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CULTURATION OF PERSONALITY IS A KEY TREND OF HIGHER CULTURAL AND ARTISTIC EDUCATION

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ABSTRACT

The purpose of the study is to reveal the essence of cultururation, inculturation and acculturation as key trends in the formation of the personality culture of modern youth in the system of grade cultural and artistic education of Ukraine.

The methodological toolkit for researching the essence of all manifestations of cultururation is culturological, communicative, comparative, sociological approaches, the complex application of which made it possible to reveal the essence of the cultururation phenomenon in all its connections and interdependencies. The qualitative characteristics that modern students of higher cultural and artistic education associate with the concept of "cultured person" have been clarified on the basis of the conducted sociological research.

The essence of culture as a key trend in improving the quality of higher cultural and artistic education is considered. An own three-level model of cultururation in modern higher education is presented. Emphasis is placed on the systemic character of cultururation, which contributes to the individual's personal, social and professional awareness of the peculiarities of his/her own and other cultures.

Three types of culture are distinguished: general, basic and professional. The specificity of their implementation at each level of higher cultural and artistic education is justified. A close connection between cultururation and the level of communicative culture of an individual has been proven.

The main directions of the systematic organization of the processes of cultururation, inculturation, acculturation and socialization for the formation of the culture of modern youth in the educational, scientific, artistic and educational activities of modern higher education institutions are outlined and characterized.

The scientific relevance lies in the methodological provision of further studies of the influence of cultururation on personality, the scientific justification of the need to introduce a three-level model of cultururation in modern higher education, the proof of the direct dependence of the effectiveness of the cultururation process on the level of the communicative culture of the individual.

The practical significance lies in the possibility of applying the proposed model of acculturation in the system of higher cultural and artistic education of Ukraine.

KEYWORDS

Cultural and artistic education, culture, cultural studies, art history, cultururation, inculturation, acculturation, socialization, communicative culture, Kharkiv State Academy of Culture.

The urgency of the problem of the systematic introduction of culture into the educational, scientific and upbringing process of higher education institutions of Ukraine in general and ones of cultural and artistic direction in particular is due to the multiculturalism of our country, the activation of intercultural communication in the global society, the intellectualization of all spheres of human activity, the need for the development of an educated creative personality, which is the primary and main system-forming factor of cultural progress. Nowadays, the problem of mutual adaptation of the dynamic socio-cultural environment and the person in the globalized society is acute. The situation is complicated by a noticeable imbalance between "enculturation" and "networking" of modern youth, a large part of which is more concerned with learning the latest information technologies, less with acquiring and observing the values of world and national culture. There is a pragmatization of the youth's consciousness, neglecting the appeal to the spiritual and cultural heritage and humanistic values.

Human is determined by culture and, at the same time, is its most important asset, product, main creator and medium. Nowadays, there is a problem of mutual understanding, mutual creation of the modern socio-cultural environment and human (personality, society). Knowledge and culture at this stage are much more important than ever. Adaptation of youth to the environment and its creation should not occur spontaneously and sporadically, but systematically, through culturation, socialization, personality education, the formation of humanistic thinking, social and cultural identity skills, tolerance, intellectual and emotional abilities. It is about the need to enrich and develop the cultural function of higher education in Ukraine. It is possible to successfully fulfill the strategic task of mastering, understanding and observing the value system of world culture by modern youth while preserving the cultural identity of the Ukrainian people, provided that the process of culturation is organized in the institutions of higher education of our country. Ukraine is a multicultural country. Most domestic institutions of higher education are also multicultural. It is the higher school that should strengthen the teaching of culture, lay a reliable foundation of knowledge regarding the formation and development of the applicant of education as an individual and a professional in the systemic formation of "culture".

The purpose of the research is to reveal the essence of culturation, inculturation and acculturation as key trends in the formation of the personality culture of modern youth in the system of grade cultural and artistic education of Ukraine.

A methodological tool for studying the essence of culturation is a cultural approach, which made it possible to consider inculturation as the immersion of an individual in one's own culture, its values, norms and ideals, to ensure one's cultural identity in the modern globalized society. The essence of acculturation is presented as the process and result of direct cultural exchange of different cultural groups, their assimilation of norms, values, and traditions of other cultures. The cultural approach made it possible to combine binary cultural ties in the educational environment of the higher school. On the one hand, foreign students have the opportunity to quickly adapt to the new cultural realities of Ukrainian society. On the other hand, Ukrainian students are also forming a valuable international background.

A communicative approach helped to come to the conclusion that every specialist needs to master communicative culture, which involves the ability to quickly navigate life and professional situations and, based on personal experience, knowledge of the cultural field, value orientations, and, depending on the circumstances, choose an adequate communicative strategy that will allow him/her to effectively establish interpersonal and business multilateral interaction (communication) with all stakeholders of the educational process (especially students and teachers) and outside it on the basis of inculturation and acculturation. Communication is defined as the interaction of two or more people, as a complex multi-level process of establishing and developing partnership contacts between people (interpersonal communication) and groups (intergroup communication), which includes at least three different interrelated processes: communication (information exchange), iteration (actions exchange) and social perception (perception and understanding of the partner). Communicative culture of students includes the coordination of joint activities and provides, in addition to learning about one's own culture and other cultures, an emotional component, feedback that ensures the correction of students' activities by teachers and the active position of subjects in the cultural paradigm.

Cognitive capabilities of a comparative approach made it possible to compare cultururation, inculturation, acculturation and socialization in order to reveal and identify similar (general, invariant) and specific (individual, variable) in a specific educational and cultural environment. On the basis of the comparative approach, the classification of cultururation is substantiated, in which three interrelated levels are distinguished at the paradigmatic level: general cultururation; basic cultururation; professional cultururation. The comparison of the content of the cultural-artistic training of specialists in the socio-cultural sphere made it possible to identify the general, special and singular aspects of the disciplinary content of the educational process in the cultural sense.

A sociological approach made it possible to present cultururation as the result of conscious, meaningful and purposeful human activity, the task of which is to include the individual in national and other cultures, cultururation and sociality are considered as related concepts.

The sociological online survey of students of KhSAC of all majors, conducted in 2021–2022 academic year, was conceived in a cultururation sense as establishing the student's idea of what it means to be a cultured person. The research covered a wide range of problems – value orientations, the quality of acquired knowledge, the efficiency of their assimilation and the involvement of all participants of the educational process in intercultural communication. This enriched the empirical base of research, became another evidence of the relevance of the problem of studying the peculiarities of cultururation in the system of modern higher cultural and artistic education.

