

## **Culture-oriented component scientific and methodical support of students' humanitarian training in university**

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DOI: 10.18355/XL.2018.11.01.19

### **Abstract**

The multidisciplinary nature and continuity of education involve finding ways to systematize the higher education content in order to create motivation for professional development growth. Culture-forming technologies for mastering program material, considered by the authors, perform a set of pedagogical functions, providing the educational information processing. Based on the cultural and competence approach, the authors developed the content of scientific and methodical provision at the methodological, theoretical and methodical levels aimed at updating the organizational, pedagogical and methodical mechanisms of university students' professional training. The presented scientific and methodical resource creates comfortable conditions for a modern specialist development with a high level of culture and humanitarian education.

**Key words:** scientific and methodical provision culturally oriented component, humanitarian training, cultural and competence approach, culture, humanitarian education

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### **Introduction**

Timeliness and the need to research the stated problem is unquestionable, as it re-defines the place and role of humanitarian disciplines to train a culturally oriented personality of a competent specialist which is in demand by a domestic production market that is adequate to world standards. Humanitarian training is one of the key areas of educational policy, whose goal is to create spiritual and ideological conditions for education basic functions implementation, including the formation of a certain type of personality in accordance with the accepted system of cultural values in the context of potential human reproduction. Technological progress, which is not supported by spiritual cultural and humanitarian improvement, drives civilization for destruction: no social system, no state can develop in the absence of a "core" specific phenomenon of culture - a value system that unites its members (Pevzner, Shesterninov, 2005; Gilmeeva et al., 2011; Masalimova, Shaidullina, Usak, 2016; Galushkin, 2015; Cai et al., 2017; Cao, Kirilova, Grunis, 2017).

In conditions of Russian economy reforming, vocational education modernizing, the Russian education system integration's intensifying into the European educational space in the framework of the Bologna and Copenhagen Processes the new tasks is being set before the secondary vocational education: the quality management of the educational process, the creation of innovative scientific and methodical support for educational programs. The socio-political and cultural situation in Russia, the atmosphere of the prevailing ideological and political pluralism, focuses on the fact that the content and process of teaching humanitarian subjects in the vocational education system are related to the traditional methodology rejection and the transition to innovative methodological ideas (Ivanova, Mnatsakyan, 2003; Dobrenkov, Kravchenko, 2006; Gilmeeva, Tikhonova, Mukhametzyanova, 2012; Zheltukhina et al., 2017; Masalimova et al., 2017; Kong, Kayumova, Zakirova, 2017).

For effective implementation of the identified conceptual provisions, it is necessary to modernize humanitarian training in the system of vocational education on the basis of practically verified scientific and methodical provision, which should be related to the

satisfaction of teachers' needs for specific information aimed at improving the educational process and educational space, both globally and at local levels (Belotelova, 2009; Vinter, 2008; Kamyshev, 2012).

At present, the researcher's interest to the problem of creating a comprehensive scientific and methodical support for the educational process has significantly increased (Golubeva, 2007; Pevzner et al., 2005; Kazakov, Zakirova, Birova, 2017). And this is natural. Pedagogical science and practice convincingly prove that the educational process quality significantly increases if its integrated scientific and methodical provision is implemented systematically and at a high level.

Methodological grounds for choosing the composition and structure, designing educational and methodical complexes for vocational education institutions' student's training are covered in the pedagogical literature (Shumakova, 2008; Snegurova, 2009, etc.).

Depending on how the problem of scientific and methodical provision is inscribed in the range of researchers scientific interests, the main aspects of its study are selected: the analysis of scientific and methodical provision as the pedagogical system's information model (Vulfov, 2006), the main approaches to the subject integrated methodical provision projecting (Fedorova, 2005), composition and content of comprehensive methodical provision (Baidenko, Selezneva, 2006; Mes'kov, Tatur, 2006; Li, Pyrkova, Ryabova, 2017), the learning aids development (Kolesnikova, Gorchakova-Sibirskaja, 2005; Polat et al, 2005).

As it is shown by the mass pedagogical practice, the optimal scientific and methodical provision creation for a culturally oriented component of university students' humanitarian training is a complex and time-consuming task. To solve it successfully, teachers should not only to be competent in humanities teaching field and be skilled in the knowledge and competences forming methods. Along with this, they need knowledge of the original concepts and essence of the discipline's educational and methodical complex, its composition, structure, content (documents, technical objects, etc.), requirements for its development, technologies, and techniques for its projecting.

