CULTURAL EDUCATION OF SCHOOL STUDENTS: A NEW PROJECT

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Abstract

Purpose of the study: The author addresses the problem of cultural education, the search for the most effective forms and conditions for the implementation of study programs and new elective study courses.

Methodology: The author highlights the following principles, on which the teacher should rely on the educational process: conceptual, civilization, cultural and historical, religious, ethnic and national, regional and territorial, artistic and aesthetic.

Main Findings: The content of the article is built on the disclosure of cultural education from the standpoint of a wide range of research by scientists and teachers, as well as the requirements for the results of mastering the basic educational program of general education. As an example, the author highlights the integral structure of the general culture of the individual, in which she (conditionally) identifies important components. The article reveals the essential characteristics of the basic principles of educational organization of conditions for the realization of cultural education.

Applications of this study: The article shows that the introduction of a new elective course "Cultural and educational tourism" contributes to the expansion of students' artistic needs and interests.

Novelty/Originality of this study: The author reveals the importance of the interdisciplinary nature of training, as well as the application of the excursion method of knowledge, which helps to attract various information sources that reveal historical, geographical and cultural resources, as well as artistic attractions.

Keywords: Cultural Education, Cultural Approach, General Cultural Competence, Personal Culture, Cultural and Educational Tourism, Method of Learning through Sightseeing.

INTRODUCTION

Over the past two decades, Russia has been intensively studying a wide range of cultural problems in education, including the development and extensive discussion of multicultural education and the creation of the culture-specific upbringing concept.

Currently, cultural education in the comprehensive school, including its methodological foundations, content, educational technologies, and assessment standards, is being transformed to reflect the interconnection of traditions of Russian education with the global pedagogical experience. A culturological approach is an approach based on culture, that is, on the system of values that dominates the society, where universal human values are fundamental.

In his conception of human cultural development, V.S. Bibler defines the significance of the environment of cultural development, the form of free communication of people in the "force field of culture", wherein the process of perception and mastering of cultural values, consciousness is formed and the norms of society are assimilated. Moreover, this process is accompanied by the development of personal qualities, the acquisition of experience, actualization, and realization of one's spiritual world in the co-existence of "I" and "You" (Bibler, 1990).

According to M.S. Kagan, the basis of the spatial model of culture is represented by the main types of human activity, such as projection (transformation), knowledge of the world and oneself in this world, value orientations, spiritual communication between subjects, the artistic transformation of human reality (Kagan, 1996).

According to the researcher S.N. Tokarev, the general cultural context of school education in its value characteristics forms a holistic view "of the value unity of the global, national, ethnic culture and the personal culture" (Tokarev, 2014: 24). In reality, the actual significance and historical stability in culture can be observed in the social experience, the fundamental norms of behavior and judgments that lead "to an increase in the social integration of the community, to an increase in mutual understanding between people" (Flier, & Poletaeva, 2008: 217).

In the studies of scientists of the 21st century, it has been noted that "modern education as its metatext chooses a culture that is understood as an environment where the birth and formation of the original image of a person occurs" (Borisenkov et al., 2006: 251). This environment creates the conditions for the self-fulfilment of the individual, turns the individual into a personality, and allows them to find themselves, find their place in the world.

At present, one can observe an increased interest in the development of the personal culture, "the study of children's talents in the context of aesthetic search" (Alekseeva, 2018: 89), familiarization of the younger generation with their culture and the culture of other nations. Some researchers (Aikishina, 2016; Komandyshko et al., 2018) emphasize the need to appeal to artistic and spiritual values, which serve as a unifying start in the development of students’ value orientations, the development of their creative and socially valuable qualities.
The tendency for the growing role of culture and art in the development of general cultural competences of the school student manifests itself in the process of development of a package of official documents (educational standards, concepts, curricula, etc.), where a new cultural model of continuous cultural education is designed with variable possibilities of its practical implementation.

The Federal State General Education Standard (FSES) at the present stage establishes requirements for the results of mastering the basic general education program. It highlights the personal, meta-disciplinary and disciplinary results of education.

Any subject, which the child meets in the course of training, is situated in the cultural field. That is why the general cultural development becomes the center of students' personalized education results. According to the objective content, the "overall personal culture" is distributed in diverse manifestations. In the process of researching the problem of the cultural education of school students, we have (conditionally) identified the components of the overall personal culture, which include personal and meta-disciplinary results, taking into account the requirements of the FSES (Table 1).

