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A Theoretical Model for Developing an Individual's Social Culture: Integrating Family, Education, and Society

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Abstract. Rapid globalization, digital transformation, and socio-cultural change are placing new demands on education systems and social institutions. This article considers the process of forming an individual's social culture as a complex pedagogical phenomenon, with the interaction of family, educational institutions and social environment. The author has developed a three-level model that reflects the main mechanisms and values of socialization on the basis of theoretical analysis and empirical study. The model includes the system of pedagogical methods aimed at developing key social values such as respect, tolerance, politeness and responsibility. The primary focus of the study was the role of family upbringing, the educational process and the influence of society as interrelated factors in the formation of social culture. The results of the study showed high significance of family and educational institutions, and also the influence of social environment on the development of civic responsibility and an individual's value system. The scientific novelty of the work is determined by the systematic integration of three social levels and the justification of pedagogical conditions that contribute to the formation of social culture. The practical significance of the presented model consists in its application for planning educational work in schools, universities and youth organizations.

Keywords: social pedagogy, social culture, pedagogical model, social values, individual socialization, social institutions.

Introduction

The concept of "social culture" is a complex phenomenon that describes the degree to which an individual has mastered social norms and moral-spiritual values necessary for life in society (Bikmetov, 2007). An individual can only become a fully developed personality by assimilating the socio-cultural experience transmitted from generation to generation. Without mastering society's sociocultural experience, personal development is impossible. According to Elsayed (2024), families play a crucial role in instilling positive social values in children, laying the foundation for a compassionate and socially responsible generation.

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As noted by psychologist L.I. Bozhovich, the individual “is illuminated by the rays of social meaning in all its manifestations and functions, without which its development and life are unimaginable” (Bozhovich, 1995). In other words, the social essence of a person forms the basis of conscious development, and social culture is an integral component of this essence.

In scholarly literature, social culture is defined as a system of values and skills, characterized by interpersonal communication culture, social responsibility, teamwork ability, and tolerance. For instance, in pedagogical dictionaries, personal culture is described as a complex characteristic reflecting political-social competence and readiness to take responsibility and engage in cooperative actions in society (Kodzhaspirova & Kodzhaspirov, 2001). Such structures regulate an individual’s social behavior and create preconditions for harmonious integration into society.

The aim of this scientific study is to systematize the pedagogical conditions and methods that contribute to the formation of an individual’s social culture from both theoretical and empirical perspectives, and to develop a comprehensive multi-level pedagogical model based on these foundations.

To achieve this goal, the following research objectives were identified:

- to explore the scientific foundations of the concept of social culture and clarify its content;
- to determine the criteria and indicators for the formation of social culture;
- to systematize the influencing pedagogical conditions and methods;
- to theoretically substantiate the structural features of the proposed model.

The methodological basis of the study is grounded in socio-cultural and personality-oriented approaches. The research employed methods such as theoretical analysis, comparative literature review, and conceptual modeling. In addition, empirical methods, including surveys, structured interviews, and observations, were used to identify social values and educational factors. Such a multi-aspect approach enables a comprehensive analysis of the research object.

The following research questions were addressed in the study:

1. What are the key pedagogical and social factors that influence the development of an individual’s social culture?
2. How do family, education, and society interact in the process of social culture formation?
3. What elements should be included in a theoretical model integrating these institutions?

Literature review and theoretical framework

The concept of “social culture” is widely discussed in the social sciences and is interpreted differently across various theoretical perspectives. In contemporary international studies, this phenomenon is associated with an individual’s ability to live harmoniously in society, with particular emphasis on values such as respect, tolerance, and responsibility as foundational components (Veugelers, 2021; Biesta, 2020). For example, foreign research highlights the impact of social and cultural integration on personal development and emphasizes the significance of social culture for societal adaptation.

In general, social culture refers to a system of behavioral models and values formed within a given society, including norms and worldviews that regulate social order (Koslova et al., 2024). This complex concept is characterized by the interplay of both material and spiritual elements: on one hand – objects of daily life, architecture, technology, and works of art; on the other – knowledge, language, law, morality, and traditions. The interaction of these components preserves historical experience and ensures continuity across generations.

