GLOBAL CULTURAL PRINCIPLES OF FORMING THE SCIENTIFIC WORLDVIEW OF APPLICANTS FOR HIGHER EDUCATION

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Abstract: Pan-European trends in education are based on new requirements for specialists' professional responsibility to Ukrainian society at the planetary and civilization levels. The suitability of the earthly and civilization approaches is associated with a profound paradigm shift in understanding education's meaning and possibilities as a broad social phenomenon. Education is considered the most critical area of personal creativity, the formation of an individual and socio-cultural mentality in the context of understanding culture and worldview. The analysis of the formation of general cultural competence of applicants of higher education is carried out. The philosophical, pedagogical, psychological, administrative aspects are considered.

Keywords: Educational and cultural values, General cultural competence, Managerial approach, Pedagogical approach, Philosophical, Psychological.

1 Introduction

One of the leading tasks and results of student preparation for life should be realizing that the curriculum vitae (life process) depends not only on the knowledge and skills acquired at the university but also on general cultural competence. There is a specific reflection of the prevailing culture of the individual in the sphere of life. The authors are considering the study of life, motivation, and normalization of human activity in the following aspects: philosophical, psychological, and pedagogical [1, 3, 4, 5]. The knowledge of these approaches requires ellipticization (semantic folding) in the study of the student's general cultural competence. The conducted scientific analysis allowed to reveal the general cultural competence of the student as:

- An integrated personal education;
- A complex conglomeration of educational and cultural values;
- Knowledge;
- Skills;
- Personality qualities (which ensures the unity of general and pedagogical culture, adequate orientation in modern sociocultural space);
- Intercultural interaction with the environment.

The student's general cultural competence is a product of the learning process, not directly its result. It is a consequence of the student's self-development, personal growth, synthesis of activity, and personal experience. Thus, the acquisition by a student of general cultural competence presupposes the development of the personality, which determines its place in the pedagogical space and society, but is also an effective mechanism.

The specificity of the student's general cultural competence has reflected in the content of the structural components of this competence.

2 Literature Review

The separation in the structure of general cultural competence of the student's personal-reflexive component is also conditioned by the need to develop a set of professional and personal qualities associated with cultural activities [12], namely: humanity (humanitarian thinking, attitude to man as the highest value, understanding of inseparability from culture educational process as "cultivation" of the individual), citizenship (personal position, expressed in respect and sense of duty to the country and its culture, to the educational community and students, willingness to defend the values of national culture and education), moral responsibility (ability to respond adequately) for the results of their activities, conscientious observance of moral and ethical, spiritual and value norms and rules of conduct in terms of cultural, linguistic, religious and other differences between people) [13], professional mobility (willingness to move quickly enough in the educational and cultural space, to successfully master new educational technologies, including information and communication, to acquire knowledge and skills, which are not enough for productive general cultural activities), psychological and pedagogical improvisation (need for a creative search, creative imagination, inspiration, and psychological and educational intuition, artistry and the integrity of creative potential, flexible (cultural) response to different situations in life) [16, 18].

The main functions of general cultural competence, which reflect the diversity of the student's solution of methodological, innovative, research, academic, systematic, and general cultural tasks, are worldview, communicative-cultural, organizational-methodical, control-regulatory [13].

Worldview function involves the use of a system of views, values, and beliefs about the world as a whole and their application in life, focused on the formation of students' worldview, synthesized into a holistic and complete system of factors (cognitive, emotional, evaluative, moral and volitional) spiritual world student. The communicative-culturological function is conditioned by the necessity of realization of cultural interaction with people, both in the educational process and outside it (the process of life); on the formation of skills of search, transformation, and transmission of information carried out in pedagogical communication, etc.

The organizational and methodological function is aimed at working out and disseminating the relevant procedural requirements, norms of behavior, which are put forward by the sphere of general cultural competence of the student and according to which the general cultural perception, thinking, attitudes and values, ways of general cultural behavior, life are formed [14]. This function determines the orientation and adaptation of students to general cultural activities in general, acts as a factor of self-development, considering the process of self-actualization as a product of their cultural creativity in the process of life. The control-regulatory function reflects the student's ability to control the formation of general cultural competence. It is realized through various forms, assimilation, and observance, of which the educational process participants determine their rapid adaptation to the circumstances and ensures success in later life [15].

3 Materials and Methods

The formation of general cultural competence of the student is presented in the form of such interconnected components: motivational-value, cognitive, procedural, personal-reflexive. Each of the components is characterized by a specific content, which corresponds to the peculiarities of life and creativity [6]. Thus, the motivational and value component is characterized by the professional and cultural orientation of the student to carry out cultural activities and includes the need to develop cultural space, cognitive interest in cultural problems, awareness of the importance of cultural competence, and motivation to master it, perception of the individual, national and national goals, human values and self-worth in the process of its domestication and "humanization".

