

To solve this problem of quality educational services rendering in Ukraine, the author has examined the possible ways of its solutions. They are mentioned below. Among them there is development of new forms of cooperation between education and business. Then we must say about improving the system of labor payment and social protection of employees in the educational field through the forming of the new approaches to the estimation of intellectual activity. The next one is the reforming of the educational system itself and the logistics of the educational establishments through the expansion of their legal autonomy and academic freedom. We must mention also improving of the system of quality management education through its institutional reform. The quality of the educational system is impossible also without the development of intra-corporate teaching environment and the bases of professional education continuing of the higher schools pedagogical personnel of professional education by creating the corporate training centers.

**Keywords:** quality of education; influence; system of education of Ukraine; the way of reform; student and teacher mobility.

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## RESEARCH EDUCATION IN THE CONTEXT OF CULTURAL APPROACH

The article deals with the relationship of the concepts of “culture” and “education”. The author analyzes the views of local and foreign scientists who researched this issue. The author considers cultural approach as a conceptual basis for the modernization of educational content. We prove that the concept of cultural integrity bases of educational content based on the identity of education and culture, as reflected in the model of humanitarian, cultural and educational system.

**Keywords:** education; culture; cultural approach to education; cultural integrity of the foundations of education.

**Introduction.** Understanding the problems of education in the broad socio-cultural context is one of the most important tasks of our time. Modern scientists seeking to understand the meaning of major general cultural processes of globalization consider the problem of cultural, historical and socio-cultural perspectives, find cultural alternatives to this phenomenon. One of the urgent problems of modern pedagogy is to find model of educational content appropriate modern type of culture, corresponding to the new stage of civilization. In this case we have to develop theoretical foundations of holistic educational process in relation to categories such as content, methods and organization of learning. Solving these problems requires an appeal to the fundamental origins of the education, their consideration as the part of culture and a culture creative process.

In pedagogical sciences to the problems of modeling the content of higher education were devoted the local researchers' works, such as A.M. Aleksyuk, V.P. Andruschenko, E.S. Barbina, I.M. Bohdanova, Ye.V. Bondarevska, S.U. Honcharenko, V.S. Ilyin, M.S. Kahan, V.O. Ognevyuk, O.M. Piekhota, V.V. Slastyonin, S.O. Sysoieva and foreign researchers: Ya. Hayda, T. Levovytsky, E. Nikitorovych, A. Haydzitsa and others. Cultural education content model are studied by scien-

tists such as N.V. Bordovska, S.I. Hessen, I.A. Zyazyun, I.F. Isayev, I.Ya. Lerner, O.P. Rudnytska and others.

**The aim.** However, the presence of a large number of research papers did not provide full disclosure of the relationship of the concepts of culture and education. Therefore, the aim of this paper is discovering the concepts “culture” and “education”, considering as the basis of the cultural approach to education.

**The main researches.** So, we will analyze the concept “culture”. The analysis of the scientific sources indicates that there are many definitions of culture. Some scientists understand the culture as values of the spiritual life. Others, narrowing this concept, referred to culture only ideology that must serve the sphere of production. Some cultural studies find that today there are more than 500 definitions of the term “culture” (Gurevich P., 2005). This is due to the multifaceted phenomenon and wide use in specific disciplines.

Actually, the term “culture” is of Latin origin of colere – process, settle, grow, take care of something, a derivative of it – cultus (honoring). This “cult” – gods, ancestors, worship power, cult love others. Also colonus – colony, inhabited earth; agri cultura – cultivation of land, rear (Gurevich P., 2005).

Later M. Ciceron uses the word cultura metaphorically: in his view the main task of philosophy – culti-

vate, grow in human wisdom, make it a virtuous citizen, taught her to honor the mind, that philosophy is a cult of mind (Cicero M).

This metaphor stuck, to become the norm and since the late eighteenth – nineteenth century over in European languages the word “culture” is used as a definition of something progressive and improved.

