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SPIRITUAL AND CULTURAL ASPECTS OF EDUCATIONAL PROCESS AT TECHNICAL ESTABLISHMENTS OF HIGHER EDUCATION

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The author reveals the peculiarities of educational space of technical establishment of higher education and its spiritual and cultural aspects. It characterizes the educational space of the institution as a space of culture, which affects the development of the individual student.

Key words: Educational space, spiritual and cultural aspects, the value of life, education of students, the content of education and training.

Introduction. According to the national Doctrine of Education Development of Ukraine in the XXI century the main purpose is “to create conditions for personal development and creative self-realization for every citizen of Ukraine; to form generations which are able for life-long learning; to create and support values of a civil society; to encourage consolidation of the Ukrainian nation; to support Ukraine integration into European and the whole world space; to help Ukraine to become a competitive and prosperous country.” [7] According to the regulations of the Doctrine spiritual and cultural aspects of educational process at higher education establishments should be based on “cultural and historical values of the Ukrainian nation as well as on its traditions and morals. The following is considered as an appropriate basis: Kyivska Russ pedagogical heritage; Ukrainian Cossacks period; world view paradigms of Volodymyr Monomakh, Peter Mohyla, G. Skovoroda, T. Shevchenko, I. Franko, Y. Chepiga, S. Rusova,

G. Vaschenko V. Sukhomlynskyi and other well-known Ukrainian thinkers. The spiritual basis of the Ukrainian nation also consists of a high culture level, age-old wisdom and a wish to find Ukraine a prosperous country.” [7] Educational process in establishments of higher education based on the Doctrine regularities and focused on spiritual and cultural aspects should encourage getting the expected outcomes. Particularly, “a significant increase in intellectual, cultural, spiritual and moral capacities of every citizen, our nation and the whole society. As a result, powerful positive changes will take place in the system of material and spiritual production, structure of political relations, everyday life and culture. Level of a personal independence, self-sufficiency and creativity will increase. It will strengthen democratic basis of a civil society and expedite development of market relations based on spiritual and moral balance.” [7]

Therefore, we can find the following contradictions in the system of higher education in Ukraine: between the necessity to form student personal and professional competitiveness and lack of a systematic educational approach in the modern system of higher professional education; between methods and forms which are used for education organization and their inadequacy in the context of the requirements for modern educational systems as well as universal human values, ideals and Ukrainian education traditions.

The main problems, challenges and risks are accumulated in the sphere of an integral educational system formation which includes physical, moral and spiritual development as well as children and youth socialization. Another urgent point is a decreasing level of social morality and behavioral culture within student community.

Current publications and research on the topic. There are many national scientists' works which are devoted to the student education problem. Particularly, the following aspects are considered: educational process integrity (Ortynskyi V.), educational system improvement (Melnyk Y.), personally-oriented education (Bekh I.), student spiritual culture formation (Roganova M.), analysis of educator's upbringing activity (Bezpalko V., Dubaseniuk O., Trotsko G.), organization of upbringing activities at higher education institutions (Ponomariova G., Sysoyeva S.), spiritual culture as a value (Shevchenko G.); upbringing methodological basis (Andruschenko V., Ziaziun I., Kremen V., Lugovy V., Nychkalo N. and others).

Problem statement. In the context of the higher education system reforming researchers have focused their attention on the following social

and civilizational problem: society can't exist by itself without education and upbringing. That's why educational process at higher educational establishments, particularly, its spiritual and cultural aspects should be reflected through a proper educational content taking into account prospective for further development and necessity to improve social structure and to reshape values, norms and objectives. Paradigm connections analysis has allowed us to identify the following opportunity for changing education and upbringing systems. It can be done through supplying variability of the educational programmes and teaching techniques, diversity of approaches for student upbringing activities organization, giving students an opportunity to choose their "studying path" independently. We believe that it will encourage a comprehensive personal development. Therefore, development of an updated educational system which meets the modern requirements, and creation of an educational space which encourages personal spiritual and cultural development, can fill student life with a valuable content, is considered as a urgent task.

The objective of the article: to identify peculiarities of educational space at technical establishments of higher education in the context of spiritual and cultural aspects.