The problem of the relationship between culture and education in the modern globalized society, being at the forefront of time, is not sufficiently studied. The works of Y. Andrushko, V. Bitaiiev, V. Hrytsenko, L. Zelisko, I. Kuzmichenko, A. Kurapov, N. Kushnarenko, E. Manzhos, V. Smyrnov, O. Solodilova, I. Tarasyuk, V. Sheiko, I. Steimiller, N. Esser and others are dedicated to it. In most of them, cultururation is defined as a transitive element in the intersystem interaction of culture and education, as a complex, multi-level process of a person mastering the traditions and norms of

behavior in society at a certain stage of its historical development. It is emphasized, that "thanks to culture, a modern educated person acquires the ability to foresee and forecast events, to be aware of the variability and uncertainty of the future and, as a result, the ability to develop and implement the model of behavior that he/she needs" [1].

The dictionary articles by A. Simonchyk, O. Sinkevich and S. Shendryk are an encyclopedic guide in the scope and content of the concepts of "inculturation" and "acculturation". Thus, A. Simonchyk considers inculturation as "the process of assimilation by a member of a specific society of the main features and content of culture inherent in this society" [2]. O. Sinkevich and S. Shendryk interpret acculturation as "creative assimilation by one culture of the acquisition of another" [2]. It should be noted, that the problems of acculturation (57.5 %), inculturation (34.2 %) and cultivation (22.3 %) have the highest specific weight in the branch stream of this topic. At the same time, they are often considered synonymous, analyzed mainly in the context of migration processes in foreign countries, less so in relation to the intercultural communication of Ukrainian and foreign students in Ukrainian higher education institutions.

The works of V. Smyrnov [3], in which the problem of the relationship between culture and education in a globalizing society is deeply considered, deserve special attention. The author made a fundamental conclusion that in the globalized world "the vectors of the development of education and culture have become not unidirectional. Reviving and realizing the cultural function of education is the main task of culturation". He emphasizes that "the task of culturation is not only (and not so much) to enrich a person with various information about culture and to ensure multicultural education. Due to culturation, the ability to predict and prevent events is cultivated; the modern educated person relies on a conscious choice of alternatives, taking into account the variability and uncertainty of the future. Relying on creativity, and not on past experience, he/she can determine the trajectory of his/her activity, acquire him/herself in culture, form his/ her individual cultural look and image" [1].

Based on the works of predecessors, the authors for the first time considered the peculiarities of culturation, inculturation and acculturation as a means of forming the culture of an individual and a professional in the educational-scientific, creative-executive and educational processes of higher educational institutions of the cultural-artistic profile.

1.1 THE CONCEPTOSPHERE OF CULTURATION

One of the determining factors in the formation of a holistic system of culturation in higher education is the correct (adequate to the challenges of the modern multicultural society) selection of its paradigmatic foundations, priority theoretical and methodological prerequisites, conceptual bases, basic principles that determine the content, structure, technology and organization of the process of involving the individual in everything in the modern multicultural diversity. It is about the need to create a conceptsphere, a conceptual environment, culturation. This is especially

important under the conditions when a system of views on cultururation as a holistic phenomenon has not yet developed. Conceptualization of cultururation will ensure obtaining new, maximally objective, systematized scientific information about it, adding it to the existing knowledge system, and will ensure further innovative development of science. Based on the system of theoretical paradigms and views in the study of cultururation as a whole formation, conceptualization allows to develop its strategy and tactics, which are based around the concepts of "culture" and "education". After all, the conceptsphere is the scientific environment that provides clarification, enrichment of the scope and content of basic concepts – cultururation, incultururation and accultururation that is the formation of the conceptual apparatus of the researched sphere.

This subsection focuses on two main principles related to the subject of this study:

- 1) understanding the systemic connection between culture and education as the formation of a cultural and educational space for the action of cultururation;
- 2) examination of the problem in terminological-cultural discourse: clarification of the content and scope of basic concepts: cultururation, incultururation, accultururation, socialization, etc.

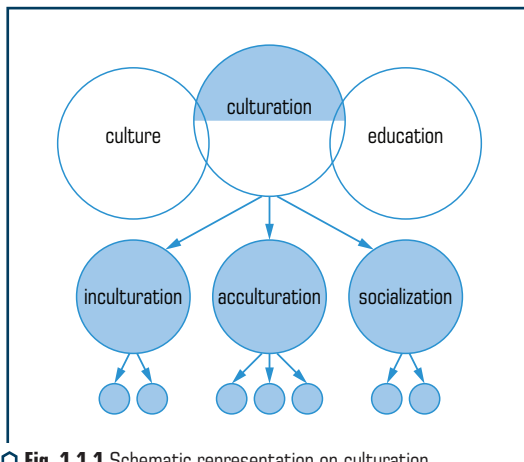
The modern multicultural environment, which is fundamentally changing, requires a deep reform of the educational, scientific and upbringing socializing culture-centric system of Ukraine, which includes social institutions that study the problems of cultururation and socialization of adults, namely: institutions of culture and art, mass media, television, ideological structures, mass media, institutions of higher education, etc.

Unfortunately, cultural and art institutions of Ukraine suffer from limited resources for their existence, lack of funds, commercialization of culture, a significant reduction in the number of clubs, cultural and educational centers, amateur art associations, libraries, galleries, exhibitions, cinemas, museums, publishing houses, bookstores, which aggravates the problem of access of Ukrainian citizens, especially young people, to cultural values and goods.

Today, higher education is entrusted with the task of incorporating a person in culture. Cultural orientation is one of the priorities of modern higher education. Some experts believe that for modern education, culture is a kind of model, according to which it is self-realized. At the same time, education acts as a model of culture, the main processes that take place and are expected in culture are reflected in it as in a mirror. Our predecessors (S. Hessen) considered culture and education "as symmetrical worlds" that are closely interconnected, enriching and complementing each other in the process of attracting a person to his/her own or another culture. Scientists claim that the system formation "education-culture" is system-creating, system-meaningful, as it causes the emergence of new pedagogical values, including spirituality, tolerance, dialogue, cooperation, education, citizenship, etc. [3]. That is, it can be argued, that the systemic interaction "culture-education" is a reliable knowledge foundation for the development of cultururation in modern institutions of higher education.

Understanding culture and education in a systemic connection is facilitated by consideration of this phenomenon in the unity of cultururation, incultururation, accultururation, and socialization.

Fig. 1.1.1 shows a schematic representation of cultururation.



○ Fig. 1.1.1 Schematic representation on cultururation

Today, it is no longer possible to create culture, preserve culture, or live in culture without thorough knowledge of it, so the youth should be taught culture. Cultururation is one of the effective means of involving the individual and society in culture.

In the modern sense, cultururation means learning culture, entering a person into culture, joining a person to the entire cultural heritage of mankind. On the one hand, cultururation organizes all the variety of system connections "culture – education" into integrity and, on the other hand, it mediates the inclusion of the results of educational activities in the culture of the corresponding historical era. And the most important thing is the multiculturalism of the modern world (especially the educational environment), the intellectualization of all spheres of human activity, which requires the appropriate systemic "encultururation" of both the individual and society as a whole. Cultururation provides an opportunity for modern youth to join stable cultural traditions, to become a bearer of innovations and a certain way of life, a system of standards and values [4].