In the process of projecting and implementing scientific and methodical provision for the culturally oriented component of university students' humanitarian training, one can allocate the contradictions between:

- an urgent need to project mobile and quality educational and methodical complexes on the common culture and humanitarian education formation in the humanitarian disciplines teaching and the lack of teachers' theoretical foundations of the relevant activities;
  - the need for teachers to use effective technology for scientific and methodical provision's projecting and implementation in university students humanitarian training's culturally-oriented component and the lack of its sufficient justification;
  - the employers' increased demands for university students' culture and the culture-forming component's inadequate reflection in the content of humanitarian disciplines;
- The core idea of scientific and methodological provision's development for the cultural-oriented component of university students humanitarian training contributing to the identified contradictions' elimination in our study is culture-competence approach as an innovative direction in the educational process organization, which is guided by the goal to form a specialist's personality as a citizen who is prepared to use any level of cultural samples and life norms in his own activity and capable of tolerating cooperation with other cultures (Aleksashenkova, Buketov, Gavrikov, 2000; Matskailova, 2008; Golubkova, Masalimova, Birova, 2017). The presented goal and tasks for the content and technologies' projecting and implementation of the culturally oriented component's scientific and methodical provision of university students' humanitarian training on the basis of the cultural and competence approach are quite

achievable, since the subject content is not only and not so much an ideal system of storage, accumulation, consolidation, transformation of socio-cultural and spiritual experience, as a universal way to provide a culturally appropriate continuity of worldview, historical-pedagogical, socio-professional, socio-cultural and literary and artistic values, in which the personality form of culture is constantly evolving. In such dynamically developing process, a "man of culture" is created, through which the whole environment is perfected and socially normalized.

### **Methodological Framework**

The key methodological positions that determine the starting position in the scientific and methodical provision development of the culturally-oriented component of university students' humanitarian training are the following:

*The first provision* is the variation approach realization based on the objective and subjective factors consideration.

*Objective factors:* the cultural-oriented content of the humanitarian discipline, the level of requirements for mastering the educational material, the availability of successive or interdisciplinary links, the teaching methodic. *Subjective factors:* the individual style of the teacher, the student's readiness for independent work on the teaching material, culture-forming motivating of humanitarian disciplines study.

*The target component* is the presence in the general target program of the discipline under study by the individual of personally significant goals of the culture-forming activity that orient towards culturally-forming self-development. *The content component* is the presence of indications on additional sources of educational, scientific and methodical culture-forming information, elective assignments, schemes and models of processed information, algorithms that students can use selectively if they want.

*The activity component* is a description of the various organizational culture-forming opportunities of the educational process, including the use of different ways and forms of students' independent activity, as well as didactic and technical teaching aids.

*The evaluation (reflexive) component* is the availability of the opportunity to conduct culture-forming self-assessment by students of their own educational achievements with the help of the presented evaluation criteria, indications on culturally-oriented priorities in mastering the teaching material.

*The second position* is unity, the interrelation of professional, general - cultural and subject competencies. Students independent activities, carried out on the basis of specific provisions, instructions, algorithms, schemes and other methodical materials, contribute to the development not only of knowledge and skills in the field of the studied discipline, but also of cultural-forming abilities, skills to work with information, cognitive processes, student culturally-oriented motivation, as well as culturally-forming competences, socially and professionally significant for the future specialist.

*The third provision* is the choice of scientific concepts and the scientific basis definition. The scientific and methodical provision's projection of the culturally-forming learning process should be carried out on the basis of innovative pedagogical and psychological concepts, theories, and approaches. When solving this problem, it is necessary to draw the attention to scientific knowledge reflecting the culturally forming patterns of the learning process and development of the student's learning activity and personality in conditions of independent work. The variability of learning, problem learning, project learning, learning computerization and culturally competent approach should be attributed to such scientific concepts.

The theoretical basis of the cultural-competence approach is expressed in:

- the content of the key concepts: "common culture", "humanitarian education", "cultural - competence approach", "culture-forming educational module", "innovative technologies";

- didactic contents of humanitarian disciplines, rethought in view of the leading principles of problem-development training, enriched by the ideas of the cultural and competence approach, the content of culture-forming educational modules, project technologies and the criteria for determining the result of activities expressed in materialized products of the project activity;
- principles: problematic, modular, prognostic, step-by-step, rationing, productivity, feedback, cultural analogy, self-development, culture-appropriateness, cultural genesis;
- functions: activation of the problem situation, research, analytical, prognostic, constructive, culture-forming, projective, diagnostic, culture-transforming, hedonistic, coordination-correcting;
- pedagogical conditions for the implementation of the culture-based approach concept, namely: the basic components of educational institutions' educational environment, the structure, and content of the model, the scientific and methodical provision of forming a culturally-oriented component of students' humanitarian training, criteria for assessing general cultural competencies and humanitarian education of the individual.

