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GENERAL CULTURAL TRAINING OF BACHELORS OF AN ART DIRECTION IN HIGHER EDUCATIONAL INSTITUTIONS OF THE PEOPLE'S REPUBLIC OF CHINA AND UKRAINE

Abstract. *The article clarifies the concept of “general cultural training”. On the basis of the comparative analysis the common and distinctive features of the general cultural component of the maintenance of professional training of bachelors’ of higher educational institutions of an art direction of the People’s Republic of China and Ukraine are defined. There are similarities in the curricula of Chinese and Ukrainian students, which provide a fairly in-depth study of foreign languages, mostly English, students also thoroughly master the basics of pedagogy and psychology. The specifics of the content of bachelor’s training according to Chinese curricula are characterized, which is manifested in the presence of ideological subjects and military training, which are absent in the higher educational institutions of Ukraine, the lack of certain economic disciplines. A rather significant advantage has been determined in the total volume and proportionality of the self-importance of subjects devoted to the study of disciplines of the general cycle of Chinese higher educational institutions.*

Key words: *the content of education, general cultural component, future specialists in the field of art, Higher educational institutions of the people’s republic of China and Ukraine.*

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ОБЩЕКУЛЬТУРНАЯ ПОДГОТОВКА БАКАЛАВРОВ ХУДОЖЕСТВЕННОГО ПРОФИЛЯ В ВУЗАХ КНР И УКРАИНЫ

Аннотация. В статье уточнено понятие «общекультурная подготовка». На основе сравнительного анализа определены общие и отличительные черты общекультурной составляющей содержания профессиональной подготовки бакалавров ВУЗов художественного направления Китая и Украины. Установлено сходство в учебных планах подготовки китайских и украинских студентов, которыми предусмотрено достаточно углубленное изучение иностранных языков, в основном английского также студенты достаточно основательно осваивают азы педагогики, психологии. Охарактеризовано специфику содержания подготовки бакалавров по китайским учебными планам, что проявляется в наличии предметов идеологической направленности и военной подготовки, отсутствующих в ВУЗов Украины, нехваткой отдельных экономических дисциплин. Определены достаточно значительное преимущество в общем объеме и пропорциональности удельного веса предметов, отведенных на изучение дисциплин общего цикла ВУЗов Китая.

Ключевые слова: *содержание образования, общекультурная составляющая, будущие специалисты в области искусства, высшие учебные заведения Китая и Украины.*

Intensive processes of society development taking place around the world directly affect the processes of renewal of the higher education system. In the conditions of increasing rates of informatization constantly updated requirements to the training of specialists, in particular of the art direction, the problem of modification of the content of professional training of specialists is actualized. Particular attention is drawn to issues related to improving the cycle of general cultural training of future professionals in the field of art.

The special significance of the general cultural component in the process of training art specialists is manifested in the fact that all highly specialized in the training of such specialists shows its connection with the general cultural, and the artistic component accumulates the general cultural in professional activity. The formation of general cultural experience actively contributes to the musical and artistic development of students, and in the future projected on the plane of their artistic activity.

For the successful use of the ideas of general cultural training of art specialists, it is pedagogically expedient to compare the general features and peculiarities in the training of Bachelors of higher education institutions of art direction of China and Ukraine. This comparison provides opportunities to mutually supplement the educational experience of pedagogical specialists of both countries, to overcome or avoid many problems, to find the optimal composition of the general cultural component of the training of bachelors of art direction in these countries.

Aim: to clarify the essence of the concept of “general cultural training” and to identify common and distinctive features of the content of general cultural training of bachelors of art direction in higher educational institutions of China and Ukraine.

Both Chinese and Ukrainian scholars have studied the general problems of professional training of future Chinese artists and its individual aspects. Special attention can be deserved to the works devoted to such components of general culture as informational and artistic-informational (Chzhang Nian Hua, Tszion Yan), spiritual and moral (K. Atramonova, Ye. Kostyk, G. Tymoshchiuk, T. Tkachova, Van Kai, Chzhou Tsian), ethical and aesthetic (L. Moskaliova, Tsziao Yin), communicative (A. Basiuk, Ya. Bilousova, V. Sadova) and ecological culture (A. Varenychenko, G. Naumenko, Chzhao Fucha).

Terminological analysis of the construct “general cultural training” allowed to establish the meaning of the original concepts. When studying the phenomenon of professional training of specialists in the field of art as a subject of scientific research, the essence of the concept “culture”, “human culture” and “general culture” and others was revealed.

