High School Students Common Culture Creation Educational Strategies in Their Humanities Training

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Abstract

The relevance of the research problem is defined by higher education system national reforms complex of the Russian Federation, resulting to rethinking of humanities priorities, their goals in student's personality creation as a citizen, competent and humanity educated specialist, professionally prepared to use in his activities all cultural patterns and norms of life at every level, class complexity which anticipate the current level of society development, capable to civilized cooperation with other people and other cultures. These educational strategies in humanitarian preparation are achievable because the content of disciplines is not only and not the most ideal storage, accumulation, consolidation and transformation system of socio-cultural and spiritual experience but a universal way of culture creating continuity ensuring of philosophical, historical - educational, socio - professional, social, cultural and literary - artistic values, in which the personal form of culture is constantly evolving and creates a subject one, and a new subject one requires the updating of personal one. The purpose of the paper is to justify the conceptual ideas of culture - competence approach in humanitarian training as modern educational strategy in high school students' common culture creation. The paper presents the theoretical - methodological foundations of educational strategies to create a common culture of high school students. As educational strategies basic core the conceptual ideas of culture-competence humanitarian approach to the students training are presented. The leading research method is a modeling of high school students' common culture creation in their humanitarian training. The paper content is designed for high school teachers of social - humanitarian sciences, researchers of research laboratories, graduate students, undergraduates and students who are interested in the problems of person's common culture creation. It is also recommended for schools Methodists and professionals of the educational authorities, students of teacher training universities and centers of secondary school teachers training.

Keywords: culture, common culture, homogenization of culture, humanities education, monitoring, culture-competence approach culture-creating training module, educational strategy, the labor market

1. Introduction

1.1 The Relevance of the Problem

The modern system of higher education is developing in the context of the transformation of public, political, socio - economic and socio-cultural conditions of society.

Along with a general change in the status, role and prestige of higher education the prerequisites of public recognition of its leading role in public policy are identified, understanding that it performs system-creating functions as a source of new knowledge and quality of human resources, the most important element of the innovative potential of the society, the support base of the national information system in conjunction with the global system for receiving, storing and transmitting of knowledge.

The core idea of high school education strategy becomes the identity of the student - the future specialist, who is corresponded to the samples and standards existing in the real historical time culture.

At the end of the twentieth - century civilization transition to a postindustrial society takes place, accompanied by the development of information technology, the multimedia aids of real and virtual reality reflection presence, the prevalence of nanotechnology. All this has had a strong influence on the development of culture and higher education, the approval of new paradigms, which are determined by cultural diversity of the world, national and regional cooperation.

At the global level, the most important factor is globalization, characterized by the growing interdependence of countries and peoples, and a single economic, informational, cultural, educational space creation.

Specialists studying the impact of globalization on the development of Russian culture (Danilevsky, 1995; Zapesotsky, 2003; Kagan, 1996; Krylova, 1990; Lotman, 2000; Rozov, 1993; Sadokhin 2007 et al.), defined the contradictions in this process and revealed unwanted consequences for peoples' cultural identity preserving. On the one hand, globalization brings people together in the cultural and educational activities, allows overcome the psychology of provincialism and alienation, strengthen the processes of mutual enrichment of cultures and their carriers. On the other hand, globalization leads to ethnic groups' cultural identity leveling, unification and standardization of lifestyles. In some regions, by means of mass communication, new information technologies Western cultural values are implanted strongly, in others - the eastern attitudes and behaviors models are implanted. The desire of certain communities to adapt people living in a particular region to a different system of values and norms of behavior bears on the part of the latter a quite natural desire to resist globalization in order to preserve their own identity. The modern world community is full of such events, which highlight the need to solve these important issues on the basis of in-depth analysis, respect and careful attitude to the ethnic and cultural traditions, values and culture of all peoples, without exception.