The content of the study. Individual psychological and social characteristics of a particular student are important educational factors. It conditions taking into account of a psychological science advances in modern educational process. Particularly, it requires an appropriate content reflection in Pedagogy textbooks, substantiation of an updated educational content, usage of appropriate methods and forms of educational activities organization which meet general modern requirements and are consonant with universal human values, ideals and upbringing traditions of Ukrainian society.

It is also important to specify the meaning of the "educational environment" and "educational space" terms. Educational environment is considered as a complex of the reality factors which do work in society. It is given objectively and is not the result of an educator's and/or managers' purposeful activity directed to create appropriate conditions for learners' development (N. Selivanova).

On the contrary, educational space is considered as a part of the potential educational environment which, as a rule, goes beyond the educational process borders. It can be developed and/or changed purposefully by educators and learners by themselves. Educational space at educational establishments can be identified as a social, cultural and

educational phenomenon which is created through the institution functioning, teachers' and learners' interaction, encouraging students to identify values and purpose of a social life. [6]

Reforming and updating approaches to upbringing problem can enable students to make an independent life choice and encourage formation of the valuable worldviews. In the context of educational process at higher education institutions upbringing is considered as student formation and development process focused on spiritual, moral, social and cultural values.

German philosopher and existentialist Karl Jaspers in his "The Origin and Goal of History" work identified the following possible ways of solving the mentioned above problem: making a mankind spiritual through education and upbringing of every individual, widening freedom borders, executing active interaction between different cultures. Nowadays material and spiritual values exchange between cultures has become of a planet level. People can't do what they want personally (self-will) but they have to do what is considered as a right thing for the whole community where they live. Authentic freedom can exist only in the context of interpersonal communication focused on seeking the truth. [3]

In 90-th of the XX c. G. Shestopalov expressed the following idea: "The process of an engineering thought enrichment with all that general and special technical knowledge won't succeed without mastering mankind's heritage – its cultural advances and spiritual values. It is impossible to educate an engineer with a proper moral attitude to the equipment and people who he works with without the mentioned above points." [8, p. 62]

Definitely, we are creators of our own spiritual and cultural contents and values which manage our thoughts. All these form our spiritual culture which, in turn, is considered as a complex phenomenon. It is conditioned by diversity of scientific, artistic and creative human activities. Human Spiritual Beauty means to be of great erudition, intelligence, maturity, nobility, courage, kindness, ability to understand other people's states and to sympathize with their misfortunes. It also includes emotional, volitional and perceptual aspects. Spiritual culture is a balanced mix of rational, emotional and perceptual aspects. [8, p. 78] Indeed, the much developed is personal spiritual ability to give a critical assessment to own deeds the more helpful are actions and deeds of an individual as well as the level of his civil consciousness and actions.

At the beginning of the XXIst century there has become a clearly defined trend of shifting social attention toward education and upbringing aspects. They are still looking for ways of a new concept implementation

with changing focus from the “cult of knowledge” to the “cult of thinking.” We believe that it is impossible to do without education system reorganization. Professional training should become a part of a broader and deeper system of personal development. The points mentioned above allow us to suppose the following: humanization of the technical training should be executed through the setting interrelation and interaction between humanities and natural sciences. It should become a unity of technocratic and humanitarian cultures where “besides professional skills and knowledge a specialist should obtain a sufficient level of culture. The higher is his general level of culture the better it is for him personally and for the whole mankind.” [8, p. 91]

Exploring education viewpoints of I. Pyrogov, G. Kruglikova has come to conclusion that it is necessary to form an “internal human” which is a humanistic and active personality, who subordinates material needs to his spiritual aspirations. Personal development implies constant fight between the “internal and external human sides.” Therefore, education should train an individual for an ongoing self-exploration and improvement which encourage moral content development and give an opportunity to harmonize human inner and social sides through spiritual development but not due to subordination of an individual to the society. [4]

