

## **THE PECULIARITIES OF EDUCATIONAL ENVIRONMENT ORGANIZATION WITH REGARD TO THE INTERACTION OF SOCIAL INSTITUTESOÏ OCBITH**

The article is concerned with the problem of primary education educational space organization, identification of opportunities to use the potential of different social institutions with the aim to improve the quality of education. The interaction with the family is the tradition of Ukrainian elementary school. Nowadays, practice teachers are effectively working with parents of primary school, especially in terms of logistical support for education.

It has been established that the key idea of the improved Ukrainian educational legislation is to regulate the requirements for the creation of an educational environment that synthesizes innovative pedagogical activity in meaningful, procedural, productive, resource aspects, which will allow effective socialization and development of the student. This leads to actualization of the research problem.

The aim of the article is to find out the peculiarities of educational environment organization in the primary education system with the involvement of various social institutions.

To achieve this goal, the theoretical methods, including bibliographic methods for the study, systematization of scientific and educational methodological literature; in order to clarify, specify the basic concepts of the study, identify the features of the typology of the educational environment, generalize the material have been used, also the method of the analysis; the interpretive method has been used to rethink the role of interaction between social institutions in the educational environment; generalization and systematization for forming a comprehensive understanding of the features of the educational environment.

The main results of the study are the definition of the conceptual-categorical apparatus, the refinement of the basic concepts taking into account the interaction of social institutions. Based on the study and analysis of the works of Ukrainian scientists, it has been ascertained that the educational environment determines the sociocultural development of the individual, the level of education and education.

Considering the interrelationships between the concepts of development, socialization, education and upbringing, the importance of taking into account the unity of the general, the special and the individual in the primary education environment has been proven.

The definitions of the nature and role of social institutions have been determined. The classifications of social institutes have been given, which became the basis for determining the basic within the administrative-territorial unit (educational institutions, family, medical institutions, cultural institutions, library, public organizations, administrative and executive bodies, which reflect the regional specificity in the organization of the educational environment. The ways of multifaceted interaction between education and social institutions have been analyzed. The possibilities of establishing relations between the participants of the educational process in the context of modern reforms of primary education have been determined.

The following conclusions have been drawn. The educational environment of elementary education as an integrative concept has been characterized by uncertainty, integrativeness, decentralization, multiculturalism, creativity, etc. A number of functions has determined the multidimensionality of the primary education environment, such as informational, socializing, didactic, educational, media, health, research, innovation, etc.) that determine the effectiveness of the educational process. Due to its multivariate nature, it enables the use of the potential of various social institutions (family, medicine, museums, libraries, community, and business) for quality education.

The study of using the resources of social institutions to organize the educational environment in European countries are the prospective areas of further researches.