

## **PEDAGOGICAL SCIENCES**

### **THE IMPORTANCE OF CULTURAL APPROACH IN THE PROCESS OF TRAINING A SPECIALIST IN HIGHER EDUCATION INSTITUTIONS**

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Getting a higher education today is a complex and multi-vector process, as time puts forward its requirements: training not only a specialist in a particular field, but also a many-sided personality who can quickly and, most importantly, correctly find a way out of a critical situation.

In the process of training a future specialist in any field, two approaches – competency-based and cultural, should be mentioned. Higher education institution should provide not only knowledge, but also be directly involved in the formation of a personality. In this case, culture serves as the basis due to which the specialist improves himself [5, p. 22].

It is worth noting that the category of competence is directly related to culture. This is because competence serves as a result of the development of a personality, his education, as well as the parenting outcomes [3, p. 69].

To subject results of human activity culture refers knowledge, skills, abilities, the level of intelligence, moral and aesthetic development, worldview, ways and forms of communication. Culture regularizes as well as controls human behavior. In fact, a person acts as a bearer and a transmitter of culture [5, p. 21].

From a philosophical point of view, three aspects of the concept of «culture» can be distinguished: understanding of culture as a sphere of free self-realization of a personality, values-based attitude to a reality, artificial world, which differs from nature [6, p. 24].

P. Sorokin puts forward the thesis that culture is a combination of components that express the core value. «The dominant features of such a single culture, its science, the main forms of social, economic and political organization, customs, way of life and thinking in their own way express its

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fundamental principle and core value. It is the value that serves as the basis and foundation of any culture» [Cited for: 6, p. 24].

In this vein, I. Drozdova speaks about a person of culture as a humane personality that has creative abilities. Such a person is independent and capable of self-determination [5, p. 21].

V. Hryniova believes that «culture is a dynamic process of development of «essential human forces», the process of creative self-realization of a personality, which is the subject of cultural and historical process; culture is a specific way of human activity» [Cited for: 5, p. 21].

Today, when Ukrainian culture is experiencing the time of spiritual crisis, the task to preserve ethnocultural and national independence is more urgent than ever. This will allow remaining authentic, will not allow dissolution in mass culture, will prevent the modern young generation from oblivion and loss of national roots, traditions and potential of Ukrainian culture [4, p. 352].

In the XXth century the idea that an educational institution should form a man of culture arose in scientific thought. This found a peculiar response in the theories of V. Bibler, E. Bondarevskaia, A. Verbytskii, V. Vereshchagin, I. Zyaziun, M. Kagan, V. Kostomarov, T. de Chardin and others [1, p. 20].

It should be noted that, despite significant advances in science and technology, post-industrial society affects the culture, which, unfortunately, gradually loses its value, and «the concept itself loses its meaning and resolves into mass forms of perception and entertainment. The mass media and the Internet eliminate inter-ethnic borders, create the illusion of a person's entry into world culture» [1, p. 20].

Recently, the relationship between education and culture has been significantly strengthened and the cultural orientation of the educational process is becoming deeper [2, p. 218]. The definition of culture as a complex concept with a high level of abstraction is the characteristic feature of domestic research. Foreign researchers differentiate between objective and subjective culture. Subjective culture deals with non-material aspects of human existence: values, norms of behavior, social roles, etc. while objective culture deals with the material aspects of culture: artifacts created by people [1, p. 22].

Therefore, the formation of human culture in the period of learning, capable of self-creation throughout life, is considered by researchers (O.V. Malykhin, I.S. Hrytsenko) as a revival of the traditions of European pedagogy.

Nowadays a wide range of people are interested in the issues of «understanding a person, being, the system of interpersonal relations, when there is a comprehension of the dialogue of cultures as a condition of mutual understanding, tolerance and pluralism. In the competition of educational

paradigms we prefer, along with the competence, the cultural paradigm which is based on humane, cultural ethical principles in subject and interdisciplinary embodiment» [1, p. 23].

Gradually views on the quality of education in the context of its deep understanding of the cultural process are being changed. In line with this «idea of the student's personality, who is a bearer, along with social properties, of various subjective properties associated with the concepts of personality autonomy, independence, the ability to make a deliberate choice, reflection, self-regulation, therefore his role in the pedagogical process is being changed, a student is assigned the status of the subject of education and his own life» [1, p. 23].

Essential components of cultural approach for a future specialist are still moral values, ethical norms, based on the experience of the nation, including present-day trends. This allows him to «keep up with the times» while remaining a nationally authentic person.

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