In the wordwise dictionary of the Russian language found that culture – is a “Processing and care, mental and moral education, they say even cultivate instead educate” (Dal’ V). We state that so far the word “culture” is widely used as a common name grown (cultured) in vitro biological objects: plants, mushrooms, bacteria and other microorganisms, some certain tissues, cells or organs.

Regarding human for a long time the term “culture” was used alongside with the term “civilization” in the sense of a certain level of society’s achievement (the law, public order, politeness, manners representatives of the community as a whole way of life that contrasted the wild, “barbaric” life.

We note that the usage of the term “culture” is valued, the only universally accepted definition does not exist. However, we were impressed by Hurevich’s thought that the term “culture” is meant a set of material and spiritual values that indicate the active creative work of people in the world in the historical development of the society (Hurevich P., 2005).

The specificity of the culture as the qualitative essence of the spiritual and practical development the world by men (the external and internal words) is reflected in the fact that it (culture) indicates the measure to which people became people for themselves, how they feel and understand it. Culture, as well as work makes us a human being. But if your work – it’s the only social substance that creates and develops its human essential powers, the culture is the only social measure, demonstrating how to become a man. In other words, the culture is a qualitative characteristic of a society.

The analysis of the nature of the culture and its place in a society reveals the major features and inter-related aspects (Filipchuk G., 2007):

- culture is inherent social phenomenon that reflects its qualitative characteristics and enrich the spiritual life;
- culture is the process of human creativity aimed at getting knowledge of the world and a man in this world, obtaining the objective and reliable information about the world, where the science and art played the main role;
- culture is designed to help a person not only to understand the world and himself, but also to determine its place in the world;
- culture encompasses the essence of human progress in the development of the world of material and spiritual values and the corresponding value orientations of people in the world;
- culture, creating the standards of conduct and values necessary for the orientation in the

world, ensures the regulation of social relations between people;

- culture acts as a powerful factor of human essential forces in the formation of the person, the transformation of its natural passions, needs and emotions in real human ones. The above-mentioned aspects illustrate its humanistic content.

Talking about the cultural approach to education it is necessary to dwell upon the concept of “cultural studies”. Cultural Studies as a relatively independent science and as an academic discipline emerged relatively recently. The concept of “cultural studies” appeared at the beginning of XIX century. Cultural Studies is the study about culture, its nature, patterns, the interplay of national cultures, civilizations. Cultural Studies includes the theory of culture and cultural history. The theory of culture studies the nature of culture, peculiarities of culture development, explores the process of certain cultures and civilizations formation.

According to the subject-matter and methods of research Cultural Studies belongs to the class of humanities. Humanities (linguistics, psychology, etc.) essentially include a science of culture in the broadest sense. Linguistics, art, literature, political and law sciences study different aspects of cultures, without studying the culture in general, which is a proper subject of Cultural Studies as a science (Gurevich P., 2005).

The theoretical understanding of the objective nature of the relationship of education and culture, their isomorphic identity allows to hypothesize about the availability and productivity of using the cultural approach as a conceptual framework of modernization of education.

In constructing the content of education the cultural approach is regarded as the realization of humanistic idea in understanding the social function of the person who provides for the inclusion the structure of the culture with its various manifestations, especially the spiritual culture into the context of educational content (Kremen V., 2012).

General, basic and professional cultures are recognized as the components of the educational content. The integral result of culturally oriented educational content becomes a person ready to humanistic-oriented choice that has multi-functional competencies (Flier A., 1997).

We believe that the cultural approach to educational content conceptualization emphasizes the position according to which the culture as the main source. It is considered as a whole; develops and operates under special laws.

Thus, the basic generalizations about cultural approach are as follows:

- vision of education as a phenomenon of culture;
- cultural approach becomes essential one for the development of education and a means to imply the idea of humanization;
- approaching education to human through culture;

- recognition of the approach as the crucial factor in the development of professional and personal qualities;

- unity of Axiology and Cultural Anthropology for integrating scientific approach (Flier A., 1997).