What kind of education should it be to form human spirituality? It has to be chosen a value-oriented direction, we suppose. In that case we will be able to spiritualize rational approach which is used in modern society. We speak about universal, cultural and historical forms of subject’s development, essential human power, family values, human image in culture, and connection of an individual with his clan. We absolutely agree with I. Bekh’s point of view as for necessity to change the whole content of education and upbringing. Upbringing content is focused on spiritual interaction as well as pedagogical communication in a form of a dialogue. Upbringing is like a locus for intimate and personal interaction. The author underlines that it is necessary to begin with a teacher’s personality exploring. He should “pour” spirituality into himself and then put it into his activity where moral values are considered as spiritual units of the mentioned above process. Therefore it is necessary to consider educational process as a spiritual, encouraging and upbringing act. [2]

Followers of the approach based on the idea that education should be delivered through environment notice that the surrounding is inclined to average personality (the more being inside it). In turn, a rich environment

enriches and a poor one impoverishes, free surrounding frees, healthy one makes healthier, scanty environment limits etc.

We suppose that spiritual and cultural space at technical establishments of higher education should be filled with culture of thoughts which is developed through the knowledge mastering stage to obtaining wisdom. Nowadays we can observe a pragmatic and exploitative student attitude to education in general. We speak about so called “virtual knowledge,” propensity for compelling other people’s ideas but not for producing own ones, lack of ability to work with printed sources of information. All that conditions lack of culture of thoughts, culture in general, good manners, motives, deeds and aspirations.

Culture of “teacher – student” interaction is important for creating spiritual and cultural space at technical establishments of higher education. We speak about encouraging epistemophilia, exploration of a cultural heritage as well as an individual self-identification. Unfortunately, knowledge has been become a commodity. And here is a question: “How much educated a student should be to protect him, to become a wise, intelligent, tolerant and sympathetic personality?”

Educational space at higher education establishments is a cultural place which influences on a learner’s personality. It should consist of a wide range of cultural values and forms. It is considered as a space where personality can actualize himself in different situations (academic activities, clubs, creative studios etc.) and make his social, cultural and life choice.

A wide range of technical establishments of higher education in the south of Ukraine supplies Ukrainian society with technical elite staff. Particularly, National Metallurgical Academy of Ukraine (Dnipropetrovsk), National Mining University (Dnipropetrovsk), Dniprdzerzhinsk Industrial Institute, technical universities in Mariupol, Kirovograd, Kryvyi Rig, Zaporizhia National Technical University, Poltava National Technical University, Kremenchuk Mikhaïlo Ostrogradskyi National University (branch), Ukrainian Engineering Pedagogics Academy (Kharkiv).

Let’s explore the role of spiritual and cultural aspects at higher education establishments on the example of National Metallurgical Academy of Ukraine which has a rich history. At the beginning (in the 30’s of the XX century when Katerynoslav wasn’t a big city) a major part of students were young people originated from provincial towns and villages, and who were characterized by a low level of culture. So, the difference in culture level between students from a rural area and big cities was evident. Then the graduates started their career as the Academy teaching staff and formed

cultural traditions of the establishment. Particularly, they played the piano, led hobby groups, set up “Friendship” student camp etc. The whole dynasties studied at the Academy – from grandfathers to their great grandsons. In 60’s and 70’s teachers continued to execute purposeful activities focused on training students for their further independent life, encouraging them to take an active part in social life and to join a communist movement, to nurture their talents and, as a result, to become honored by their faculty and the whole academy. Nowadays these activities are represented in the context of an international cooperation with the European Union countries on the basis of the Bologna Process implementation statements.

Berdiayev M. in his “Land of Spirit and Caesar’s Kingdom” work has predicted the following: “the main life purpose is not an economic or social issue, but a personal spiritual development.” [1, p. 319] In the context of our research we identify formation of spiritual, cultural values and patriotism through education and communication process as an important pedagogical condition aimed at functioning effective updated educational system at the Academy. Actualization of the mentioned above dominant will increase the level of student consciousness in the context of finding contradictions between existing and desirable level of their spiritual and cultural development. Also it will encourage moral development of students, their educational and cognitive activities, moral self-improvement and self-upbringing through arts. For example, it might be represented through creation of a student individual Internet space [5, p. 125].