On the national level of Russia the openness of society to other cultures and ideologies, the spread of information technology in all areas of life, strengthening of cultural and international relations, cooperation in the exchange of students and others are kept. These processes are accompanied by quite expected impact of ideas and values on the public consciousness of youth which contradict their own ideas about the culture of the individual. All this creates objective prerequisites for increasing the overall culture of high school students, which is formed on the basis of cultural values, traditions and norms of a multinational state, represented in the content of the humanities. Expansion of the Russian Federation entities competence in the field of culture and education creates favorable conditions for the development of ethnic languages and cultures. During this policy implementation the titular ethnic groups' languages status increases.

Along with the national - Russian bilingualism the Russian – national one is developed and improved, also literature and art of the Russian Federation peoples is intensively developed. The ethno-cultural component is enhanced in the high school curricula at the expense of a regional component introduction into the education content. In universities actual practice, these trends are revealed in the students' empowerment expansion in cultural identity, mediated by cultural traditions, customs, epic, art of multinational peoples in the content of the humanities learning process.

At the regional level cross-cultural relations between peoples dominate, which were altered after the USSR elimination. The fulfilled research studies, state that the students' community is formed from different levels of society, different ethnic groups and is focused on a variety of cultural values. Mental attitudes in society, international relations' culture sustainability, cultural contacts humanitarian focus at national and international levels largely depend on social attitudes, cultural and moral compass of future specialists.

1.2 Theoretical - Methodological Novelty

Theoretical - methodological novelty of the research is founded on the evidence-based approaches to the educational strategies of high school students' common culture creation in humanities study process:

1) conceptual ideas of culture-competence approach;

2) theoretical justification of the purposes, principles, functions, content, technology, criteria productivity of culture-competence approach in the learning process.

1.3 The Practical Significance

The practical significance of the study is determined by the fact that the results and conclusions can serve as a basis for a set of teaching materials development (culture creating curricula and working plans, the relationship matrix of common cultural and professional competencies with the content of culture creating training modules, manuals, glossaries and others.) ensuring the students' common culture creation in the study of the humanities.

1.4 The State of the Research Problem Study in the Theory and Practice of Pedagogy

Theoretical - methodological basis of the research is consists of:

- conceptual ideas of culture-competence approach: Bestuzhev-Lada (1996); Bibler (1990); Danyluk (2000); Zapesotsky (2003); Ilyenkov (2002);

- culture study approach to education: Bakhtin (1994); Zinchenko (2002); Likhachev (1994); Lotman (2000); Click beetles (2010);

- modern concepts of competence-based approach: Baydenko (2006); Zimnaya (2002); Zeer (2000); Raven (2002); Khutorskoy (2003);

- the concept of learner - centered learning: Bondarevskaya (1997); Serikov (1994); Yakimanskaya (1996);

- the concept of humanization and vocational education humanization: Volovich (2006); Novikov (2000); Nigmatov (1998) et al.);

- theoretical approaches to the modeling of professional activity: Kuzmina (2001); Schedrovitsky (1993);

- the concept of project-based learning: Vyugina (2010), Zimnaya (2003); Pakhomova (2003); Polat (2007).

The theoretical basis is expressed:

- in the content of the key terms like "common culture of the student"; "humanitarian education"; "homogenization of culture"; "monitoring"; "culture-competence approach"; "culture creating training module"; "education strategy"; labor market;

- in didactic content of the humanities, which is based on principles of cultural conformity, modularity, problem, predictability and functions (analytical, diagnostic, research, design, culture creating corrective);

- in pedagogical conditions of educational strategies realization of students' common culture creation in the humanities training.