Social culture is considered an integral part of an individual's general culture. Scholars define it as a holistic system formed through the internalization of societal values and behavioral norms into human existence. Through this process, individuals acquire culturally specific patterns and accumulate social experience, aligning their thinking and behavior with societal values. A person who has internalized social culture can ensure social harmony by balancing personal and collective interests.

A person is not born with ready-made cultural experience—it is acquired throughout life. Psychological studies show that biological factors alone cannot serve as the foundation for personality development, as elements of culture such as language, tradition, and skills are acquired exclusively through social environments (Памазанова, 2018). Through education and upbringing, individuals internalize social norms and values, thereby defining their place in society.

The acquisition of culture teaches individuals to perform social roles, adapt to societal rules, and engage in effective communication. During this process, a person's consciousness develops, moral qualities are formed, and social identity is established. For example, M.Kh. Dulati emphasized the significance of justice and responsibility in moral development, stating: "Where there is no justice, there is no humanity" (Abdiramanova, 2014).

Many factors influence the formation of social culture; three main domains stand out: the family, educational institutions, and the broader social environment. This interrelation is clearly reflected in the ICCS 2022 international study, which highlights the importance of value transmission across family, school, and society as a key condition for successful socialization (Schulz et al., 2022).

The family is the primary environment where an individual's initial social experiences and value orientations are formed. As Shen (2023) notes, the family plays an indispensable role in shaping a child's education by providing resources such as human capital, economic capital, social capital, etc. Empirical studies show that schools cannot replace the family in this process and must work in close partnership with parents (Bikmetov et al., 2020). The system of values transmitted through parental example influences a child's social behavior, worldview, and future civic identity (Kozlova et al., 2024). Studies have shown that the stability of family upbringing has a direct impact on value development and social adaptation.

The educational environment is one of the key institutions in shaping social culture. As Daniel et al. (2024) note, schools are fundamentally oriented toward transmitting moral and ethical values, making values education a central part of their mission. The educational process goes beyond the transmission of knowledge and includes the development of skills such as participation in joint activities, civic responsibility, and adaptation to public life. The content of education should emphasize intercultural understanding, morality, and tolerance.

Classroom practices such as group work, debates, and project-based tasks foster students' communication skills and prepare them to act effectively in various social contexts. Pedagogical research has demonstrated that such approaches enhance teamwork, critical thinking, and respect for differing perspectives (Ivanov, 2006).

The broader social environment provides a space for continued socialization beyond the family and school. This includes mass media, peer groups, neighbors, cultural settings, and social networks. These channels expand an individual's worldview and reinforce social norms and values through everyday experiences.

Overall, an individual's social culture is formed through a continuous and multi-level process of influences. Established social norms and expectations not only guide personal behavior but

also define the content of socialization. A favorable moral and cultural environment creates conditions for harmonious personal development.

In this context, the educational influence that begins in the family and school must be continued at the societal level for social culture to be fully developed. This triad – family, education, and society– must function in harmony to ensure the systematic development of cultural identity and civic responsibility (Ramazanova, 2018).

Research shows that young people who engage in volunteer activities from an early age tend to demonstrate higher levels of civic engagement, moral values, and social competencies (Kim and Morgül, 2017). Moreover, volunteers show improved self-esteem, interpersonal and leadership skills, as well as enhanced academic motivation and performance.

Social pedagogy also plays a crucial role in the development of social culture. Situated at the intersection of education and social support services, it is aimed at providing comprehensive educational assistance to children and youth in difficult life circumstances (Smith, 2019). Social pedagogues organize culturally oriented educational interventions to improve well-being and enhance the potential for social integration.

Thus, social pedagogy is regarded as an important and integrative component of the system for developing an individual's social culture.

The above-discussed factors demonstrate that the formation of social culture is a complex process grounded in the interplay of various social institutions. This process begins with family upbringing, continues through value-oriented education in schools, and is further reinforced through civic engagement and social support systems throughout life.

As a result of such systematic and harmonious influence, individuals internalize social values and develop into responsible and culturally competent members of society. Although its manifestations may vary across different cultures, a number of universal values retain their relevance across all social contexts. Among these, respect, politeness, tolerance, and responsibility are considered foundational components of social culture.