The concept of "cultururation" has many meanings. In the broadest sense, it is "the process of adapting a person to a new culture" [5]. Cultururation is the entry into culture, the acquisition by a person of the qualities of culture. In the process of cultururation, an individual can master the system of cultural values not only of his/her time, but also the valuable assets of all peoples at all times, since they are objectified in cultural monuments and provided by it for universal use. Specialists consider it as the inclusion of an individual in culture, as a person's observance of the principle of cultural conformity, which involves taking into account background knowledge, the picture of the world, cultural conditions inherent in members of a certain society; as a learning process (as well as its result – the formation of certain personality traits, their compliance with traditions and norms of behavior in a specific culture). We consider the concept of cultururation as the inclusion of a person in culture to be the most adequate [6].

The main components of the cultururation process are inculturation and acculturation. A multi-cultural environment complicates the cultural self-identification of an individual and actualizes the process of his/her inculturation – assimilation of the peculiarities, values, norms and assets of his/her own culture.

According to the cultural dictionary, "inculturation" (in some sources, enculturation) (from Latin *in* – internal + *cultura*) is a term that means "the process of assimilation by a member of a particular society of the main features and content of culture inherent in this society. This enables a person to be a full member of society" [2]. Most often, the concept of inculturation is defined as the process of mastering by a member of a particular society the main features, traditions and content of the culture of one's own people, functioning within the limits, set by them. This is the process of forming cultural competence in a person in relation to the standards of the society, in which he/she lives. Inculturation is the transfer of samples of one's culture from one generation to another, culture in its accented ethnic sense.

The content and features of one's own culture become clear only in the interaction, meeting and dialogue of different cultures on the basis of acculturation. An educated person can be considered cultured when he/she understands and accepts the cultural guidelines and values of other cultures, can compromise, understands the value of not only his/her own independence, but also that of others.

The content of the concept of "acculturation" (from Greek *a* – the initial part of the word with the meaning of negation "not" and Latin *cultura*) belongs to the types of interaction of the dialogue of cultures. "Consists in the creative assimilation by one culture of the acquisitions of another" [2]. Acculturation encompasses those phenomena that arise as a result of the entry of groups of individuals possessing different cultures into continuous and direct contact, which causes changes in the primary cultural patterns of one or both groups. Acculturation is considered as "any transmission of culture from one group to another, in particular from one generation to another" [5]. Acculturation is the process of entry of a representative of a certain cultural environment into a foreign one [7]. The main strategies of acculturation are integration, separation, marginalization, assimilation. Today, there is a sufficiently developed theoretical apparatus for explaining and describing the process of acculturation as intercultural communication or multiculturalism.

Indeed, the idea of intercultural dialogue, understanding and acceptance of another's culture is important and relevant. The basic principles and features of one's own culture become clear only through the interaction and dialogue of different cultures. A modern person can be considered cultured if he/she understands and accepts other cultural positions, mentality, values, knows how to overcome conflicts, develops citizenship, patriotism, spirituality, intelligence, humanity and tolerance. So, the concept of "cultururation" is generalizing to the concepts of "inculturation" and "acculturation", in a broad sense it means the involvement of an individual in culture. If the concept of "inculturation" defines the process of an individual's entry into his/her culture, then "acculturation" – into another one, the result of which is the assimilation of new, unknown cultural elements.

The concept of "socialization" is similar to cultururation, often considered synonymous. Sometimes socialization is interpreted both in the sense of involving an individual in society and in the sense of his/her inclusion in culture. In this context, the cultural hypostasis of a person "dissolves" in the social one. Indeed, the concepts of "cultururation" and "socialization" somewhat coincide in their content, since both mean the assimilation of cultural norms of society by people. However, they are not identical. Socialization is the harmonious entry of an individual into the social environment, his/her assimilation of the system of his/her values, which allows him/her to act successfully as a member of society.

In contrast to socialization, the concept of cultururation means bringing a person to culture. According to experts, "cultururation connects a person with all of humanity, through it a person learns the values and contents, generated by all peoples during all times of their existence and embodied in material and spiritual monuments" [3]. Thanks to cultururation, an individual becomes an intellectual, cultured, well-educated person "growing up" with his/her native culture, assimilating the best examples of other cultures.

The relationship between the individual, society and culture is based precisely on the differences between society and culture in terms of modality, structure, functioning and laws of historical development. In the process of involving an individual in society and culture, interrelated but different qualities are formed in him/her: sociality and culture. The socializing role of culture is focused on the transmission and assimilation of cultural heritage. Absorbing culture, a person acquires his/her spiritual content: moral ideas, views, stereotypes of behavior and self-expression, aesthetic tastes, etc. In the process of socialization, there is an interaction of individual and cultural processes. Complex changes in individual behavior occur as a result of experience and are transmitted through culture. That is why, a socio-cultural approach, which is widely used in the educational, scientific and creative activities of cultural and artistic higher education institutions of Ukraine, is actively developing within the framework of the cultural approach. Its application provides a multifactorial approach to the study of the sociocultural environment (space), mechanisms of connection between "social" and "cultural" systems [8].

It should be noted, that in most publications the relationship between culture, socialization and education is considered mainly in a general paradigmatic context, as the formation of general social and general cultural qualities of the future specialist in the process of learning. In particular, V. Smyrnov proves that effective education "always includes three interdependent, mutually complementary components: teaching, socialization, and cultururation" [1]. The three laws of innovative information pedagogy, developed by the author, can also be considered a theoretical basis for the development of culture. The first of them is the law of continuity: during education, knowledge is formed [by the school] gradually and consistently. The second law is the law of socialization: the acquisition of knowledge is accompanied by the socialization of the learner. The third law is the law of inheritance of culture or the law of cultururation: knowledge is acquired as part of culture" [1]. The author determines the patterns of these processes in the educational environment. Thus, training and other subsequent stages of development of the information and knowledge system

of the subject of information influence require gradualness and consistency. Information and knowledge flows are broadcast in the information space through society and agents of individual socialization, ensuring socialization. At the same time, the effectiveness of all informational (digitalization) influences on the learner, in his opinion, is determined by his/her cultural level and the specifics of his/her cultural environment. The goals of education are cultural values, to which a person should join in the process of acquiring knowledge [3].