The cognitive component contains a set of philosophical-psychological and humanitarian-cultural (historical, linguistic, regional studies, etc.) knowledge that constitutes a kind of the foundation of general cultural competence of students:

- General cultural knowledge (about the social functions of culture in human life and society, the principles of common, spiritual and moral, general culture [7];
- The most important achievements and specific features of the culture of the native land, national, European, world science, culture, and art [6];
- Knowledge of native and foreign languages, moral and ethical norms of modern speech culture;
- Understanding the uniqueness of different manifestations of cultural contexts in different peoples and representatives of different cultures [8];
- The basics of dialogue and polylogue in heterogeneous cultural groups, the role and importance of cultural competence, its components, directions, forms, methods of formation [14];
- The basics and functions of psychological communication, tolerant behavior, interaction, and dialogue with representatives of other social groups, cultures, religions, etc.) [9].

Creative assimilation of general cultural knowledge contributes to a deep theoretical understanding and awareness of the laws of the student's socio-cultural and intercultural life.

The procedural component is a set of general cultural skills, the main groups of which are:

- Gnostic skills (analysis, interpretation of educational and cultural phenomena, causal links between them based on generalization and systematization; a systematic collection of information, orientation in cultural and spiritual contexts of modern Ukrainian society, unbiased perception of new knowledge, perception of culturological problems through the prism of one's views and attitudes, identification of creativity, variability in the selection of ways to solve situations of a general cultural nature, reasonable determination of developments and expected results) [13];
- Organizational skills (clear definition of goals of culturally appropriate activities, optimal distribution of time, own forces and resources, finding relevant ways and cooperation with other people to achieve goals, independent implementation of actions in changed or new conditions of socio-cultural space) [10];
- Communication skills (penetration into another person's state, i.e., "reading" non-verbal information transmitted by the interlocutor; free use of dialogic forms of communication, establishing and maintaining relationships with other views, other moral and aesthetic values, tolerant attitude to the opponent's opinion, benevolence, empathy, and tact) [12];
- Regulatory skills (control of behavior and negative emotions, support of positive emotional expressions, manifestation of self-control, patience, endurance in intercultural interaction) [11].

The personality-reflex component presupposes the development of the student's ability to self-observation, self-knowledge, self-analysis, reflection, self-reflection of one's actions and deeds, and adequate assessment and self-assessment, making conscious and timely adjustments to one's cultural activity. All this is the basis of self-education, self-development, self-improvement of the individual in the process of life, the development of its worldview, social, and cultural position [11].

4 Results

According to the comparative analysis of the results of the ascertaining and control stages of the conducted pedagogical experiment, the hypothesis put forward in the research course is confirmed. Quantitative and qualitative analysis of data obtained using educational monitoring of the formation of students' general cultural competence, personal and cultural development and made it possible to conclude that the chosen experimental research method contributed to students' general cultural competence.

The purpose of the pedagogical experiment was to test the hypothesis, the objectivity of theoretical conclusions, the effectiveness and efficiency of a sound scientific and methodological system for the formation of students' general cultural competence. The experiment was organized on the base of Berdyansk State Pedagogical University. The research was conducted in natural conditions without violating the logic and course of the educational process. According to the defined criteria and indicators, the diagnosis of the initial level of formation of students' general cultural competence was carried out at the ascertaining stage. According to the experiment's program, two groups were involved in the formation stage: the experimental group (EG), which consisted of 374 people, and the control group (CG) - 371 people. The reliability of the obtained experimental data was confirmed by mathematical statistics methods (using Pearson's parametric criterion) [2].

The analysis of the experiment results testified to the success of the work on the formation of general cultural competence of students, which is confirmed by the data.

4.1 Motivational-Axiological Criterion (According to the Results of the Questionnaire)

Interest in educational and cultural issues:

- Stable (the desire to get to the heart of educational and cultural problems, their perception from the standpoint of the requirements of professional competence, the passion and creative approach to their solution, active and interested participation in professional self-improvement) in EG - (14,71) and CG - (5.66);
- Situational (limited interest in educational and cultural problems, the need for the external impetus for their more profound knowledge, identification of episodic interest in the process of improving their professionalism) in EG - (3.74) and CG - (1.89);
- Lack of interest (disinterest in learning the essence of educational and cultural problems, explicit or implicit reluctance to improve their professional level) in EG - (-18.45) and CG - (7.55).