Table 1: The holistic structure of the overall personal culture

| No. | Components of the overall personal culture | Indicators (based on personalized and meta-disciplinary results of mastering the main educational program of the FSES) |
|-----|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1. | Worldview culture                        | Formation of a holistic worldview corresponding to the modern level of development of science and social practices, taking into account the social, cultural, linguistic, spiritual diversity of the modern world. The ability to define concepts, create generalizations, establish analogies, classify, establish causal relationships, build logical reasoning and draw conclusions. |
| 2. | Moral culture                            | The formation of a conscious, respectful and benevolent attitude towards another person; the willingness and ability to engage in dialogue with other people and to achieve mutual understanding in it. Formation of moral feelings and moral behavior. |
| 3. | Intellectual culture                     | Knowledge of the history, language, culture of the student's community, their region; readiness for self-education, conscious choice and construction of a further individual trajectory of education on the basis of orientation in the world of professions and professional preferences, taking into account sustainable cognitive interests. |
| 4. | Artistic and aesthetic culture           | Development of aesthetic consciousness through the discovery of the artistic heritage of the peoples of Russia and nations the world, artistic and creative activities, etc. |
| 5. | Volitional culture                       | Conscious and responsible attitude to their own actions. Possession of the basics of self-control, self-assessment, decision-making. |
| 6. | Communicative culture                   | The manifestation of communicative competence in communication and cooperation with peers, older and younger children, adults in the process of educational, research, creative and other activities. Formation of competence in the use of information and communication technologies (ICT); development of motivation to master the culture of active use of dictionaries and other search engines. |
| 7. | Organizational culture                  | Ability to organize educational cooperation and joint activities with the teacher and peers; find a common solution and resolve conflicts based on the coordination of positions and consideration of interests. |
| 8. | Visual culture (external manifestation of internal qualities) | The manifestation of appearance and speech etiquette. The external manifestation of internal qualities that are associated with the development of social norms, rules of behavior, roles and forms of social life in groups and communities. |
| 9. | Ecological culture                      | Formation of the bases of ecological culture, corresponding to the modern level of ecological thinking, the development of experience in ecologically oriented reflexive-assessment and practical activities in life situations. |
| 10. | Psychological culture                   | The ability to exercise control; resolve conflicts based on the alignment of positions and consideration of interests. |

It should be noted that the culturological education of school students is based on mastering diverse processes of human activity — material, economic, social, political, moral, and aesthetic, as well as all other processes that describe culture as a form and way of human existence.

However, the study of the problem shows that in recent years, certain contradictions have become increasingly apparent:
- Between the significance of the development of the overall personal culture and the lack of due attention to the implementation of the "Art" subject area (within the curriculum of the basic general education program);
- Between the diversity of scientific studies of the cultural approach in the development of personality, on the one hand, and the insufficiently developed pedagogical conditions for the cultural education of students, on the other hand.

**METHODOLOGY**

The main aspects of the practical implementation of a cultural education model for school students include the introduction of new elective cultural study courses into the educational process, integrating various academic subjects: such as art, Russian language and literature, foreign languages, history, geography, social studies, and others.

The pedagogical organization of the conditions for the implementation of new projects involves the expansion of the educational space of the school in terms of:

- Purposeful pedagogical management of the process of organizing the cultural education of high school students;
- An interdisciplinary approach in the preparation of cultural and educational programs;
- Reliance on cultural sites and resources of different regions of Russia;
- Implementation of educational tourism museum programs (in addition to the existing general education subjects);
- Preparation of portfolios (in the form of educational route projects, creative and research work) by the students as a way of independent cognitive tourist activities.

Development of cultural education principles for high school students.

The main principles of culture typology in the context of modern culturological education include the "conceptual, civilization, cultural and historical, religious, ethnic and national, regional and territorial, artistic and aesthetic" principles (Komandyshko, 2017: 32).

The conceptual principle gives an opportunity to comprehend culture and art through the prism of scientists' cultural concepts on the example of leading scientific schools: civilizational (Danilevsky, 2008; Spengler, 1998, Toynbee, 2008); psychoanalytic (Freud, 2000, Jung, 1991, Fromm, 1981), symbolic (Cassirer, 2002, Lotman, 2001) and others.

The civilizational principle can be interpreted depending on the understanding of civilization itself. In recent years, the widespread definition of civilization describes it as a local inter-ethnic community, emerging on the basis of the unity of the historical fate of peoples living in one region and a long-term and close cultural interaction and cultural exchange between them. This results in a high level of similarity in the forms and mechanisms of their social organization and regulation (in legal and political systems, forms of economic structure, religious and confessional institutions, educational system, etc.).