CONCLUSIONS TO SUBSECTION 1.1

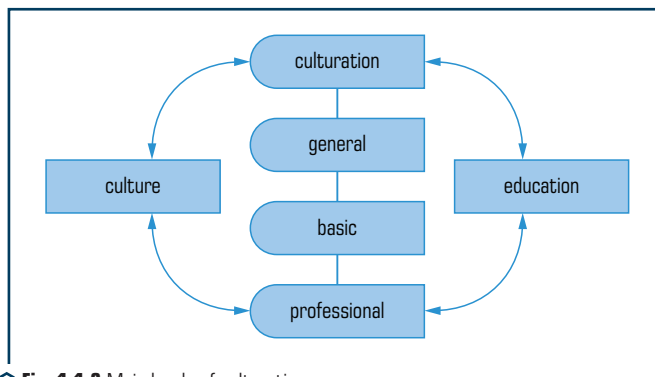
1. The multiculturalism of Ukraine, the expansion of intercultural ties at the regional, national, and global levels require an increase in the cultural level of both an individual and society as a whole.
2. One of the effective means of connecting the individual and society to Ukrainian and other cultures is cultururation, which at this stage of its functioning should form its own conceptosphere – a conceptual environment that considers it as a holistic phenomenon.
3. The understanding of culture and education in a systemic connection requires consideration of this phenomenon in terminological and cultural discourse – clarification of the content and scope of the basic concepts: cultururation, incultururation, accultururation, among which accultururation is the unifying factor.
4. Cultururation is a systemic phenomenon, the structural components of which are incultururation and accultururation, which contain certain motivation, goals, tasks, actions, means, methods, resources, evaluation of results.
5. Incultururation is teaching an individual his/her own (native) culture, which ensures his/her cultural identity and cultural originality.
6. Accultururation is the study and perception by an individual and society of the specifics of other cultures, which ensures his/her adaptation and intercultural communication in a new socio-cultural environment.
7. Cultururation is closely related to socialization, if the first allows one to master culture, then the second – the entry of an individual into society; processes of accultururation and socialization can be considered as different components of a holistic process of personality formation.
8. Culture should be taught throughout life, it is a kind of "chain" between personal, social and professional awareness of one's own or other cultures.
9. Higher education lays a reliable foundation of knowledge for mastering the personality of all cultural diversity, at the same time, the education itself involves the inclusion of its results in the culture of the corresponding historical era; cultururation opens up new perspectives for essential changes in the tasks and structure of educational activity.
10. Culture should become one of the priorities of modern education, thanks to which it organizes itself, at the same time, education acts as a model of culture, in which past and present of culture is reproduced in a concentrated form.

11. Culturation in the systemic connection "culture-education" performs a meaning-making function, promoting the development of such values as spirituality, humanism, commonwealth, tolerance, dialogue, etc.

12. Involvement of the individual in the highest cultural values through education is one of the most important tasks of the modern higher cultural and artistic school of Ukraine.

1.2 CULTURATION LEVELS OF IN THE HIGHER EDUCATION SYSTEM

The involvement of an individual in culture, his/her formation as a "person of culture", as a cultured person is a systemic, long-term, multi-level, staged process, which is openly or latently accompanied by culturation. According to the scale of influence, three main levels of culturation can be conditionally distinguished: general (everyday) culturation; basic culturation; professional culturation (**Fig. 1.1.2**). There is much in common between these levels, but there are also distinctive features that give systematization, consistency and continuity to culturation.



○ **Fig. 1.1.2** Main levels of culturation

Of course, the formation of general (everyday) person's culture and his/her initial culturation and socialization begins in childhood, in the family circle, and continues throughout life. General cultural knowledge enables an individual to adapt to the surrounding sociocultural environment, in communication with parents, relatives, neighbors, friends, colleagues on the basis of inculturation (feeling comfortable in one's own culture, understanding one's identity) and acculturation (respect for representatives of other cultures, possession of at least elementary knowledge about them).

Gradually, an individual acquires his/her own meaningful experience of communication with his/her peers – carriers of a certain culture, learns a tolerant attitude towards the world as a unity of diversity, becomes involved in stable cultural traditions, becomes aware of his/her national and

cultural identity, civic responsibility, etc. In this case, the cultural space and cultural environment serve not only as a means of accumulating information, but also as factors of effective inculturation of a young person, not only as a contemplation, but also as a measure of "a person's humanity and humanism, a measure of the development of his/her sensuality, ability to experience and empathize" with the world, culture, unfolding in front of him/her in their diversity and, at the same time, their unity [9].

At this stage, a person acquires general cultural competences, which, first of all, include systems of value orientations and priorities, accepted in society, exemplary norms of behavior in various life situations, certain knowledge about generally accepted traditions, prevailing morality, worldview, customs, rites, main symbols of the national dignity, pride, etc. [10]. Sociability, a purely human genetic trait, enables the formation of an initial cultural model, general culture, and subsequent acquisition of the general value of individual spiritual experience, which requires not only the mastery, awareness and observance of generally accepted established cultural norms, but also the assimilation of new values, new cultural samples and models of behavior by each individual. The main thing is conviction as a result of one's own spiritual work, the formation of such a personality quality as the ability to have inner freedom to choose one's own priorities, to ensure morality. It is believed, that the main characteristic of a person is his/her authentic experience, transformed into an internal regulation. This is what forms the basis of such a significant verdict – "personality" [11].

Basic cultururation is the deepening of knowledge in the field of one's own and other cultures, comparing their norms, values, ideals, and choosing priorities. If general cultururation is often uncontrolled, basic cultururation is purposeful. Its main task is to spread and encourage the individual to learn the values and norms of culture. It is at this level that "intervention" of relevant institutions takes place in his/her development, which structure cultural knowledge accordingly. These are pre-school, elementary, basic secondary, specialized secondary, professional (vocational), professional pre-higher and higher education institutions. In this connection, the question of the extent and limit of regulation arises.

Professional cultururation is the highest level, firstly, because higher education has a significant cultural potential for the development of cultururation (inculturation and acculturation); secondly, it combines personal, social and professional motivation to study culture in its activity.

Higher education contributes to the growth of cultural needs of young people, the formation of cultural competences, guidelines and motivation for their satisfaction and implementation. In modern conditions, education is a system of assimilation of culture, and culture is the environment, in which a person lives, grows and develops. The cultural and educational sphere significantly affects the process of cultururation of a young person, the clear formation of his/her spiritual world, the definition of moral values, cultural priorities. The set of basic cultural competences contributes to the deepening of cultural knowledge, abilities and skills, the formation of a vitally active personality capable of deep analysis and synthesis of the assets of world and national culture, their transmission in a certain socio-cultural group, of which he/she is a member. Another result of professional cultururation can be considered the formation of a personality as a conscious subject – a reader,

viewer, listener in modern artistic culture and art. This is not a passive contemplation of the work, but an understanding of its valuable meaning, the ability to "complement" or "interpret" it in one's own way. Almost every work of art is designed for such a conditional "additional" interlocutor (communication between the author and the viewer, listener, reader). Ultimately, professional culturation, based on the results of general (everyday) and basic culturation, contributes to the formation of a "human of culture", a creator capable of his/her own cultural creation – producing new cultural and artistic products and services and replenishing the domestic and world space of the corresponding profile.