The leading *principles* of the scientific-methodical provision of the cultural-oriented component of the students' humanitarian training have been determined and revealed:

- *the principle of personal goal-setting* - orientation to the cultural personality of the student;
- *the principle of integration*, which orients the goals of humanitarian training of the student's personality on culturally oriented goals of professional training of a specialist of a new formation;
- *the principle of didactic units' compliance* of humanitarian knowledge with the content of culture and the student's humanities education;
- *the principle of self-determination*, expressed in the individual trajectory's projection for cultural self-determination, self-education, self-reliance, self-realization in educational and professional types of work, ensuring the level of spirituality of life activity in accordance with personal aspirations.

### **Results and Discussion**

It has been revealed that the structural components of the scientific and methodical provision for university students' humanitarian training culturally oriented component include:

- 1) the scientific basis and technique for students culture and humanitarian education formation;
- 2) scientific foundations and technique for control of organization, implementation, and results;
- 3) scientific foundations and technique for improving the culture-forming content of humanitarian training (selection and structuring);

The development technology for scientific and methodical provision of university students' humanitarian training culturally oriented component consists of several stages:

1. Determination of the actual needs of the educational process in the SMP, which are determined on the basis of an analysis of the available scientific and methodical provision, the study of teaching practice.
2. Evaluation of the SMP capacity to improve the quality of culture and humanitarian education in the context of modernization and finding ways to improve its effectiveness.
3. Prioritization of different types of SMPs on the basis of the practice needs a comparison and the SMPs capabilities. On this basis, priority (most effective) types of SMPs are identified.

4. Introduction and correction of the SMP effectiveness on the basis of the identified criteria.
5. Forecasting based on the selection of the SMP main directions and adequate evaluation of its implementation results.

**Table 1:** Structure of scientific and methodical provision

<b>Key concepts of scientific and methodical provision</b>	<b>Levels of scientific and methodical provision</b>	<b>Learning and methodical provision</b>
<p><b>Provision</b> is the creation the necessary conditions for the functioning, development, formation, growth of certain objects, structures, and processes.</p> <p><b>Methodical provision</b> - a set of methods and techniques for teacher's and students' subject activity in mastering the substantive knowledge and methods system of their application, curricular and program documentation, teaching aids, control means, methodical recommendations, complexes, normative and learning and methodical documents, etc.</p> <p><b>Scientific and methodical provision</b> is the process of creating organizational, pedagogical and methodical mechanisms for the practical application of scientific results in the activities of education subjects at the methodological, theoretical and methodical levels.</p> <p><b>Learning and methodical provision</b> is a set of normative and learning-methodical documentation that affects the implementation of goals, the training content, the</p>	<p><b>The methodological level</b> is based on the concept of a culture-competence based approach in humanitarian disciplines teaching. It is defined as a multi-level education that contains interrelated elements: the purpose, learning information, teacher's and students' pedagogical communicational means, their activity forms, as well as the ways to implement the pedagogical guidance of learning and other types of student activities. The integrating link of the established components' functioning unity is the teacher's and students' joint subject activity.</p> <p><b>The theoretical level</b> is the totality of the principles underlying the concept of the cultural competence approach as an expression of didactic categories in specific forms, methods, instruction means, the organization forms of students' subjective activity with the purpose of specific content's assimilating in the humanitarian knowledge field and professional activity.</p> <p><b>The methodical level</b> is a set of interrelated, mutually complementary and mutually reinforcing methods and ways of teacher's and students' subjective activity that are theoretically and practically</p>	<p><b>1. Normative and learning-methodical documentation:</b>            requirements for the minimum content and level of graduates' training in the specialty (federal component);            - an approximate curriculum for the relevant specialty;            - exemplary training programs for all disciplines of an approximate curriculum and production (vocational) practice;            - an approximate list of study-rooms, laboratories, workshops, and facilities;            - professional educational program of an educational institution in the relevant specialty.</p> <p><b>2. Means of learning:</b>            learning and methodical literature, learning-visual aids, laboratory and training and production equipment and materials.</p> <p><b>3. Means of control.</b>            The means for competencies development monitoring include the control means over the content of the studied material, as well as assignments to control all kinds practices and examination tickets for</p>

<p>students' development, their respective competencies formation. <b>The learning and methodical package</b> is an integral structure and content of learning and methodical materials of traditional and innovative types for the teacher and students, designed for the period of studying humanitarian subjects.</p>	<p>grounded and tested in practice in order to master a system of substantive knowledge and methods of their application This set is based on the academic discipline content (learning material), the teacher's activities in its selection, structuring and presentation to students, on the student's own learning activities.</p>	<p>the final exam in a separate discipline or an interdisciplinary exam in the specialty developed on the basis of a questions list and practical tasks recommended for students preparation for the exam.</p>
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Scientific and methodical provision of university students humanitarian training's cultural-oriented component is carried out on three levels: methodological, theoretical and methodical.