1.5 Methods of Study

In order to solve research problems a range of methods is involved: theoretical (analysis of literature: philosophical, sociological, psychological - pedagogical and scientific - methodical at a reasonable classification of parameters; normative - legal documentation; HPE FSES (high professional education federal state educational standards) requirements; electronic Internet - resources;

study and generalization of mass and advanced pedagogical experience of high school in students common culture creation; analysis of traditional and innovative training curricula, working plans, textbooks, teaching materials, etc.); empirical (complex method for students' socio-cultural attitudes and values determination in the study of the humanities, formative experiment for modeling culture training modules in the course of the humanities, monitoring methods of the culture creating methodology approach implementation to the students' common culture creation, expert assessment of culture-competence approach productivity, data processing). The leading method is a method of culture creating training modules modeling as a mechanism for culture competence approach's pedagogical ideas implementation.

1.6 Productivity Criterion Base of Culture-Competence Approach to the Students' Common Culture Creation

They are defined by the criteria of students knowledge of culture creating learning contents (motivation to study the content, completeness, knowledge, volume, stability, integrity, consistency); common cultural competence development (handling by general cultural competences, design of culture creating actions' strategy, selection of culture creating alternatives; self-identity in culture creating activity, readiness to innovative culture creating activity); expression of common culture components (cognitive, emotional, behavioral and professionally - activity aspects).

2. Methodological Framework

2.1 Key Notions

- culture-historically conditioned level of society development, human creative powers and abilities, expressed in the methods and forms of human life and activity organization, as well as in created material and spiritual values. Greater value here belongs to categories "value" and "organization way", to indication of culture historical conditioning and focus on human creative forces and abilities - the carrier of culture;

- common culture - a special social mechanism of accumulation, storage, conversion and transmission of information created by the mankind and valuable to each individual person; quantity and quality of the

accumulated information and its effective translation, transformation and implementation depend on the culture qualities of the person, but the forms and methods of this information transmission, approaches to its implementation in their own activity in life depend not only on the personal position, but also on the complex influence of culture creating environment of academic institution: the content of the humanities, the professionalism of teachers, social and cultural factors of societies (family, training staff, inner circle, "I" - sphere);

- humanitarian education - the type of education that can act and develop the culture; methodologically flexible, creative intelligence of the individual, based on the complex of knowledge, competencies, personality qualities, attitudes, beliefs, socio-cultural norms, values, ideals, traditions, formed in the process of humanities studying;

- homogenization of culture - focus on the values of a global culture which are not the best examples;

- culture-competence approach - in our study is formulated as the high school students' common culture accordance with the high school students personal needs, level of society requirements, HPE FSES, the labor market with specialists' training. This approach defines the innovative directions of the humanitarian training educational process, which is dominated by the educational strategy of a future specialists' development, trained to use in their activities cultural patterns and norms of any life level, any complexity class that anticipate the current level of society development, capable for civilized cooperation with other people and other cultures;

- culture creating training module - didactic construct of the discipline with logically complete organizational - methodical and meaningful structure, culture creating goals, technology, methodical guidance, control system and the results' criteria;

- monitoring-continuous monitoring of some process in order to identify its compliance with the desired result or the initial assumptions; in pedagogy - a systematic diagnostic monitoring of the educational process;

- educational strategy - a scientific theory of one of the main educational goals' achievement;

- the labor market - established current and future needs of a particular region in staff.

2.2 Didactic Content of Humanities

Reinterpreted taking into account the design and implementation of the initial methodological regularities of culture-competence approach as educational strategy in students' common culture creation in their humanities training process:

- at the content level - culture creating training modules of humanities;

- at the process level - culture creating design technology;

- at the results level - students' common culture and humanities educations;

- at the conditions level - culture creating environment of disciplines;

- at the criteria level of common culture expression- high level of human knowledge development; content and development of the spiritual needs; system of value orientations and social norms which are norms in various activity areas; ideals; the degree of students' involvement in the educational, culture creating, social and cultural activities;

- at the level of humanitarian education expression - knowledge operation; cultural and ethno-cultural self-identity; design of culture creating activity strategy; culture creating alternatives' choice; self-identity in culture creating activities; willingness to culture creating activities.