A different kind of theoretical framework has been developed in pedagogy and social sciences to explain the stage of socialization. In the next section, we reviewed international theories and compared them with the proposed model to highlight their limitations.

1. Social learning theory (A. Bandura)

Content: The individual acquires behavioral patterns through observation and imitation. By externally observing the actions of others and their consequences, a person incorporates them into their own experience.

Limitations: The theory explains socialization primarily through personal observation and individual experience. It does not thoroughly consider the multidimensional influence of social institutions such as family, educational organizations, and the broader social environment.

2. Symbolic interactionism theory (G.H. Mead)

Content: The personality develops through the internalization of social roles. In the process of social interaction, the individual sees themselves through the perspective of others and establishes harmonious relationships with society.

Limitations: The theory focuses on micro-level social interactions. It neglects macro-level social structures and institutional influences that shape the individual's development.

3. Theory of psychosocial development stages (E. Erikson)

Content: Personality development occurs in distinct life stages, each involving the resolution of a specific psychosocial crisis. Successfully overcoming these crises leads to the formation of personal qualities.

Limitations: The model is centered on the internal dynamics of personality development. The influence of the social environment and specific agents such as family, school, and society is presented only in an indirect manner.

4. Social-ecological model (U. Bronfenbrenner)

Content: Personality develops within multiple layers of environment – microsystem, mesosystem, exosystem, and macrosystem. These systems are interconnected and shape the individual's social behavior.

Limitations: The model offers a structural and systemic perspective. However, it lacks a clearly defined set of pedagogical mechanisms and methods specifically aimed at developing social culture.

Table 1: Comparative analysis of theoretical models related to the formation of social culture

Theoretical model	Key characteristics	Theoretical and practical limitations
Bandura – Social learning	Personal control, modeling	Does not account for institutional influences
Mead – Symbolic interactionism	Communication, social roles	Structures at the macro level are overlooked
Erikson – Psychosocial development	Internal development stages	Interaction mechanisms between agents are absent
Bronfenbrenner – Ecological systems	Micro and macro systems	Specific pedagogical methods are not clearly defined

The above-mentioned theories describe the process of socialization from various perspectives. However, most of them do not fully address the interconnections between institutions involved in the development of social culture. In this regard, the proposed author's three-level model is distinguished by its integrated approach, which aims at the comprehensive formation of an individual's social culture through the combined influence of the family, educational institutions, and the broader social environment.

Methods

A combination of theoretical and empirical methods was employed in the course of this research. At the theoretical level, a comparative analysis of scholarly literature was conducted based on socio-cultural and personality-oriented approaches. Conceptual positions related to the development of social culture in individuals were systematized.

To collect empirical data, the following methods were used:

- Survey: An online survey was conducted using the Google Forms platform. Participation in the study was entirely voluntary and anonymous, and all respondents were informed about the purpose of the research before completing the questionnaire. A total of 178 respondents participated, representing various age groups and social statuses. The survey included 20 questions aimed at identifying respondents' value orientations, levels of social responsibility, civic engagement, and attitudes toward educational institutions (family, school, society).

The survey was conducted online using the Google Forms platform, which ensured accessibility and convenient data collection.

Examples of survey questions included:

- “How important is it for you to engage in socially useful activities?”
- “How would you assess your level of social responsibility?”

• Observation: Additional data were collected through targeted observation. This method was used to analyze extracurricular educational activities and students' civic engagement.

• Interview: Semi-structured interviews were conducted to gather perspectives on the factors and pedagogical approaches influencing the development of social culture. Participants included educators, education specialists, and parents of students.

The collected data were processed using both qualitative and quantitative analysis methods. The results were presented in percentages and visualized through diagrams.

Results and Discussion

This section presents the findings of a questionnaire-based study aimed at identifying public perceptions regarding the formation of social culture in individuals. The survey explored respondents' views on the meaning of social culture, the institutions contributing to its development (family, educational organizations, and the social environment), civic engagement, and levels of social responsibility. The collected data were compared with the findings of international studies conducted by organizations such as UNESCO and ICCS (UNESCO, 2022).