Analysis of the contemporary trends and challenges of education showed that domestic and foreign school pay special attention to the extra-curriculum aspects of education. High demands are made not only to students but also to their spiritual and moral nature with respect to their friends, society and environment.

The concept of cultural fundamentals of the integrity of educational content is based on the identity of education and culture, reflected in the model of humanitarian, cultural and educational system. The integrity of the content of education is considered in the unity of the following aspects: the cultural essence of educational content and cultural – personal oriented

approach to the design of educational content. This allows us to consider the category of “education”, “man” and “culture” as the subsystem of the whole humanitarian, cultural and educational system. It can serve as a methodological model of the development of cultural educational approaches, concepts, paradigms. Singling out the subsystem “man” as a separate element of the system is a fundamental and essential point that underscores the fact that a total holistic humanitarian culture and education system is considered to be a subject in relation to culture and education (Kremen V., 2007).

**Conclusions.** Thus, the culture is the inner spiritual content of civilization, while civilization is only the material side of culture. In the framework of the content of the education culture is reflected in spiritual values and achievement of philosophy, works of art. Civilization is characterized by the level of technological, economic, social and political development of the society.

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### ИССЛЕДОВАНИЕ ОБРАЗОВАНИЯ В КОНТЕКСТЕ КУЛЬТУРОЛОГИЧЕСКОГО ПОДХОДА

*В статье раскрывается сущность понятий культура и образование. Анализируются взгляды отечественных и зарубежных ученых, которые занимались исследованием данной проблемы. Автором рассмотрен культурологический подход, как концептуальная основа модернизации содержания образования. Доказано, что концепция культурологических основ целостности содержания образования базируется на тождестве систем образования и культуры, отраженной в модели гуманитарной культурно-образовательной системы.*

**Ключевые слова:** культура; культурологический подход в образовании; культурологические основы целостности содержания образования; образование.

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### ДОСЛІДЖЕННЯ ОСВІТИ В КОНТЕКСТІ КУЛЬТУРОЛОГІЧНОГО ПІДХОДУ

*У статті розкривається сутність понять культура та освіта. Пошуки моделей змісту освіти, адекватних сучасному типу культури, що відповідають новому етапу розвитку цивілізації, складають одну з актуальних завдань сучасної педагогіки. При цьому на передній план виходить необхідність розробки теоретичних основ цілісного навчально-виховного процесу стосовно таких категорій, як зміст, методи та організація навчання. Розв'язання зазначених завдань вимагає звернення до фундаментальних витоків освіти, розгляду їх як частини культури, культуротворчого процесу.*

*Аналізуються погляди вітчизняних і зарубіжних вчених, які займалися дослідженням даної проблеми. У педагогічній науці проблемам моделювання змісту вищої освіти були присвячені праці таких вітчизняних дослідників, як А.М. Алексюк, В.П. Андрущенко, Є.С. Барбіна, І.М. Богданова, Є.В. Бондаревська, С.У. Гончаренко, В.С. Ільїн, М.С. Каган, В.О. Огнев'юк, О.М. Пехота, В.В. Сластьонін, С.О. Сисоєва та зарубіжних: Я.Гайда, Т. Левовицький, Є. Нікіторович, А. Гайдзіца та інші. Культурологічна модель змісту освіти досліджувалася такими науковцями, як Н.В. Бордовська, С.І. Гессен, І.А. Зязюн, І.Ф. Ісаєв, І.Я. Лернер, О.П. Рудницька та інші.*

*Автором розглянуто культурологічний підхід, як концептуальну основу модернізації змісту освіти. Теоретичне осмислення закономірного характеру взаємозв'язку освіти і культури, їх ізоморфної тотожності дозволяє висунути гіпотезу про перспективність і продуктивність використання культурологічного підходу як концептуальної основи модернізації змісту освіти.*

*Доведено, що концепція культурологічних основ цілісності змісту освіти базується на тотожності систем освіти та культури, відображеної в моделі гуманітарної культурно-освітньої системи.*

**Ключові слова:** культура; культурологічний підхід в освіті; культурологічні основи цілісності змісту освіти; освіта.

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