*The methodological level* is represented by the integrative model's system-forming components of university students humanitarian training's culturally oriented component (the requirements of the FSES (Federal State Educational Standards) for a highly qualified specialist training with professional competences which are competitive on the domestic labor market and the labor market of European cooperation countries, an innovative multi-component algorithm of methodological, targeted, organizationally- methodical, didactic, content and procedural-technological culture-forming learning modules, the structure and content of innovative educational programs in humanitarian disciplines that are consistent with the goals, principles and functions of the implementation of culture-forming learning modules; the content of the invariant and variativ components of humanitarian disciplines structure that are oriented towards the implementation of culturally-forming learning modules; the criteria for the student culture and humanities education indicators' formation in culturally oriented learning activities).

*The theoretical level* is represented by conceptual ideas of the cultural and competence approach to the scientific and methodical provision of the culturally oriented component of university students' humanitarian training:

- the goal is the formation of the student's personality as a competent citizen with humanitarian education, highly qualified specialist prepared for using in his own activity the cultural patterns and standards of any level of life, complexity class that outstrips the really existing level of society culture development and capable of tolerant cooperation with other people and other cultures;
- pedagogical conditions - the basic components of the educational institutions' culture-forming educational environment, the culture-forming nucleus of the program-methodical provision of humanitarian disciplines;
- principles - problematic, modular, cultural appropriateness, predictive nature;
- the didactic content of humanitarian disciplines rethought taking into account the leading principles of problem-development training, enriched with ideas of culturally oriented activity, the content of basic culture-forming learning modules, project technologies and criteria for determining the result of activities expressed in materialized products of culture-forming activity.

*The methodological level* includes the normative and learning and methodical documentation, the structure and content of the learning and modular components (modular programs; the content of culture-forming learning modules in the disciplines of the social and humanitarian cycle; the content of the basic culture-forming learning

modules; the options for culture-forming modules in the disciplines of the social and humanitarian cycle: methodical and didactic materials to help students and teachers, master classes, advice on the design of modular projects, assignments for self-study and research work, glossaries, computer presentations, slides; recommendations for teachers on the culture-forming learning modules' and project technologies' structure and content implementation) and means of input, current, boundary and final control in paper form and in electronic form.

The effectiveness priority conditions of scientific and methodical provision using cultural competence approach implementation in the teaching humanitarian disciplines in institutions of secondary vocational education include:

- the development of the SMP, which makes it possible to implement the cultural competence approach in the process of teaching the academic disciplines and elective courses of the humanitarian profile;

- selection and implementation of innovative technologies that reflect the project, research, problem-developing, creative, personality-activity nature;

- identification of criteria for the scientific and methodical provision's effectiveness of university students humanitarian training's culture oriented component;

- Teacher's special training for the scientific and methodical provision's mastering of university students' humanitarian training cultural and humanitarian component. In the educational practice of experimental educational institutions the following criteria indicators of the SMP effectiveness were applied:

level 1 - the ability to identify the object of study, to give its qualitative description, to formulate characteristic properties (culture-forming competences are not developed);

level 2 - the ability to reproduce the studied material with the required degree of scientific nature (culture-forming competences are not sufficiently developed);

level 3 - readiness to use the acquired knowledge in the sphere of professional activity with the reference literature's possible use (culture-forming competences are sufficiently developed);

level 4 - the ability independently to perform actions in the sequence studied, including in new conditions, with new content (a strong level of culture-forming competences development).

The result obtained correspondence to the original design is carried out in the process of:

- self-assessment and evaluation of independent experts (from control groups of students) in accordance with selected criteria;

- in the course of reflection on the project's success and integrity as a joint activity, including its objectives, content, forms, ways of implementation;

- in the course of reflection on the technology's projecting, built according to certain rules.

The development of the scientific and methodical provision of university students humanitarian training's culturally oriented component is connected with the creation of the necessary *organizational and pedagogical conditions* that allow the student to become aware of himself as a culture-forming subject of educational and cognitive activity and to implement the culture-forming goal-setting, goal-realization, and endorsement in the process of mastering the program material on the disciplines of the humanitarian cycle.