In the educational sense, the cultural competence of modern youth should be ensured, first of all, by humanitarian (in particular, pedagogical, cultural, artistic) education, the core task of which is the in-depth perception, assimilation and transmission of cultural values in various socio-cultural environments, the initiation of independent creative activity in the production of the latest cultural or artistic ideas, norms, values. The basic elements of cultural creativity are also inherent in higher education institutions of technical and natural sciences, where the peculiarities of world and domestic culture, ethics and aesthetics are studied, humanitarian departments are created, etc.

Particularly favorable conditions for the development of professional culturation and its components (inculturation and acculturation) are created in cultural and artistic higher education institutions. This, first of all, is connected with the increased motivation of future specialists to acquire high-quality professional competences. After all, it is a person's profession that serves as an indicator of his/her culture. Second, experience shows that cultural scientists and art historians are usually devoted to their profession almost all their lives, increasing their knowledge in the field of culture and art. Thirdly, it is in HEIs of the cultural and artistic profile that an appropriate personnel and material and technical training base has been created: highly qualified teachers in this field; special equipment, classrooms for musicians, actors, singers, dancers and other representatives of creative and artistic professions.

Based on the achievements of previous levels of culturation, higher cultural-artistic education provides future specialists in the socio-cultural sphere with a system of professional cultural competences, which can conditionally be combined into five main ones:

- provides a holistic artistic and theoretical thinking of the future professional, capable of building and successfully implementing modern artistic strategies at the regional, national and world levels;
- lays a reliable "knowledge" foundation for further scientific-creative and practical-spiritual activity of a specialist in the socio-cultural sphere;
- contributes at a highly qualified level to spread permanent cultural traditions, values, examples of world and national culture in society, to be both a professional carrier and a professional transmitter (translator) of the best existing cultural assets, and a modern professional creator of new cultural values;
- creates a "core" of effective professionals-listeners, viewers, readers and other consumers of works of artistic culture and art, able to carry out a valuable examination of the work, to give it "ad-

ditional meaning" and "further development" according to the laws of communication "on the border" of eras, forms of vision, listening, awareness, regardless of the artist, of other subjects of creativity;

– stimulates the active creation of a new generation of creative professionals capable of transformations in the sphere of culture and art, fruitful independent artistic creativity, creation, production and dissemination of the latest cultural ideas, values, samples, embodied in various artistic and creative forms, regardless of what they are – a thing, a moral norm, a work of art, a phenomenon of communication or a form of leisure.

Unfortunately, the problem of cultururation in the context of the professional training of specialists for the socio-cultural sphere of the modern globalized space is not yet sufficiently studied, which is connected with a certain existing unfounded, biased attitude towards humanitarian, and therefore cultural and artistic education, as secondary. One of the convincing evidences of this is the constant decrease in the volume of state orders for the training of specialists of the specified profile. We share the experts' opinion about the deeper causes of this negative phenomenon: "In the globalized world, the vectors of the development of education and culture have become not unidirectional. Reviving and resuscitating the cultural function of education is the main task of cultururation" [1].

The key element in the educational-scientific, creative and upbringing process of the Kharkiv State Academy of Culture (KhSAC) is the cultural approach, thanks to which cultururation acquires signs of systematicity, becomes an end-to-end phenomenon, the main results of which are the interconnected general cultural, basic cultural and professional cultural training of specialists for socio-cultural spheres of Ukraine and the world.

As you know, culturology is a science that studies culture as a whole, provides an opportunity to study many natural, social, economic, ecological, educational, informational, and other objects and phenomena as cultural phenomena [8]. The cultural approach integrates the research potential, acquired by sciences that study culture (philosophy of culture, history of culture, theory of culture, art history, psychology of culture, etc.). The consideration of art history in the context of the cultural approach is conditioned by the inclusion of artistic practices in the cultural processes of the development of society, consideration of art as a subsystem of culture. Synthesized directions of scientific and educational studies are being formed: "musical culture", "vocal culture", "stage culture", "media culture", "communication culture", "student subculture", etc. The implementation of the provisions of the cultural approach in the processes of inculturation and acculturation in higher education allows, on the one hand, to assimilate universal human values, and, on the other hand, to adhere to the principle of cultural identity, cultural conformity of the individual. This is of particular importance for the educational process in institutions of higher education, since cultural experts, art historians and other artists are the professional leaders of culture in society. **Fig. 1.1.3** presents the intersystem interaction of culture and higher education on the basis of cultururation in its general, basic and professional dimensions.

The first subsystem of cultururation in the educational process is general cultururation, which performs a compensatory function in the general development of the student's personality, his/her "enculturation".

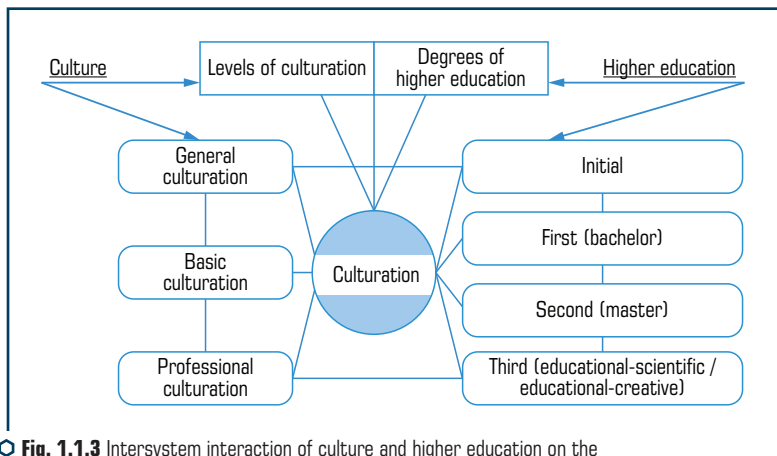


Fig. 1.1.3 Intersystem interaction of culture and higher education on the basis of cultururation

The modern socio-cultural environment of Ukraine requires high general cultural development of the individual and society in general. Nowadays, it is impossible to successfully act, create, work, live in culture without basic knowledge about it. Localization of the provision of general cultural competences in higher education is due to a certain "lag" in the general cultural development of the individual and society, which is typical for the vast majority of countries in the world, in particular for Ukraine. Higher education is forced to fill this gap. However, the main task of cultururation in higher education institutions is the assimilation of basic and, especially, special professional competences on the basis of inculturation and acculturation.

A graduate of KhSAC is not only a well-educated, culturally educated person, but also a professional carrier, transmitter, translator of the best domestic and world cultural samples, norms, cultural traditions in the modern globalization socio-cultural space. KhSAC trains personnel for the socio-cultural sphere within educational-professional and educational-scientific directions: culture and art, humanitarian sciences, social work, etc. As an institution of higher education, it can be considered as a systemic dual-contour education: basic and special (professional) cultural training of graduates. The interaction at the level of the system connection "culture – education" acquires a complex multi-level character here. At the same time, the transitive element of this intersystem interaction is cultururation, and the space of interaction is the cultural and educational environment.