Thus, in ancient China the concepts “culture” and “cultural man” meant the culture of the individual, his civilization, writing. An exemplary cultured person was a “noble man” who was humane, responsible, wise, and most importantly knew all the scriptures and books.

The Shanghai dictionary of education interprets the concept of general culture as a process of mastering the cycle of humanities that provide mastery of basic cultural literacy [1].

In the modern Chinese dictionary, the term “culture” – “... is defined as a set of material goods and spiritual wealth...”, while the concept “wealth” - is interpreted as “... that has value...” [2].

At the same time, Tszu Siaomei defines the concept in a very peculiar way. She emphasizes that culture can be compared with character traits, habits, peculiarities of spirit, inexhaustible value and wealth, a certain kind of consciousness [3].

Chzhan Ping made a critical analysis of the meaning of the term “culture”. He strongly disagrees with the definition of Modern Chinese Dictionary, as he considers it quite narrow. He emphasizes that culture can be interpreted as a process and at the same time be considered a material thing. The set of subjects, mostly the humanities, is also considered an element of culture. He pays considerable attention to the features and universality of culture, notes that the feature – a component of culture (knowledge of culture), and universality – the social function of culture (human understanding of culture) [4].

From the Latin concept “culture” literally translates as cultivation, upbringing, education, development, respect. According to P. Grechanivska’s philosophical dictionary, one of the definitions of culture is the world of individuals, whose consciousness and behavior are motivated and regulated not so much by biological as by social interests and needs [5].

Lexicons offer the following interpretations of this concept:

- what is created to meet the spiritual needs of a man;
- everything that is created by human society and exists through the physical and mental work of people in contrast to the phenomena of nature;
- a set of achievements of society in science, art, organization of state and public life in each historical epoch.
- the degree of perfection achieved in mastering a particular field of knowledge or activity [6].

O. Bieliakova under the concept of “general culture” understands the correct perception of morality, its mission in society, understanding and application of moral principles, norms and standards, mastering the moral and ethical methods of interaction, and others. The scientist is convinced that a striking example of the manifestation of general culture is intelligence [7].

Based on certain concepts of general cultural training of students, sharing the opinion of O. Kartavykh, we consider the process in which the unity of content, forms, means and methods of education stimulate the spiritual development of future professionals, ensure the formation of basic professional culture of students, development of high cultural needs improving the culture of communication, determining their place in the dialogue of cultures, education of the ability to perceive works of art, focus on cultural self-knowledge [8].

The formation of the general culture of the future specialist involves the development of personal, communicative and activity spheres. Mastering the general culture is not only the appropriation of a set of certain knowledge, but also the possession of relevant experience in their use with a focus on common cultural values.

Realization of general cultural preparation of students is provided by their acquaintance with cultural and humanistic values; active interaction with art; conducting practical classes using elements of training, situational modeling, business games, etc.; creating conditions in the study and extracurricular time for interpersonal interactions; active involvement in the educational process of the educational institution, which will promote general cultural development; comprehensive pedagogical support and stimulation.

Subject to the implementation of ways of general cultural training at the graduation, we will get a student with general cultural competence.

We are impressed by the opinion of I. Hrytsenko, M. Clarin, O. Malykhin on the content of cultural competence:

- knowledge of the cultural heritage of the homeland and the world;
- ability to analyze and evaluate cultural and scientific achievements;
- possession of means of intercultural interaction;
- application of speech skills (as a result of mastering native and foreign languages);
- focus on universal values, when choosing a model of behavior;
- awareness of the need for tolerance towards different peoples, acceptance of differences (religious, cultural, linguistic) etc..

It should be noted that both in Ukraine and in China, relevant specialists are trained by art education institutions (academies, conservatories, universities) and institutions of higher pedagogical education. Thus, to identify the content of the general cultural component of the training of art specialists, we will consider the content training of bachelors of art direction and instrumental-vocal training in higher educational institutions of the People's Republic of China and Ukraine.

Let's consider the cycle of general education disciplines (Table 1), which are included in the educational program of bachelors of art specialties in both countries on the example of 4 educational institutions, such as Sias International University (the People's Republic of China), Kharkiv I.P. Kotlyarevsky National University of Arts (Ukraine) (specialists of instrumental and vocal training), Hebei Academy of Fine Arts (the People's Republic of China), Kharkiv State Academy of Design and Arts (Ukraine) (specialists of fine arts).