The motivation for the development of general cultural competence:

- Decisive (predominance of value motivation to acquire general cultural competence, identification of activity and creativity in the process of mastering it) in EG - (11.76) and CG - (2.96);
- Neutral (perception of the importance of acquiring general cultural competence, but in the context of a specific situation, usually related to external stimuli) in EG - (4.81) and CG - (3.23);
- Negative (unawareness of the meaning and role of general cultural competence, lack of professional orientation in the motives for its formation) in EG - (-16.58) and CG - (-6.20).

Cognitive-culturological criterion (according to academic tests): completeness of general cultural knowledge - the amount of program knowledge about the studied object in EG - (12.57) and CG - (1.35).

The nature of knowledge acquisition:

- Creative (the presence of conscious and systematic general cultural knowledge, their free and creative interpretation, strong expertise in the field of culture, the ability to discover unknown aspects of objects, a sense of the problem, the originality of conclusions) in EG - (6.12) and CG - (1.08);
- Reconstructive (possession of basic knowledge, some of which is freely interpreted, the ability to perform consistent learning activities, remember and reproduce the necessary information, knowledge of methods and methods of reconstructive activities) in EG - (6.03) and CG – 0.27);

- Reproductive (assimilation of a particular part of elementary general cultural knowledge without their creative rethinking and transfer to the practical plane, limited general cultural worldview, unformed knowledge about methods of cognition and methods of activity, reproduction of ready knowledge) in EG - (-12.15) and CG - (0.81).

Activity criterion is a formation of general cultural skills (based on the results of solving pedagogical situations and diagnostic tests) are as follows:

- Gnostic (analysis, interpretation of educational and cultural phenomena, causal links between them based on generalization and systematization; a systematic collection of information, orientation in the cultural and spiritual contexts of modern Ukrainian society, unbiased perception of new knowledge, perception of cultural problems through the prism of their views and attitudes, identification of creativity, variability in the selection of ways to solve situations of a general cultural nature, reasonable determination of the development of events and expected results) in EG - (18.72) and CG - (6.74);
- Organizational (clear definition of goals of cultural activities, optimal distribution of time, own forces and resources, finding relevant ways and cooperation with other people to achieve goals, independent action in changed or new conditions of socio-cultural space) in EG - (26.20) and CG - (23.99);
- Communicative (penetration into the state of another person, "reading" non-verbal information transmitted by the interlocutor; free use of dialogic forms of communication, establishing and maintaining relationships with other people, showing friendliness, empathy, and tact) in EG - (19.25) and CG - (12.40);
- Regulatory (control of one's behavior, management of negative emotions, support of positive emotional expressions, manifestations of self-control, patience, endurance in intercultural interaction) in EG - (21.66) and CG - (12.94);
- Reflexive (analysis, self-analysis, evaluation, self-evaluation, reflection, self-reflection, and correction of the results of their actions and deeds to improve activities) in EG - (25.40) and CG - (12.94).
- Personal criterion - the development of personal and professional qualities (based on self-assessment and assessment of students to each other and the creation of pedagogical situations);
- Humanity (humanitarian thinking, attitude to man as the highest value, understanding of the inseparability of man from culture, perception of the educational process as "cultivation" of the individual) in EG - (24.33) and CG - (12.40);
- Citizenship (respect and sense of duty to the country and its culture, educational community, and pupils, readiness to defend the values of national culture and education) in EG - (21.39) and CG - (8.36);
- Moral responsibility (ability to adequately be responsible for the results of their activities, conscientious observance of moral and ethical, spiritual and value norms and rules of conduct in terms of cultural, linguistic, religious and other differences between people) in EG - (17.65) and CG - (8.63);
- Professional mobility (rapid movement in the educational and cultural space, successful mastery of new educational technologies, including information and communication, the ability to acquire knowledge and skills that are lacking for practical, cultural activities) in EG - (29.68) and CG - (23.18);
- Pedagogical improvisation (creative imagination, presence of pedagogical intuition, artistry, flexible reaction to pedagogical situations) in EG - (29.95) and CG - (6.47) [1, 21].

5 Discussion

Scientific and methodological system of formation of general cultural competence of students provides an opportunity to comprehend ways and formalize the idea of the holistic process of creation of structural components of this competence in higher education, reproduces the purpose and objectives of forming the studied individual and professional personality as a professional phenomenon [17, 18].

The developed scientific and methodical system of students' general cultural competence includes the following subsystems: methodological-target, structural-semantic, technological, and diagnostic [19].

The system-forming factor of the formation of students' general cultural competence is their humanistic orientation, which determines the purpose of the system, the presence and feasibility of subsystems, and its structural elements. It indicates the main characteristics of the object to be reproduced in the system.