The survey was conducted online via the Google Forms platform, with a total of 178 respondents participating: 42% were university students (1st to 4th year), 31% were parents, and 27% were educators. The average age of participants was 28 (SD = 7.4). All participants were affiliated with Astana International University (AIU), where the study was conducted.

The survey included 20 questions addressing value orientations, civic engagement, a sense of social responsibility, and participants' views on educational institutions. Data were analyzed using SPSS software, and the statistical reliability of the results was evaluated at a significance level of $p < 0.05$.

The empirical data revealed certain differences in responses based on age groups. Notably, students demonstrated higher levels of readiness for civic engagement—71% reported participating in at least one public event, while teachers and parents showed comparatively lower engagement (54% and 48%, respectively). These findings reflect generational differences in the perception and practical implementation of social culture and emphasize the need to develop age-specific educational strategies in the future.

The study showed that 90% of respondents view social culture as a key factor in individual adaptation to society, indicating widespread understanding of the importance of socio-cultural values in society.

The majority of participants emphasized the role of the family in laying the foundations of a child's social culture. 85% of respondents identified the family as the primary environment for transmitting values and behavioral norms. This supports the notion that family upbringing plays a crucial role in the value-based development of individuals.

For instance, a large-scale study in China (Tan & Fang, 2023) showed that family cultural capital has a strong positive link with academic effort and educational aspirations among adolescents (sample size ~11,300). And also the results of another research suggest a positive association between family support and adolescents' academic performance in a global context (Guo, 2025).

Although some international studies assess the influence of family upbringing on social values (e.g., kindness, helpfulness, respect) at a moderate level (61.97%), they still emphasize the direct impact of family relationships on this process (Elsayed, 2024).

The results of our study are consistent with these conclusions: 88% of parents who participated in the survey stated that basic moral values, such as kindness, respect and responsibility, are primarily formed in the family.

The survey results show that educational institutions are highly valued for their role in shaping the social culture of the individual. 78% of respondents highlighted the importance of forming civic responsibility, teaching ethical norms and encouraging cultural behavior in the educational environment.

Educational institutions, as one of the most important agents of socialization, systematically transmit socially acceptable values and norms to children and young people, helping them to expand their social consciousness. This process contributes to the improvement of cultural adaptation of the individual (Elsayed, 2024).

Our research data confirms this point of view: 75% of the students surveyed stated that extracurricular activities at their educational institutions, such as class hours, volunteer clubs and etc., helped them deepen their understanding of social responsibility.

According to the survey, 68% of respondents noted that they adopt behavioral norms from peers and colleagues, and 55% highlighted the influence of social networks and media. The findings of this study proved that the social environment, including friends, colleagues, social networks, and media, has a significant influence on an individual's value system and behavior.

The results show that modern young people perceive familiarisation with family values through popular social networks as a requirement of the times. Using social media to strengthen family values should rely on an integrated approach that combines technological and socio-cultural elements (Vainola, 2024)

The survey explored respondents' levels of civic engagement over the past year:

- 60% had participated at least once per year;
- 30% reported attending such events several times a month;
- 10% participated weekly or more frequently.
- Only 10-15% of respondents reported not participating in any such activities.

These results indicate a certain level of civic responsibility and social activity. Comparatively, studies conducted in the United States found that over half of the population had provided informal support during the year, while 23% engaged in formal volunteer service (Schneider and Marshall, 2023). Even during the pandemic, efforts to provide mutual support within communities remained visible. These patterns reflect similarities with trends observed in Kazakhstan and highlight the connection between civic engagement and the development of social culture.

The survey also explored respondents' attitudes toward social responsibility and interpersonal cooperation. Questions addressed topics such as performing socially beneficial acts, helping those in need, and strengthening mutual understanding among different social groups. The responses showed openness to social interaction and commitment to civic values.

The majority of respondents attached great importance to social responsibility: more than 70% fully agreed with the opinion that "every citizen is obliged to serve society and help those in need." A small part of the respondents partially agreed, and only the smallest number disagreed.