2.3 Pedagogical Conditions for Educational Strategies' Implementation of High School Students' Common Culture Creation in Their Humanitarian Training

They are represented by basic components: structure and content of students' common culture; culture creating content of the humanities; scientific - methodological support of educational strategies implementation of culture competence approach to the development of students' common culture; criteria base of productivity estimation of culture competence approach strategies.

3 Results

3.1 Categorical Characteristics and the Content of High School Student Personality's Common Culture

From the current state of the culture phenomenon study, diversity of positions in this problem solving, we have attempted to classify scientific approaches to the culture definitions development, its semantic content according the current requirements of modern time. Culture phenomenon essence defining- is the key to understanding the research subject, namely the content of high school students' common culture. The abundance of different variants

of culture definitions are seemed to predict some finality in the process. But leading philosophers (Rozov, 1993) emphasize the need for this problem's research at the present stage. With respect to the very notion of culture - philosophers see it as the essence of the first order, defining it as "second nature", the area of artificial objects and phenomena.

All the processes taking place in society, all social phenomena, the very sociality as something unnatural become cultural phenomena. The world of culture is the world of human, from start to finish is created by himself. On such a philosophical - anthropological basis descriptive or summative, axiological concept of culture is established (Mezhuev, 1984) defining it as a set of material and spiritual values created by the mankind, but the man himself, as the creator of values, was placed beyond the research. That is, culture acts as a certain amount of achievements, productive aspect of human activity, without the procedural side, which by its nature is a major part of the culture. In creative - activity concept of culture (Kagan, 1996), the formation and development of culture are associated with personality, its active creative activity whose objects are not only nature, public relations, but also the entity of the cultural process. Changing the world, man changes himself, perfecting his skills, needs, enriching knowledge, philosophy, social feelings, that is, his essential powers. This philosophical approach was chosen by us as a methodological basis of educational strategies of high school students' common culture creating in their humanitarian training.

The culture potential is great, the human experience of life and development of the world is accumulated in the culture as ways of perceiving, thinking, feelings and actions, as well as in the form of knowledge, values, methods and criteria evaluation, standards, goals and meanings, storing and reproducing the experience of spiritual and practical activities and education is its alive "interpreter" and the translator (Zapesotsky, 2003). The meaning of these provisions is in the integrity of the culture and personality, according to the culture properties channel formation. But now more and more obvious the signs of the world education system crisis, deep foundations of which lie in social reproduction and inheritance paradigm destruction. This paradigm as educational goal (culture) approve the formation of the integrity man. In its content, there are three levels of socializing processes: 1) the transfer of norms interaction with the activity object, which became the core of learning; 2) translation of collective interaction standards and collaboration with other entities of life and the members of the group, building the main educational content; 3) the norms interaction with ethnic and social communities and cultures translation, implemented by education. Characteristic of this model the structurally - substantial completeness of education is one of the reasons for its centuries stability and efficiency. The lack of any one level makes education incomplete, not allowing to consider the socialized entity in this way cultural or educated one. Since the limit value of culture is the culture in general, there is an assertion of a universal, common culture as an ideal and ultimate goal of education (Bazhanov, 1993). Modern common culture is a culture which is oriented not to benefit, but on the intrinsic value of a person as a unique, individual, as the sole source of productive activity. A man should always be the goal and should never be a means, but for modern culture it is increasingly becoming a regulative idea.

Taking into account the established features of a common culture, it is necessary to assume that the educational channel, which reproduces culture, reproduces its old foundation - specialized knowledge. Modern educational strategies of common culture creation are not based on cognitive ability, but on self-reproduction of the individual in culture, culture creating, value orientation, communication in culture. The development of these abilities in students belongs to the educational system, primarily humanitarian training.

The results of our study suggest that the formation of students' common culture in humanitarian training is often identified with humanitarian education. But humanitarian education as key definitions of culture competence approach acts as a set of humanitarian competencies, based on the strength and conscious students knowledge of sciences bases - human, natural - scientific, professional; specific knowledge in the field of art; intellectual and artistic abilities and skills; developed abilities and skills of mental work culture - the ability to plan their activities, exercise self-control of its quality, independently receive and process information from various sources and others and implemented in culture creating activities in accordance with the student's personal orientation.