These conditions include such actions, measures, and procedures carried out by teachers and students, which contribute to the achievement of the main goal - the effectiveness of scientific and methodical provision for the culturally oriented component of humanitarian education for university students (Table 2).

**Table 2:** Organizational and pedagogical conditions for scientific and methodical provision of university students' humanitarian training's culturally oriented component

Components		The invariant component	The variation component
Conditions			
<b>Pedagogical conditions</b>			
1. Variation nature of goals, content, methods, and forms of humanitarian training	Competence composition - professional, general - cultural, subject	The opportunity to choose general- cultural, professional competencies, taking into account the individual needs of students.	
2. Accessibility of culturally-oriented educational information	Compulsory culturally-oriented text on humanitarian disciplines	Additional sources in accordance with the needs for the expansion of students culture-oriented professional horizons.	
3. Integrating educational and cultural-forming information	Relationship of subject competencies with general cultural and professional competencies	Cultural-forming tasks and assignments developed on types, kinds, complexity and volume, aimed at the systemic integrity of professional and general cultural competencies	
4. Culture-forming interaction "teacher-student", "student-student"	Implementation of mandatory control, diagnostic, training and test culture-forming tasks, organization of students mutual examination	Students' development their own culture-forming projects in the disciplines of the humanitarian cycle.	
5. Application of cultural competence approach	Culture-forming Learning Modules	Culture-forming learning modules' filling with additional information that promotes the student culturally-forming development	
<b>Organizational conditions</b>			
1.	Teachers and students creative group creation for LMC (learning – methodical complex) development (culture-forming training modules)		
2.	Teachers' purposeful preparation for culturally oriented projecting and implementation of educational and methodical provision;		
3.	The requirements unity for teachers on the LMC creation and these requirements unity for students on its use		
4.	Tutors preparation among students who are able to provide psychological and pedagogical support to students experiencing difficulties in working with culture-forming educational modules;		
5.	Monitoring, allowing to monitor the effectiveness of scientific and methodical provision of humanitarian training's culturally oriented component;		
6.	Formation of the culture-forming atmosphere in the pedagogical and student groups.		

## **Conclusion**

1. The presented goal and tasks in projecting and implementing the content and technologies of scientific and methodical provision of the culturally oriented component of university students humanitarian training on the basis of the cultural and competence approach are quite achievable, since the subject content is not only and not so much an ideal system of storage, accumulation, consolidation, transformation of socio-cultural and spiritual experience, as a universal way of providing a culturally appropriate continuity of worldview, historical-pedagogical, socio-professional, socio-cultural and literary and artistic values, in which the personal form of culture is constantly evolving. In such dynamically developing process, a "man of culture" is created, through which the whole environment is perfected and socially normalized.

2. The priority conditions for the scientific and methodical provision's effectiveness for the cultural competence implementation in humanitarian disciplines' teaching in institutions of secondary vocational education include:

- the SMP development, which makes it possible to implement the culturally competent approach in the teaching process of academic disciplines and elective courses of the humanitarian profile;

- selection and implementation of innovative technologies reflecting the projective, research, problem-developing, creative, personality-activity nature of the SMP;

- identification of criteria for the effectiveness of scientific and methodical provision for the culturally oriented component of university students humanitarian training;

- teachers' special training for scientific and methodical provision's mastering of the cultural and humanitarian component of university students humanitarian training.

3. The results of the research made it possible to form the author's vision of the scientific and methodical provision characterization of the culturally oriented learning process: the essence of scientific and methodical provision as a systemic culture-forming component of the learning process is that it is a complex, systemic formation reflecting one or more culturally-appropriate technologies for mastering program material adequate to the professional activity (its methodical aspect), realizing the patterns for student culture-forming competences' formation, performing a set of pedagogical functions (processing of educational information for the purpose of culturally oriented motivation for professional development.)

In the future, it is planned to enrich the scientific and methodical provision of the culturally oriented component of university students humanitarian training as an educational innovation that provides for the renewal of organizational, pedagogical and methodical mechanisms in the activity of education subjects based on the implementation of conceptual ideas of the cultural competence approach, expressed in the structure of culture-forming educational modules and project technologies, provided by methodical resources, corresponding to educational strategies of this approach and creating favorable conditions for the modern professional's development with a high level of culture and education in the humanities.

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*Words: 5181*

*Characters: 38 986 (21,66 standard pages)*

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