In addition, almost half of the respondents stated that they had participated in a charity fundraiser or volunteered at community events at least once in the past year. These results

show a willingness to take on shared responsibility and an active commitment to the common good.

In general, respondents' attitudes towards social responsibility, mutual support, and civic engagement reflect the main characteristics of social culture. These factors are the main indicators for assessing a person's level of socialization.

The main data and percentages obtained during the study are summarized in Figure 1 below.

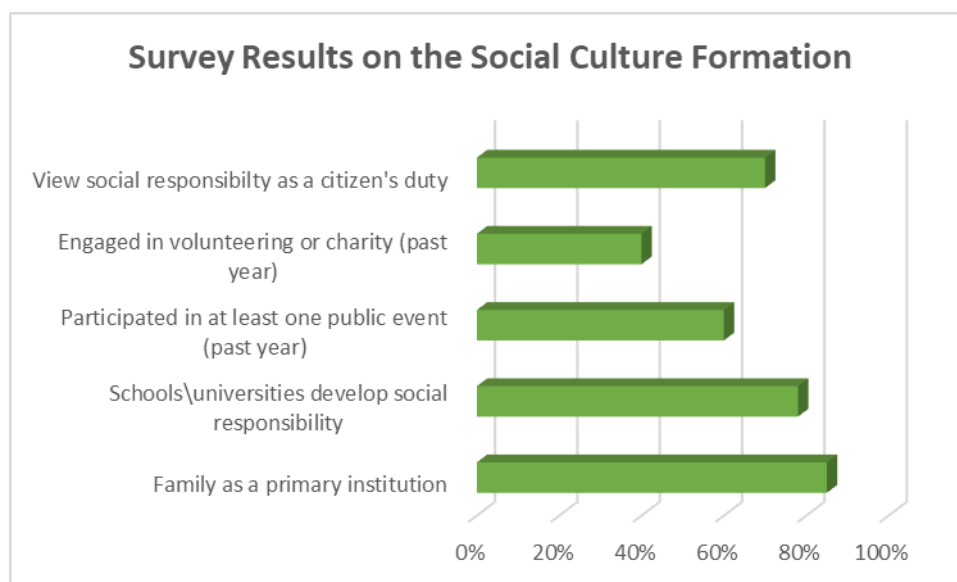


Figure 1. Survey results on social culture formation

According to the data shown in the diagram, respondents named families and educational institutions as the main factors in the formation of social culture. In addition, a significant proportion of participants (60%) reported active participation in public life, while 70% consider social responsibility to be a civic duty.

In general, the results of the study reflect the positive attitude of society towards social culture. According to the respondents, the main factors influencing the development of social culture are family upbringing, the content of education and the social environment. The results show a clear understanding that the level of social culture in society is directly related to people's actions and values. The core values that are usually cultivated in family and school, such as politeness, respect for elders, respect for the law, and service to society, were often mentioned as guiding principles. In addition, it has been established that the moral climate in society and patterns of behavior in the environment influence the formation of a person's social culture.

The results of the survey are consistent with theoretical concepts outlined in academic literature. In particular, the significance of the family and educational institutions in the development of social culture aligns with the findings of previous research (Elsayed, 2024). Moreover, the indicators related to civic engagement and social responsibility showed similarities with analogous foreign studies (Schneider and Marshall, 2023). This suggests that the process of forming social culture in Kazakhstan is evolving in line with global social trends.

While most previous studies focus on socialization through a single institution – typically family or school – this approach fails to address the complexity of the influences involved in

developing social culture. Therefore, based on the findings of this study, we propose a theoretically grounded authorial model based on three key social environments: family, education, and the broader social context (See Figure 2).

