

Including educational space and social pedagogical recognition: interactional and social pedagogical inspired analysis of space dynamics in compulsory, upper-secondary and post-secondary education

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Abstract

The purpose of this article is to provide a new understanding of the essence of the including educational space as a pedagogical phenomenon presents different approaches of scientists to the characteristics of the concept of educational space, and the importance of interpersonal interaction in the educational space, and presents the authors' interpretation of its essence. The analytical basis is a literature review of various studies from the domains of symbolic interactionism, social constructivism, ethnomethodology, the sociology of knowledge, education, pedagogy and social pedagogy. Empirical sequences in the reviewed literature that exemplify inclusive educational space are from the context of the organisational and practical work of compulsory and upper-secondary schools with newly arrived students and students who use alcohol and narcotics, and from the context of the organisational and practical work of universities related to the education of future play-actors. The importance of the role of the creative educational space as a leading requirement of preparation of the students for future communicative interaction in professional communication is revealed, and the structural characteristics of its content and functional load are provided. The inclusive educational space and the professionals' inclusive approach demands how schools practically and organizationally organise work with students in the educational space and what support and room for manoeuvre professional actors in the school and university receive in their practical work with students, both in relation to the expected normative right and deviant acting in the educational space and in relation to laws and governing documents that to a certain extent govern practical work in these educational spaces. The study contributes to the development of knowledge regarding: 1) dealing with social interaction and including educational space combining: a) experiences of students in educational space, b) experiences of professional actors in educational space, and c) the development of integration and social pedagogical recognition in educational space; 2) the significance of these social interactions and including educational space in the creation and recreation of the students' and professional' identities; and 3) alternative social pedagogical approaches to analysing the including educational space in compulsory, upper-secondary and post-secondary education.

Keywords

interactional analysis, social pedagogical analysis, space dynamic in school, social pedagogical development, dramatisation, teacher, educator, pupil, success, obstacles, educational cooperation, social pedagogical space