Table 1

Comparison of the content of general cultural training of future specialists in the field of art in China and Ukraine

	Subjects	Number of credits at SIAS International University	Number of credits at Kharkiv I.P. Kotlyarevsky National University of Arts	Number of credits at Kharkiv State Academy of Design and Arts	Number of credits at Hebei Academy of Fine Arts
Common	Foreign language	18 General and spoken English	12	11	11
	Law	2	3 (by choice)	3	3
	Economics	-	3	-	-
	History of domestic and foreign art	10	15	10	10
	Subjects of aesthetic direction	1,5 Study of Chinese painting	8 (by choice)	3	1,5

	Psychological disciplines	1	3 (by choice)	3 (by choice)	1,5
	History	2	4		
	Pedagogics	1,5 (with practice)	4 Music pedagogy	-	1,5 (with practice)
Various	Philosophy	-	4	3	-
	Computer Technologies		-	3	
	Native language and literature	-	3	3	-
	Life safety, basics of ecology and labor protection	-	3	3	-
	Political economy	-	-	-	1,5
	Political theory	-	-	-	16
	Introduction to Deng Xiaoping Theory	1,5	-	-	1,5
	Basic principles of Marxism	3	-	-	1,5
	Military education	3			
	Introduction to the ideology of Mao Zedong	1	-		1
	Philosophy of Marxism	1,5	-		
	Economics	-	3(by choice)	-	-
	Religious studies	-	3(by choice)	-	-

The analysis of the content of training of bachelors of higher educational institutions of art direction in Ukraine and China allowed to allocate in the substantive aspect of professional training of students the content of the general education component.

Thus, the general humanities and socio-economic disciplines, without taking into account the disciplines chosen by applicants, in higher educational institutions of China consists of 12 subjects at the university (45 credits), 11 subjects at the academy (50 credits); in the Ukrainian academy 8 subjects (42 credits) and university 8 subjects (39 credits), among which 7 subjects coincide: foreign language, law, history of domestic and foreign art, subjects of aesthetic orientation, psychological and pedagogical disciplines.

In the People's Republic of China there are no subjects such as life safety, basics of ecology and labor protection; native language and literature; economics and computer technology, and in Ukraine there are no subjects such as the basic principles of Marxism, the

introduction of Deng Xiaoping theory, the introduction of Mao Zedong ideology, military education.

The analysis of curricula for bachelors, developed and implemented in the higher educational institutions of art direction of China and Ukraine (Table 1), showed that the training of Chinese and Ukrainian future professionals in both music and fine arts provides a fairly thorough study of a foreign language, at least 10 credits in each of the considered higher educational institutions, it is mostly English, less often Italian or German. This testifies to the openness and willingness to international cooperation, as evidenced by the long study of foreign history and the history of the native country through the prism of the study of the development of art and culture. Both Chinese and Ukrainian students master pedagogical and psychological disciplines quite thoroughly.

In addition to common features in the training of specialists in art in China and Ukraine, there are also some differences. It can be noted that in the training of Chinese students, in contrast to Ukrainian students, there is a slightly greater variety of general education subjects, a large part of which is devoted to the study of politicized philosophy. This indicates that Chinese students are obliged not only to acquire the necessary minimum knowledge of the general education cycle, but also to be imbued with communist ideas and to cultivate a corresponding worldview. Instead, in the process of preparing bachelors in the system of higher education in the field of art in Ukraine, emphasis is placed on a broad cultural context, attention is paid to those disciplines that are important for the artist's training, as a result of which they receive broad cultural awareness. As a foreign language, Italian or German is studied, not English, as in the higher educational institutions of China. Among the specific features of the curriculum for the preparation of bachelors in Ukraine can also be noted the presence among the disciplines of the general education cycle a large number of subjects of the student's choice.

Conclusions. As a result of the analysis of the content of higher art education in China and Ukraine, the similarity of the structure and content of the general cultural component of the training of bachelors of arts in China and Ukraine was revealed. Curricula in both countries provide for a fairly in-depth study of foreign languages, mostly English, and students also master the basics of pedagogy and psychology.

The specificity of the content of student training in Chinese curricula is also manifested in the total volume and proportionality of the proportion of subjects devoted to the study of the general cycle of disciplines. In comparison with the Ukrainian higher educational institutions, the Chinese one devotes more study time to the subjects of the general cultural cycle, the main place among which is occupied by the subjects of ideological orientation. General humanities and socio-economic disciplines in Ukraine serve a wide general cultural awareness of future artists.

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