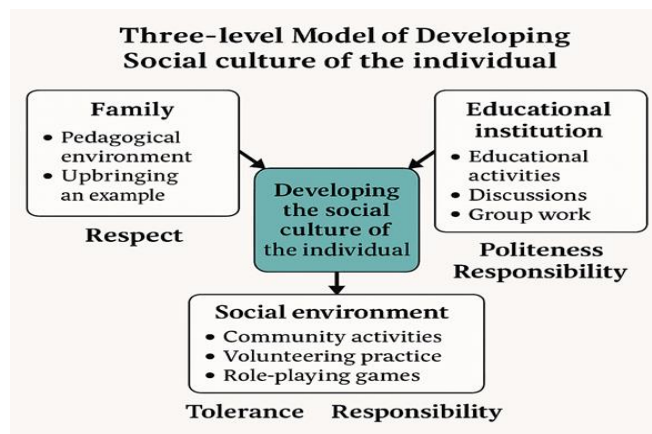


Figure 2. The author's three-level model for the formation of an individual's social culture

The author's model, presented in the figure, describes a comprehensive mechanism for the development of social culture at three key levels of social environment: the family, educational institutions, and the broader social environment. Each level is characterized by a distinct system of values and specific forms of pedagogical influence.

The model presents a structured progression – from the recognition of values to their application in real-life actions. It is designed to foster civic responsibility, social adaptability, and value stability in individuals.

The proposed theoretical model can be adapted for use in the following areas:

- In general education schools – as a content framework for class teachers and social pedagogues in planning value-oriented educational activities;
- In higher education institutions – as part of academic programs for future teachers and social workers;
- In civil society organizations – as a theoretical-methodological basis for programs aimed at promoting youth civic engagement and community initiatives.

Table 2. Comparative analysis of the author's model and previous research

Comparison criterion	Previous research models	Author's model
Structural approach	Single-level, fragmented	Three-level, comprehensive
Pedagogical methods	Traditional (lecture, conversation, educational hour)	Interactive (discussion, group work, volunteering)
Value orientations	Generalized	Specific: respect, decency, tolerance, responsibility
Practical application	Limited or not presented	Proposed for educational and social institutions
Connection between social institutions	No holistic connection shown	Coordinated, systematic integration

The proposed three-level theoretical model systematically describes the pedagogical mechanisms that contribute to the formation of social culture. It integrates value-based methods aimed at developing social responsibility, tolerance, and cultural communication skills among students and youth.

However, adapting such a model into practice depends on specific social conditions. Its successful implementation is directly related to teachers' professional preparedness, the value potential of the family environment, and opportunities for civic engagement. Therefore, the model requires flexibility, adaptation to local contexts, and alignment with the specific characteristics of the social environment.

Conclusion

The results of the study show that the formation of a social culture of a personality is not just a set of isolated educational activities, but a complex process based on the harmonious interaction of social institutions. Empirical data obtained from a survey of 178 respondents showed that 85% of participants consider the family to be the main source of learning basic values such as respect, responsibility, and politeness. 78% of respondents highlighted the importance of educational institutions in shaping social responsibility and collective interaction skills, while 60% noted their involvement in socially useful initiatives. These data confirm the leading role of family and education, as well as the importance of the social environment and information space in shaping value orientations.

According to the findings of the conducted survey, it was found that respondents associate the level of social culture with values such as tolerance, respect, compliance with the law and willingness to help others. The study participants noted the importance of educational activities, group projects, and volunteer initiatives carried out in educational institutions as effective methods for shaping value orientations and socially significant behavior.

The authors proposed a three-level pedagogical model, which sequentially describes the mechanisms of social culture formation at the level of the family, educational institutions and social environment on the basis of results. The model includes specific pedagogical methods, such as group projects, volunteer initiatives, collective discussions, and other forms of activity aimed at developing values of respect, responsibility, politeness, and tolerance.

The scientific novelty of the research is defined by the systematic integration of three main social institutions into a single pedagogical model and clarifying their role in the process of forming the individual's social culture. Another novelty is the specification of value orientations and pedagogical methods that allow not only the transmission of social norms but also the formation of an active civic position.

The authors' contribution is determined by the following:

- Systematization of the factors and conditions for the formation of the social culture of the individual;
- Development of a structured three-level model combining family, education and society;
- Conducting empirical research and analyzing differences between age groups;

This research work not only provided a theoretical basis for the concept of social culture of the individual, but also identified specific factors influencing its formation process. The practical significance is defined by the future application of the author's model to develop and implement educational programs that take into account institutional influence and the age and socio-

cultural characteristics of students. In the future, it is planned to test the model in educational institutions in different regions, with further refinement based on empirical data. The results obtained confirm that it is precisely a systematic, comprehensive approach to educational work that can ensure the formation of stable value orientations and social responsibility in the individual.

