простору, які проходять паралельно з впровадженням реформи децентралізації. В статті здійснено аналіз суспільно-географічних підходів до вивчення поняття загальноосвітнього простору, яку ми пропонуємо розглядати як складову освітнього простору, з позиції закладів загальної середньої освіти. Окреслено місце освітнього простору, як складової геопростору, саме в соціально-економічному просторі, адже він виступає результатом взаємодії соціального та економічного просторів. В дослідженні було визначено локальні центри освітнього простору, які належать закладам освіти.

Охарактеризовано поняття «загальноосвітній простір», який пропонуємо визначати як територію на якій функціонують, здійснюють організацію загальноосвітнього процесу та взаємодіють між собою заклади загальної середньої освіти різних типів та форм, а також учасники освітнього процесу, що забезпечують реалізацію освітньої діяльності. Нами було визначено структуру та властивості загальноосвітнього простору. Структуру загальноосвітнього простору пропонуємо розглядати як тривимірну, виділяючи при цьому такі складові (виміри) як: територіальне розміщення закладів освіти; учасники загальноосвітнього процесу; якість надання освітніх послуг. Для загальноосвітнього простору, як складової геопростору, характерними є такі показники як: протяжність, динамічність, структурність та неперервність. Було описано кількісні і якісні показники функціонування загальноосвітнього простору. Здійснено характеристику структури загальноосвітнього простору обласного регіону, який відіграє особливу роль у дослідженні розвитку освіти.

Загальноосвітній простір володіє потенціалом, який створює фундамент національної безпеки, забезпечує конкурентоспроможність країни, регіону серед інших національних державних організацій.

**Ключові слова:** освітній простір, загальноосвітній простір, заклади загальної середньої освіти, якість знань учнів, рівень знань учнів.

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