Nowadays NMetAU has become an active teaching, scientific and cultural center. The Academy upbringing space is represented by many institutions which encourage students to share the content and values of the education establishment social life. Educational activity focused on spiritual and cultural aspects is fulfilled through functioning different hobby groups (“Search”, “Translator”, “Prospects”, “Keeper”, “Debate”), taking part in different contests (“The 1st year student”, “Student Spring”, “Two stars” etc.), student self-government and student volunteering activities, functioning “Leader” and “Young scientist” schools, implementation of “We are children of Ukraine” and “Alma Mater” educational projects, creating videos about outstanding scientists in metallurgy and the Academy life, meetings with participants of military operations 2014–2016 and those teachers who took part in mitigating the affects of the Chernobyl atomic power station disaster etc. The mentioned above projects are considered as a part of educational process focused on cultural and historical aspects. It enables students to shift the focus of their consciousness from upgrading

professional skills to spirituality development. Teacher’s task is to help students with realizing a true value of culture for human life where the main point a personal freedom.

Conclusion. Therefore, spiritual and cultural aspects at technical establishments of higher education are closely connected with the education content which should be updated. Attention should be focused on the way students think and their activities but not only on special subjects teaching and learning. Content of education should represent methodological, social and personal aspects: culture of thinking, communication, self-management, behavior. Every student should have an opportunity to follow an optimal personally-oriented education programme which takes into account his cognitive features, artistic interests, motives, likes and other personal qualities. It is necessary to accelerate educational process improvement at higher education establishments in accordance with updated education contents and methods.

We suppose that the further research prospective might be found as the following: pedagogical conditions for spiritual and cultural education of students in the context of an effective operating an updated upbringing system at the Metallurgy Academy.

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ДУХОВНО-КУЛЬТУРНА СПРЯМОВАНІСТЬ ВИХОВНОГО ПРОЦЕСУ У ВИЩОМУ ТЕХНІЧНОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

О. П. Лучанинова

Автор розкриває особливості виховного простору вищого технічного навчального закладу та його духовно-культурну спрямованість, характеризує виховний простір навчального закладу як простір культури, що впливає на розвиток особистості студента.

Ключові слова: виховний простір, духовно-культурна спрямованість, цінності життя, виховання студентів, зміст виховання та освіти.

ДУХОВНО-КУЛЬТУРНАЯ НАПРАВЛЕННОСТЬ ВОСПИТАТЕЛЬНОГО ПРОЦЕССА В ВЫСШЕМ ТЕХНИЧЕСКОМ УЧЕБНОМ ЗАВЕДЕНИИ

О. П. Лучанинова

Автор раскрывает особенности воспитательного пространства высшего технического учебного заведения и его духовно-культурную направленность; характеризует воспитательное пространство учебного заведения как пространство культуры, которое влияет на развитие личности студента.

Ключевые слова: воспитательное пространство, духовно-культурная направленность, ценности жизни, воспитание студентов, содержание воспитания и образования.

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CULTURAL APPROACH OF THE FORMATION OF SPIRITUALITY OF STUDENT YOUTH BY MEANS OF CULTURAL AND EDUCATIONAL ACTIVITY

T. F. Melnychuk

Practical aspects of formation of student's spiritual culture by means of cultural and educational activities are discussed in the article. The author investigates the importance of culturological approach in providing conditions for acquiring general and national culture through creativity.

Keywords: Culturological approach, moral values, creative personality, cultural and educational activities, national culture.

Introduction. The economic and political changes, democratic transformations happening in the modern society direct the strategy of the state to development new socio-cultural, economic, political relations which cause a transformation of traditional psychological structures and, respectively, changes in orientations and aims of youth, look for a new content (sense) of life, a formation of new needs and interests in professional activity. Therefore incorrectly placed priorities in a certain measure can perform destruction of cultural traditions, moral and esthetic values where the faith in justice and humanity of society is lost and that will lead to transformation of outlook and will distract youth from humanistic reference points in spiritual life. Each culture is a method of intellectual and creative self-realization of the person, therefore studying of other cultures enriches us with new knowledge and creative experience. Culture is a universal method of creative self-realization of the person through the aspiration to open and approve a sense of human life in the ratio with existing: appearing at the