The cultural and historical principle allows us to turn to a system of different views in the context of the historical development of human society, revealing the different historical stages in the development of culture and art. This principle makes it possible to emphasize the spiritual dominants of historical eras and periods within which particular historical types of culture arise and function.

The religious principle allows classifying culture according to the dominant type of religious worldview. This principle makes it possible to divide the culture into pagan (ancient) cultures and cultures where one of the world religions prevails (Christianity, Buddhism, Islam).

The ethnic and national principle allows discovering culture and art in a certain sequence: from the cognition of national culture and acceptance of ethnocultural differences to building an understanding of ethnocultural diversity as a positive phenomenon in interaction with other people.

The regional and territorial principle allows the teacher in their interaction with students to pay attention to the fact that the appearance and fate of a particular culture are directly dependent on the geographical and climatic conditions of the natural environment. This happens due to the existence of folk customs, specific lifestyles, etc., which is quite clearly and fully reflected in the development of different types of art.

The artistic and aesthetic principle displays the intellectual and sensual aspects of being in artistic images. The fulfilment of the artistic and aesthetic principle is largely related to:

1. The moral comprehension and generalization of the social experience of people and the formation of standard examples of value-based and normative behavior and images of consciousness embodied in artistic images on its basis;
The tasks of socialization and enculturation of the individual, the introduction of the individual into the system of moral and aesthetic values, to the behavioral patterns and reflective positions that are relevant to the community, to the generalized social experience of human relationships, as well as to the artificially constructed moral experience built on the basis of artistic images and life situations.

An important aspect of the necessary changes in the process of artistic and cultural studies for children is the quality of the organization of the educational space at school, which should create learning conditions, which would make learning interesting, where students could gain experience in social activities and have the opportunity for creative expression.

Organization of the appropriate conditions for art and cultural studies:
1. Mastery of academic disciplines within the "Art" subject area.
2. Mastery of humanities (based on interdisciplinary connections and the use of artistic and aesthetic situations).
3. Implementation of new interdisciplinary artistic and cultural study projects.

LAYOUT of the elective course "Cultural and Educational Tourism"

Purpose: Support of the basic educational programs in the curriculum (literature, foreign languages, history, geography, music, visual arts, world art culture, etc.); implementation of socio-cultural projects, familiarizing the students with the history and culture of their own community and of other nations.

The thematic modules of the elective course "Cultural and Educational Tourism" are aimed at deepening and enriching the artistic and aesthetic experience and cultural knowledge (Table 2).

Table 2: Thematic modules for independent selection of studies and development of cultural and educational routes (the "Art" subject area)

| No. | Thematic modules                              | Content blocks of cultural and educational routes                                      |
|-----|----------------------------------------------|-----------------------------------------------------------------------------------------|
| 1.  | Temple architecture                          | The most famous temples of all ages!                                                    |
| 2.  | Russia in historical space and time          | Important historical events. Historical events in the works of famous composers, artists, writers. |
| 3.  | Regional attractions of Russia               | History of the construction of cities. Cultural traditions of the region. Territorial features of the region, landscape, etc. |
| 4.  | A great journey through the streets of Moscow| The most interesting walking tours in Moscow.                                             |
| 5.  | Architectural ensembles, palaces and estates | A chronicle. Architects. Destinies, legends, art events.                                 |
| 6.  | Bright personalities of Russian culture and art | Famous Russian cultural figures. Bright names of artistic endeavor. The literature map of Russia. |
| 7.  | Musical travels in space and time            | The life and work of great composers. Regional and national features of music. Winners of music competitions. Concert halls and opera houses of the world. |
| 8.  | Museums of the world                         | Fine arts museums.                                                                      |
| 9.  | Folk art and crafts of Russia                | Art cities and folk arts and crafts. Art and craft organizations.                        |
| 10. | The art city and art events                  | The cultural infrastructure of cities. Classical music festivals. Modern music festivals. Exhibition projects. Specialized art and craft fairs. The Biennale of contemporary art. |

The method of learning through sightseeing. One of the main methods of cultural and educational tourism is the method of learning through sightseeing. It is based on:

- Visualization;
- Objectivity;
- Physical evidence;
- A mandatory combination of showing objects with telling their story;
As part of the class-time activities – a mandatory perception of one of the works of art with its detailed analysis. The method of portfolio preparation by students as a way of self-cognitive tourist activity (in the form of a regional cultural and educational route, creative and research work).

The main goal is to create a bright and rich cultural and educational environment, providing self-development of the individual, its formation as a subject of cognitive and creative activity.