Modern educational science and practice should choose a new strategy and tactics related to the development of cultural properties and personality qualities. The ideal of higher education is spirituality, morality as one of the highest values that encourage a person to make a choice between good and evil, truth and lies in favor of kindness, beauty, freedom, creativity, etc. Values determine the goals of education, which, in turn, are caused by the axiosphere of culture.

An axiological approach ensures the formation and transmission of the best examples and values of culture. It is axiology as a science of values that lays the foundation for the cultural development of the individual. It is a methodological guideline that determines the essence of the student's value consciousness. This subsystem of cultivation ensures the entry of an individual into a culture, his/her assimilation of traditions, habits, norms and patterns of behavior in a specific culture, mainly his/her own, the processes of development of relations between a person and his/her culture, the fullness of content meanings of life scenarios, in which the main features of the personality, determined by the culture, are manifested, enrichment of native culture with such a personality [4].

The processes of inculturation and acculturation are organically combined in the educational, scientific and upbringing activities of higher education institutions. Thus, Ukrainian students not only deepen their knowledge of their national culture and language, they master the peculiarities of the entire cultural heritage of humanity, join the culture of other nations, study foreign languages, communicate, study, spend meaningful leisure time with students who are citizens of other countries, the result of which is expansion of the worldview, development of tolerance, establishment of intercultural communication. Dialogic communication between Ukrainian and foreign students and postgraduates acquires a particular importance under the conditions of rapid expansion and diversification of the cultural space in the globalized society in the direction of transcultural shifts, as a result of which the formation of a "new" identity of modern youth appears as an urgent problem.

Modern art and cultural creativity uses the palette of all cultures. Therefore, the elements of a certain culture are additionally "colored", vary in the space of transcultural art. This gives the individual the opportunity to freely choose the tradition that he/she wants to "appropriate", that is, to make it his/her own.

On the other hand, the positive result of dialogical relations of the individual is the creation and maintenance of one's own cultural identity. Transcultural interaction, based on the principles of openness, tolerance, avoiding conflicts in relations between students-speakers of different cultures, overcomes the "closedness" of spheres of cultural life, creates a space for "transcultural" creativity. Intercultural communication makes it possible to move from the traditional division of representatives of all cultures into "own" and "foreign" to the basic relationship "Me – the other", promotes self-knowledge, forms a view of oneself "from the outside", enriches and completes one's own cultural identity [12]. Transculture is a new principle of cultural development that mediates relations between cultures, which is widely used by KhSAC in educational-scientific, creative-executive and upbringing processes.

The organizational center for the implementation of acculturation regulations at KhSAC is the Center for Intercultural Communication and Social Integration of Foreign Students, created in 2013. According to its "Regulations", the tasks of the center are: formation of an educational and cultural environment as an environment for self-realization of foreign students; providing protection, assistance and support to foreign students in order to overcome "culture shock", their successful social adaptation, social integration and socio-cultural individualization; creation of a social and educational environment for cultural cooperation. Joint socio-cultural events

contribute to the rapid assimilation of foreign languages by Ukrainian students and, accordingly, of the Ukrainian language by students-citizens of other countries. Experience confirms that learning a foreign language is most effective under the conditions of direct presence of a person in the appropriate speech environment, when the language is learned practically and holistically. The activities of the Center allow to maximally involve foreign students in the broad socio-cultural context, the implementation of intercultural communication in various forms and situations of socio-cultural and socio-communicative interaction, which positively affects the development of social intelligence, tolerance skills, interpersonal and intercultural relations, communicative competence, i.e. promotes the socialization of foreign students in the educational and cultural environment of the institution of higher education, the socio-cultural space of Kharkiv, Ukraine in general. Thus, an end-to-end process of cultururation is carried out in the educational process and in extracurricular time at KhSAC that is an important factor in the formation, increase of the cultural potential of the individual, development of needs, abilities, skills to act adequately in the socio-cultural space in general, and the educational and cultural environment of higher education institutions in particular. Cultururation in higher educational institutions of cultural and artistic profile permeates all types of student activity: educational-cognitive, scientific-research, creative-executive, gives it a value-oriented, transformative, communicative character [8].

As mentioned, the most important subsystem of cultururation in higher education can be considered professional. If the basic cultururation is aimed at the general cultural development of the individual, his/her "encultururation", helps him/her become a cultured, intelligent, intellectual, creative person, then the special subsystem is aimed at the student obtaining in-depth professional cultural knowledge both during training and through self-education.

CONCLUSIONS TO SUBSECTION 1.2

1. Three levels can be conventionally distinguished in the system formation of cultururation: general (everyday) cultururation, basic cultururation, professional cultururation.

2. A feature of general cultururation is its all-encompassing nature, the perception and observance by an individual of the generally accepted in society, exemplary norms of behavior in various life situations; it ensures a high level of general personal culture.

3. Basic cultururation is the deepening of knowledge in the field of one's own and other cultures, comparing their norms, values, ideals, choosing priorities; at the level of basic cultururation, relevant official institutions that structure cultural knowledge are involved in its development.

4. Professional cultururation is its highest level, because higher education has significant cultural potential for the development of cultururation (incultururation and accultururation), it combines in its functioning social, personal and professional motivation to study culture.

5. General cultural personal development should precede basic and professional development or take place in parallel with them; previous levels of cultururation open the way to the acquisition

and renewal of professional knowledge necessary for a person today and in the foreseeable future, the formation of his/her intellectual personal qualities.

6. Culturation is "inscribed" in the general structure of education in Ukraine, which performs its specific functions in relation to it. These are preschool, primary, basic secondary, specialized secondary, professional (vocational), professional pre-higher and higher education institutions that structure and "dose" cultural knowledge. In this connection, the question arises about the extent and limit of regulation.

7. The three levels of culturation together provide an opportunity for an individual to fully enter the wide space of culture, acquire a systematic view of it, develop such traits of a cultured person as intellectuality, benevolence, tolerance, intelligence, openness, sociability, etc.

1.3 DIRECTIONS OF IMPLEMENTATION OF CULTURATION IN A HIGHER EDUCATION INSTITUTION

Specially trained professionals – bachelors, masters, doctors of philosophy – highly qualified specialists in the socio-cultural sphere are able to harmonize, humanize, and "enculturate" the modern multicultural globalization society. KhSAC offers young people a wide range of different specialties, and most importantly, it guarantees a high level of quality education. Currently, personnel training in 11 specialties is carried out here; 27 educational-professional and 3 educational-scientific programs. Each of them has a powerful cultural and artistic potential, which contributes to the development of inculturation and acculturation in higher education institutions. The nomenclature of KhSAC specialties and educational and professional programs is presented in **Table 1.1.1**.