Indicators of common culture expression through education in the students' humanities education are: availability, humanitarian knowledge development; content and development of the spiritual needs; system of value orientations and social norms required for activities in different fields; ideals, the degree of students' involvement in the educational, culture creating, social and cultural activities.

Criteria of common culture indications' formation are:

- knowledge (philosophical, political, historical, literary - linguistic, legal, artistic - creative, aesthetic, professionally significant and etc.);

- needs (in communication, self-realization, knowledge, freedom, understanding, self-esteem, self-determination, self-organization, self-transformation, reflection, understanding the meaning of life, and others.);

- value orientations (common ideological, socio-cultural, moral, artistic - aesthetic, professional, and others.), norms, ideals, traditions and values.

Presented hierarchy of indicators and criteria of high school students' common culture reflects the system of norms and values existing in society. Borrowing the best examples of the society common culture, high school at the same time enriching them with modern discursive content of culture competence approach to the development of a common culture of students - the future specialists.

3.2 Culture Competence Approach - An Innovative Educational Strategy of High School Students Common Culture Creation in Their Humanitarian Training

Culture competence approach in our research is formulated as high school students' common culture compliance with their own needs, the requirements of the Russian Federation HPE FSES, the society and the labor market demands in culturally educated competent specialist's training. Universities focus on the students' common culture creation as the ideal and ultimate goal of humanitarian training determines the necessity of problems' complex solving:

- specialist's model correction taking into account the new requirements to qualifications and competences based on the principles of culture competence approach;

- the HPE FSES requirements implementation on specialist's model clarifying, the modernization of its structure and content, taking into account the conceptual provisions of culture competence approach;

- educational plans and curricula updating on the basis of culture creating training modules;

- design and implementation of interdisciplinary culture creating modules in the structure of the humanities;

- development and implementation of culture creating technologies, reflecting the essence of intellectual, research, self-transforming, reflective, practice activity oriented activity of students;

- the evaluating criteria definition of culture creating knowledge and competencies application.

3.3 Culture Creating Technology in High School Students' Humanitarian Training

In the context of the studied problem of students' common culture creation in humanitarian training, the technology is a specific sequence of procedures for students learning activities organization for planned culture creating goals achievement.

Attention is focused on the teachers' (procedural) process of the organization, rather than on the process of independent culture creating activities. In this case, the result of (creative product) is not considered from the standpoint of aesthetic or social significance. Most likely it has an entity value for each participant of activities. Product creation in culture creating activity is essentially not so much a goal but a means of learning and self-discovery of personal growth, communication and others. But this process, however, contributes to the objectives of humanitarian culture creating training, because it eliminates the authoritarian methods and approaches to learning, strengthens thoughtful and conceptual combination in the variety of forms, methods and means of instruction in a single logic development of the common culture of individual student self-identify.

Culture creating technologies relate to the usual technological criteria, such as conceptual consistency, handling, efficiency, repeatability, predictability and security of the planned result, relatively independence of the entity factor.

Culture creating technology as a pedagogical structure is based on the didactic principles, content, procedures of modular training oriented on such organization of training sessions, which involves the creation under the guidance of teachers some culture creating creative environment, independent activity of students for their own self-transformation, self-organization. As technological process technology, modular culture creating technologies are determined by:

- organization structure of culture creating activities (choice of theme, groups making, limitations defining);

- means, methods, techniques, forms of activity (thinking through the specifics in relation to the activities of both teachers and students);

- selection of materials for study, rethinking of didactic tools, techniques;

- partnership cooperation strategy (teacher - student - a small group), group processes guidance, reflective activities;

- analysis of group dynamics, a retrospective discussion of experiences with culture creating technology application, reflection of the obtained results.