The program of the elective course "Cultural and educational tourism" is aimed at the formation of personal qualities, meta-disciplinary and disciplinary results of students' activities. These aims include:

- The formation of knowledge (ideas) about culture and its material objects;
- The ability to organize information by comparing information sources;
- The ability to use modern technologies in order to receive and process information, exchange the obtained data and present the research results;
- The ability to express one's thoughts, present one's ideas and projects, argue one's position in different subject areas.

In the process of working on cultural and educational routes, it is advisable to create thematic communities of children, parents, and teachers on the Internet in order to build and support the trajectories of the further collective or individual discovery of different regions of Russia and their attractions by children. It is necessary to take into account the manifestation of children's "artistic interest in theatre, dance, instrumental music, vocal creativity, performance, pictorial art, etc." (Komandyshko, 2018: 864).

RESULTS

In the course of the experimental work, the following results were obtained:

- It was revealed that cultural and educational tourism represents in a meaningful way a system of subprograms (modules) that provide a solution to a certain range of pedagogical tasks aimed at familiarizing the individual with cultural space, motivating them for research activities and implementing individual creative projects;
- It was proved that the system of creative tasks within the framework of educational tourism prompts students to use the direct experience of interaction with the objects of cultural heritage. Research and comparison of information obtained from various sources (literature, virtual, and museum space) contribute to the holistic cultural education of school students;
- It was determined that the method of learning through sightseeing acquires an interdisciplinary nature of learning by attracting information sources that describe historical, geographical, cultural resources and artistic attractions;
- It was proved that the result of independent activity of school students in the conditions of cultural and educational tourism makes it possible to be competent in the following activities: searching for creative activities in the context of the planned route; gaining experience creating art products; searching for expression of the personal view of the world; understanding the symbolism of the language of visual arts, etc.

DISCUSSION

The contribution of the culturological approach to the renewal of education is manifested in the fact that it makes it possible to reconstruct traditional education, allows approaching the solution of cultural problems from different perspectives, bringing the younger generation closer to universal human values. The implementation of a cultural approach to the organization of cultural and educational environment ensures the development of the overall students' culture, making it the subject of life activities, which implements life strategies, needs, and interests of children and young people.

According to the apt remark of the researcher Neitmatov, the "educational intelligence" of the population (the human assets) is becoming the most important strategic resource in modern conditions (Neitmatov, 2006: 129).

It should be noted that the active discovery of the cultural world occurs on the basis of and as a result of a two-fold process: socialization and enculturation. Socialization is the inclusion of an individual into the social structure, the assimilation and active reproduction of the sociocultural experience, such as social norms, values, behaviors, roles, attitudes, customs, cultural traditions, collective representations, beliefs, etc. Inculturation is the process of discovery of a universal culture and historically developed ways of activity by an individual, where the spiritual and material results of a person's creative activity in various epochs are assimilated.

Cultural education not only provides for the internalization of knowledge, values, and ideals accumulated in the history of culture but also brings new meaning into the educational process as a process of learning and understanding of spiritual values by the individual. Cultural education is intended to form an image of culture in students as a system of
personal, ethnic, national, and universal values, to promote the ascent of a person of culture to the culture of the individual.

According to S.N. Tokarev, the cultural education of children and young people at different stages of the educational process should be associated with the achievement of a specific result, such as cultural literacy, cultural erudition, as well as the development of personal culture, which characterizes the deep foundations of the world perception, world outlook, and human behavior (Tokarev, 2014: 28).

CONCLUSION

1. The problem of improving the quality of education of high school students is based on the need of modern society for the expansion of artistic and cultural studies aimed at comprehending historically established Russian traditions related to the enculturation of children and youth, the development of their artistic culture and creative potential.

2. The study has shown that in the process of familiarizing with the culture and forms of artistic and creative activity the students develop the following qualities: a) a personal worldview — a system of philosophical, aesthetic, ethical and other views on the world around; b) convictions — a system of motives of the individual, which induces them to act in accordance with her views, principles, and worldview; c) a mechanism of personal self-control expressed in the ability to regulate a wide range of interests and needs by the means of volitional qualities and moral principles.

3. An important aspect of the necessary changes in the process of culturological education of children is the organization of the educational space at school, where students can gain experience in research, social, cultural, cognitive, artistic and creative activity.

4. The development of new elective courses in cultural and educational tourism involves the expansion of the educational space of the school in the conditions of an interdisciplinary approach, reliance on cultural sites and resources of different Russian regions, the implementation of museum programs for educational tourism (in addition to the existing academic subjects of general education), preparation of portfolios by students as independent cognitive tourism activities (in the form of educational route projects, creative and research work).

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