Currently, among the specialties at HEI are cultural studies, musical art, performing arts, audiovisual art and production, choreography, management of socio-cultural activities, journalism, tourism (cultural tourism), psychology, information, library and archival affairs, museum studies, monument studies, etc. In order to expand educational services, taking into account the current situation on the labor market, the expectations and requests of higher education seekers, KhSAC is introducing three new educational and professional programs for bachelors: digital museum industries; presenter of audiovisual programs; video blogging and television reporting. Since 2023, KhSAC has opened a creative post-graduate program for the preparation of doctors of arts in the specialties 021 Audiovisual Art and Production and 025 Musical Art.

Graduates of these specialties get the opportunity to perform their duties at a high professional level in the modern socio-cultural and socio-communicative space as professional carriers and translators of the best national and world cultural traditions, models, and values. Therefore, professional culturation is a mandatory, priority component of the educational and scientific process of higher educational institutions of the cultural and artistic profile. For their graduates, culturation becomes the main function of the entire professional life in society, the basis of which is created by institutions of higher education. In this sense, we should talk about an organic combination of the educational and cultural paradigm of personnel training for the modern socio-cultural sphere of Ukraine.

1 CULTURATION OF PERSONALITY IS A KEY TREND OF HIGHER CULTURAL AND ARTISTIC EDUCATION

Table 1.1.1 List of specialties and educational programs of Kharkiv State Academy of Culture

| Nº | Faculty | Specialty | Educational program |
|-----------|---|--|--|
| 1 | Culturology | 028 Management of socio-cultural activities 034 Culturology 061 Journalism | Culture management Fundamental and applied culturology Advertising and public relations in the socio-cultural field Social and cultural journalism |
| 2 | Social communications and museum-tourist activities | 027 Museum studies, landmark studies 029 Information, library and archival affairs 053 Psychology 242 Tourism | Digital museum industries Information and documentation activities Digital information management Psychology Tourism studies |
| 3 | Audio-visual art | 021 Audio-visual art and production | Video blogging and television reporting Presenter of audiovisual programs Directing of television and audiovisual projects Film direction and screenwriting Cinema and television cameramanship Photography and videography |
| 4 | Choreographical art | 024 Choreography | Folk choreography Ball choreography Modern choreography |
| 5 | Musical art | 025 Musical art | Academic singing Variety singing Orchestral wind and percussion instruments Orchestral string instruments Musical variety art Folk instruments Folk singing Choir conducting Piano |
| 6 | Performing art | 026 Performing art | Acting art of drama theater and cinema Directing of shows and art projects |

In order to identify the level of formation of cultural competences, an online survey of 150 students of 5 KhSAC faculties was conducted in 2021–2022 academic year: cultural studies; social communications and museum-tourist activity; audiovisual art; choreographic art; musical art and performing arts. The research covers a wide range of problems – from the value orientations of bachelors, masters and future doctors of philosophy to the quality of acquired knowledge and the efficiency of their assimilation. 15 questions were selected by priority level. Visualization of typical responses of research respondents according to the most indicative results is presented in **Fig. 1.1.4.**

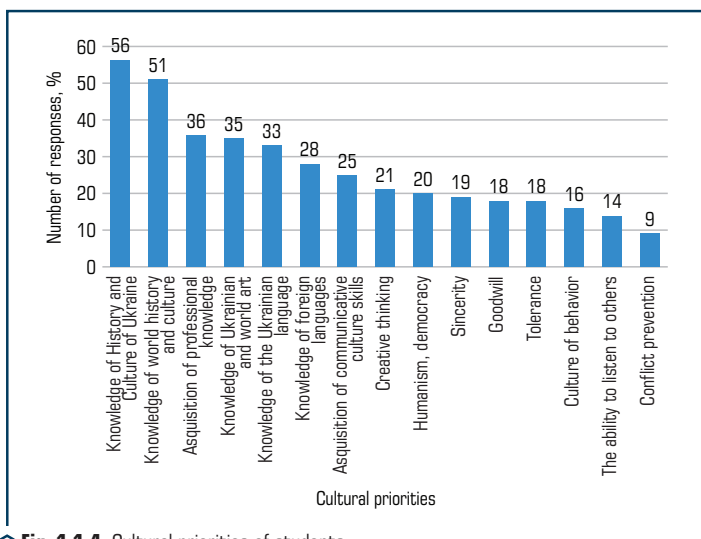


Fig. 1.1.4. Cultural priorities of students

The results of the study indicate that the students' priority is the cognitive cultural component. Namely: knowledge of the history and culture of Ukraine (56 %); knowledge of world history and culture (51 %); acquisition of professional knowledge (36 %); knowledge of Ukrainian and world art (35 %); knowledge of the Ukrainian language (33 %); knowledge of foreign languages (28 %); acquisition of communicative culture skills (25 %); creative thinking (21 %). Other cultural qualities received almost the same amount of priority. Among them: humanism, democracy (20 %); sincerity (19 %); goodwill (18 %); tolerance (18 %); culture of behavior (16 %); the ability to listen to others (14 %); conflict prevention (9 %), etc. The answers of senior students proved that, on the one hand, cultururation incorporates all cultural aspects of human life, and, on the other hand, combining with education, it gives rise to the emergence of "new pedagogical values, including spirituality, tolerance, dialogue, co-existence, etc." (S. Hessen) [3].

The cultural preferences of Ukrainian and foreign students generally coincide. By cultural identity, each of the groups understands its own culture, which is provided by inculturation; interest in studying other cultures grows, which ensures mutual understanding, intercultural communication between all participants in the educational process, which is provided by acculturation. This is another confirmation of the need to teach students cultururation culture: through the strengthening of cultururation and acculturation components of specialized courses of the cultural-artistic profile; due to the expansion of the range of elective courses. In some higher education institutions abroad, students study elective courses for up to half of their courses [13]. Of course, world and European experience cannot be mechanically transferred to higher education in Ukraine – adaptation and a creative approach are necessary, taking into account Ukrainian and other national cultural traditions, values, norms, ideals, etc.

Implementation of the guidelines of professional cultururation in the educational and scientific process of the higher school involves in-depth study of educational disciplines of the cultural cycle by students: cultural studies; theories and histories of culture; ethnocultural studies, theory and history of world culture; theory and history of Ukrainian culture, other special disciplines and courses of choice in the cultural direction. Of course, the nomenclature of educational disciplines of the culturological cycle in the training of culturologists is much wider, which contributes to their acquisition of a system of in-depth cultural competences. Among the professional training courses for bachelors of culturologists: introduction to cultural studies; history of world culture; history of Ukrainian culture, folk art; ethnocultural studies; social and cultural anthropology; sociology of culture; theory of culture; international cultural relations; sociocultural design; information technologies in cultural studies; ethics and aesthetics, etc. The following subjects are taught for masters: methodological problems of cultural studies; historiography of the history of culture; method of teaching cultural disciplines; theory and practice of modern sociocultural research; philosophy of culture; methods of cultural analysis of works of art; basics of computer graphics; Internet information resources on the history of culture and art; social networks in scientific and educational practice; cultural broadcasting and other special subjects and courses of to the cultural direction.