The methodological-target subsystem reflects the methodological approaches to the study of the selected problem (systemic, personal-activity, competence, culturological, anthropological-humanistic, axiological, regional), principles (integrity, purposefulness, systematicity, continuity, continuity). Culturological and professional orientation of student training, interdisciplinarity, integration of general cultural and professional knowledge, taking into account world, national and regional aspects of culturological problems, reliance on age and individual features of students). The formation of students' general cultural competence synthesizes objectivity and regularities of educational process professional training of the person and characteristic features of general cultural human activity; functions (worldview, organizational and methodological, communicative and cultural, control and regulatory) of the specified competence. The defined conceptual basis enables the optimal achievement of the proposed system's goal – the formation of students' general cultural competence [6, 20].

The structural and semantic subsystem takes into account the internal structure, relationship, and interdependence of components (motivational-value, cognitive, procedural, personal-reflexive) of general cultural competence as an integrated personal education, the content of which provides for the organization of professional training focused on all goals [21]. The above components, i.e., the formation of motivation to acquire general cultural competence, development of general cultural worldview, professional and personal qualities, mastering the necessary general cultural judgments and knowledge, mastering a set of skills and abilities, the presence of which allows to carry out life from the standpoint of general culture and professional competence.

The technological subsystem includes appropriate technological measures aimed at achieving the goal laid down in the methodological and target subsystem, providing for the formation of students' general cultural competence at the following stages:

- Preparatory stage, which provides the design and development of scientific and methodological support for the formation of the studied phenomenon [3];
- Motivational-orientation stage, the purpose and tasks of which are to actualize the role and importance of general cultural competence for future professional activity and life of students, development of interest and stimulation of positive motivation to acquire this competence [4];
- Content-procedural stage is aimed at the formation of all components of general cultural competence - a set of public cultural knowledge and skills, development of relevant professional and personal qualities, gaining experience in available cultural activities, which contributes to attracting students to different types

(educational, research, local history, social and academic, self-educational, etc.) activities [5];
- Analytical and corrective stage involves the analysis, evaluation, and self-assessment of the results obtained on the formation of students' general cultural competence and making the necessary adjustments in the process of its formation [2].

Thus, the presented scientific and methodological system of formation of general cultural competence of students is characterized by the following features: structure - a specific set of elements (subsystems), which are system-creating units; integrity that unites all the elements and reflects the nature of their connections and interactions; hierarchy - the organization of vertical interaction of system elements; orientation, which is to regulate activities following the stated goal. The developed system adequately corresponds to the content of the formation of the student's general culture and professional competence.

The positive influence of the defined scientific and methodical system on the formation of motivational-value, cognitive, procedural, and personal-reflexive components of students' general cultural competence has been experimentally proved, which confirmed the hypothesis put forward in the study.

It is established that as a result of carrying out the pedagogical experiment, the formation of general cultural competence at productive and sufficient levels was found by 75,63% of students of the experimental group, 62,37% - control group (before experiment respectively 61,26 and 55,67%) that is explained by efficiency of the implementation of the developed systems of formation of general cultural competence of students. This contributed to the awareness of the importance of acquiring general cultural competence for professional activity and personal life, allowed to ensure thorough mastering by students of a set of general cultural knowledge and skills, provided activation of self-movement aimed at developing professional and personal qualities [1, 19].

According to the results of the experiment, effective forms and methods of organization of educational-cognitive (problem-developing, active-discussion, game, training, project, etc.), research-local history (conducting excursions, work in archives, museums, libraries, etc.), public-educational (organization and participation in cultural and artistic events, performances, etc.), self-education (drawing up a program of self-education, selection of pedagogical situations of general cultural nature, keeping a diary "Student self-education route", etc.) activities aimed at forming general cultural competence of students [1, 15].

6 Conclusion

Cultural training allows the student to organize the cultural background of life and the activity's cultural content. The future specialist should be familiar with the culture of socially responsible decisions and deeds, communication with culture, and culture. Student thinking may be characterized by the achievements of different cultures and eras. Each culture is in its own right. To enter into a dispute with her, find a point of contact, learn useful lessons from historical experience, feel yourself part of world culture – this is the purpose of the methodology of cultural studies. In addition to the ability to reproduce a cultural experience, a student needs to correct his activities following the changing content of the cultural process, a kind of rejection of dogmatism, and stagnation in social life.

In the professional activity, the self-improvement of a specialist continually occurs, and the ethical meanings of each act are filled in the general process of the activity. It is a culture that embodies the style of thinking and human behavior.

The art of building relationships with people is studied by social psychology. The decisive factor for building relationships, social psychologists highlight the impact on the communication partner.

The ability to build an impact as a psychologically grounded act, adjust the young specialist's attitude to the world, activate the pupil's energy with his influence, and, therefore, maximize the educational potential of cooperation with a person is the content of pedagogical technology.

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