The results of our study suggest that the productivity of culture creating technologies in humanitarian training of students is largely determined by science - based approach to at each stage design of implementation:

I stage - entry into the technology development. The objective of this phase is to create the prerequisites for the successful design and development of scientific - methodical maintenance of the process. This stage is characterized by the implementation of diagnostics, problem revealing, goal-setting, conceptualization, formatting, pre-socialization.

II stage - implementation of culture creating technology. Productivity of the technology depends on strict adherence to the activity algorithm:

1) each step at this stage is not arbitrary. It is defined by the logic of the creation or conversion of the object of culture creating activities and is always correlated with a specific task, a task for which one - of the participants is responsible under the earlier made plans, program. In every moment of activity, participants should understand clearly what, for what purpose, in what period of time they should fulfill, what can be the results, what significance have the results in the general concept of technology implementation. A particular peculiarity of culture creating activity is so that only when each task is achieved and then obtained results are shared between students partnerships and motive to continue the work occur;

2) students should be informed about the work of counseling centers, where in the case of difficult situations they may get necessary assistance;

3) an objective interim evaluation of the results and their correction should be clearly organized;

4) testing technology inclusion at this stage of the procedure is important because it allows to test its effectiveness in the original specified conditions;

5) presentation of the technology is a socially significant act. Therefore, it should be given a wide public response in the framework of direct execution context.

III stage - reflective. The work on the final design stage of culture creating technology is determined by two procedures: examination and reflection. These procedures allow to determine the compliance of the result to the original plan, if necessary, make adjustments, make decision on a local or a more expanded use of technology, and others. Technology assessment is made in various ways: through the involvement of independent experts; during the self-assessment according to established criteria; in the course of reflection on its success as a joint venture; in the reflection on the technology design according to certain rules.

Culture competence approach as a leading educational strategy of students' common culture creation in their humanitarian training defines the following criteria selection of culture creating technology: target orientation, taking into account the specifics of content, individualization and differentiation of teaching, scientific - methodical teacher readiness to implement the technology, material - technical support. And, although the established criteria are of general didactic character, they possess the versatility and efficiency in the culture creating technologies design.

4. Discussions

The research productivity is confirmed both by educational strategies of universities and socio - economic policy of the labor market: an urgent need in specialists who possess common cultural and professional competence, outstripping the global standards.

Educational strategies updating is determined by the adopted regularities. In this regard, the modernization of the didactic structure of the humanities in high school, enriched with ideas of culture creating approach (methodological, targeted, meaningful, procedural - technological and criteria constructs of culture creating plans, programs, training modules) correspond to the established objectives.

These trends are confirmed by experimental work in educational practice of higher education. Expert evaluation of students' culture creating activity who participated in the study indicates that the implementation of culture creating approach in students' common culture creation in the process of humanities training creates a comfortable environment for their cultural identity: understanding of the importance of common culture and education in the humanities for the professional plans, career, status implementation in the closest environment and society (75%); the desire to make a conscious and a decent selection of cultural values (68.7%); development of national identity and civilized behavior (87%); ability to intercultural communication competence as a set of culture creating productive interaction with people in a multicultural world (78.5%).

5. Conclusion

Theoretical and practical importance of the research problem is defined by the whole complex of educational goals and training objectives of students - the future professional with a high level of common culture, necessary for socio - professional, socio-cultural, personal self-identity, social identity providing them the immunity against alienation from society, from violent extremist organizations enslavement , sects and others. A person with a high level of culture, rarely falls under alien influence. In accordance with these trends, as well as the needs of the individual, the demands of society, the HPE FSES, the labor market in new way the priorities of the humanities in the relationship of the individual - society - the labor market - a virtual reality (online) are defined. The results of the study indicate on the productivity of culture competence approach to the high school students' common culture development as innovative educational strategies for humanitarian training objectives orienting on the implementation of the structure, content and technology of culture creating training modules.

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