Limitations of the study

The study was limited by its sample size and geographic scope, as all participants were from Astana International University. Moreover, as the data were collected through self-reported questionnaires, responses may involve subjectivity. Future research should include participants from multiple regions and universities to enhance the generalizability of the findings.

Author Contributions:

Imanbekova G.N. – contributed to the conceptualization of the study, formulation of the research problem and objectives, development of the theoretical framework, and design of the three-level model of social culture formation. She conducted the empirical study, carried out data analysis and interpretation, and prepared the initial draft of the manuscript.

Albytova N.P. – provided scientific supervision of the research, contributed to the methodological design and validation of the research instruments, and participated in the critical revision of the manuscript. She contributed to the interpretation of results, refinement of the theoretical model, and ensured the academic quality and coherence of the final version of the article.

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Тұлғаның әлеуметтік мәдениетін дамытудың теориялық моделі: отбасы, білім және қоғамның интеграциясы

Аңдатпа. Мақалада тұлғаның әлеуметтік мәдениетін қалыптастыру үдерісі отбасымен, білім беру мекемелерімен және әлеуметтік ортамен өзара әрекеттесетін күрделі педагогикалық құбылыс ретінде қарастырылады. Теориялық талдау мен эмпирикалық зерттеулер негізінде автор негізгі әлеуметтік құндылықтарды, сондай-ақ негізгі механизмдерді көрсететін үш деңгейлі модельді ұсынып отыр. Модель азаматтық жауапкершіліктің, құрметтің, төзімділіктің, әдептіліктің қалыптасуына бағытталған педагогикалық әдістер жүйесін қамтиды. Зерттеуде отбасылық тәрбиенің, білім беру процесінің және қоғамның бір-бірімен байланысты факторлар

рөліне басты назар аударылады. Зерттеу нәтижелері отбасы мен білім беру мекемелерінің, сондай-ақ әлеуметтік ортаның тұлғаның азаматтық жауапкершілігі мен құндылықтар жүйесін дамытудағы маңыздылығын көрсетті. Зерттеудің ғылыми жаңашылдығы үш әлеуметтік деңгейдің жүйелі интеграциясымен және әлеуметтік мәдениетті қалыптастыруға ықпал ететін педагогикалық жағдайларды негіздеумен анықталады. Ұсынылған модельдің практикалық маңызы мектептерде, жоғары оқу орындарында және жастар ұйымдарында тәрбие жұмысының жоспарлануына қолданылуымен көрсетіледі.

Түйін сөздер: әлеуметтік педагогика, әлеуметтік мәдениет, педагогикалық модель, әлеуметтік құндылықтар, тұлғаның әлеуметтенуі, әлеуметтік институт

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Теоретическая модель развития социальной культуры личности: интеграция семьи, образования и общества

Аннотация. В статье рассматривается процесс формирования социальной культуры личности как сложное педагогическое явление, в котором взаимодействуют семья, образовательные учреждения и социальная среда. На основе теоретического анализа и эмпирического исследования автором разработана трехуровневая модель, отражающая основные механизмы и ценности социализации. Модель включает в себя систему педагогических методов, направленных на формирование ключевых социальных ценностей, таких, как уважение, толерантность, вежливость и ответственность. Основное внимание в исследовании уделялось роли семейного воспитания, образовательного процесса и влияния общества как взаимосвязанных факторов в формировании социальной культуры. Результаты исследования показали высокую значимость семьи и образовательных учреждений, а также влияние социальной среды на развитие гражданской ответственности и системы ценностей личности. Научная новизна работы определяется системной интеграцией трех социальных уровней и обоснованием педагогических условий, способствующих формированию социальной культуры. Практическая значимость представленной модели заключается в ее применении для планирования воспитательной работы в школах, вузах и молодежных организациях.

Ключевые слова: социальная педагогика, социальная культура, педагогическая модель, социальные ценности, индивидуальная социализация, социальные институты.

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