It should be noted, that the kinship of cultural-artistic educational-professional and scientific-professional programs of future specialists of the socio-cultural sphere of Ukraine allows conditionally determining the nomenclature of educational disciplines at the level of general, special and individual, related to the specifics of the specialty, educational program, a person-oriented approach to training of cultural and artistic personnel. Let's illustrate this with the help of a comparative analysis of the list of educational disciplines of future PhDs in two specialties: 034 Cultural Studies and 025 Musical Art (**Fig. 1.1.5**).

A comparative analysis of educational disciplines in the specialties 034 Cultural Studies and 025 Musical Art shows that most courses provide the involvement of cultururation on the basis of in-depth inculturation: the study of basic Ukrainian culture, as well as acculturation: familiarization with cultural values and artefacts of other countries of the world. Intercultural communication

and mutual enrichment of cultures is facilitated by the fact that Ukrainian and foreign students (postgraduate students) work in partnership in the classroom and outside it, enriching each other with their own and borrowed cultural heritage.

Professional cultural and artistic training of future specialists in the socio-cultural sphere is provided by both general and special disciplines, as well as elective courses. The latter may change every year at the students' decision.

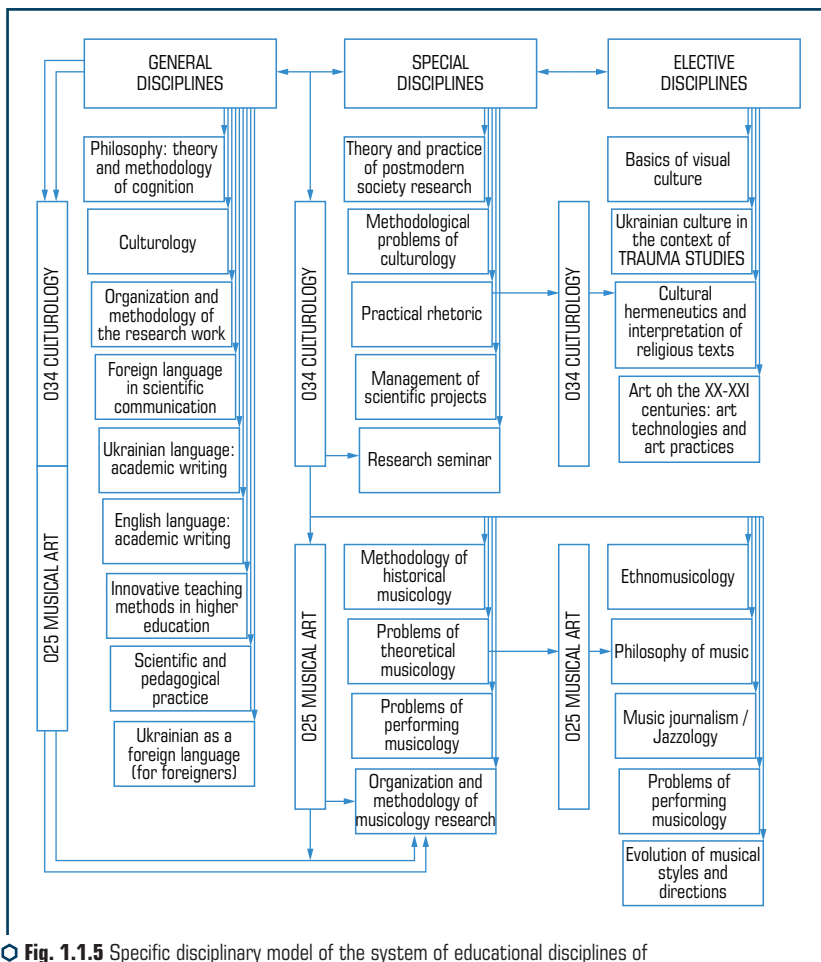


Fig. 1.1.5 Specific disciplinary model of the system of educational disciplines of specialties 034 Culturology and 025 Musical Art (Doctor of Philosophy)

Among the general disciplines of the specified specialties and educational and scientific programs: philosophy; theory and methodology of cognition; cultural studies; organization and methodology of research work; foreign language in scientific communication; Ukrainian language: academic writing; English language: academic writing; innovative teaching methods in higher education; scientific and pedagogical practice.

At the level of special training of culturologists, the following subjects can be named: methodological problems of cultural studies; theory and practice of postmodern society research; practice of rhetoric (practice of academic communication); management of scientific projects: foreign practice of approbation of research results; research seminar. At the individual level, the following elective disciplines can be named: basics of visual culture; Ukrainian culture in the context of TRAUMA STUDIES; cultural hermeneutics and interpretation of religious texts; art of the 20th–21st centuries; art technologies and practices.

The nomenclature of special educational disciplines in the specialty Q25 Musical art differs from the cultural specialty. Among them: methodology of historical musicology; problems of theoretical musicology; problems of performing musicology; organization and methodology of musicological research. The individual is related to the elective block of disciplines of general and professional training of musicologists. Among them: philosophy of music; ethnomusicology; music journalism/jazzology; problems of performing musicology; evolution of musical styles and trends.

Of course, professional culturation as the formation of a personality of "cultural consciousness" is not limited to students' assimilation of the amount of disciplinary knowledge in the field of artistic culture and art. It is a stimulating and motivational sphere of consciousness, a form of practical and spiritual activity of a graduate-specialist as an independent and self-sufficient subject of artistic and creative activity, a creative professional capable of generating, creating and spreading new cultural values, models, norms, meanings, forms in society. So, in the disciplinary sense, professional culturation can be conditionally presented as a complex of general, special and individual educational disciplines, which depends on the specifics of the educational and professional direction, specialty and specialization of personnel training for the socio-cultural sphere. An example of cultural activity can be course, diploma, master's projects, aimed at researching the cultural traditions and heritage of the world, a certain country, region, city, the life and creative path of a famous artist: cultural researcher, art critic, composer, musician, painter, designer, director, actor, cinematographer, writer, poet, etc. An in-depth analysis of the main works of the artist, determination of the place of his/her work in modern art through an aesthetic (meaningful, stylistic, performance, etc.) assessment and expression of one's own judgment is a mandatory component of qualifying works of art profile students. Specific forms of cultural creation are also the production and presentation of one's own creative products (films, songs, arrangements, instruments, scenarios, folklore interpretations, etc.) at master classes, art workshops, trainings, coachings, international and all-Ukrainian conferences, competitions, festivals, exhibitions, etc. The best student works are transformed into a new socio-cultural product, with the help of which it becomes possible to identify the main "cultural centers", fill existing gaps in traditional cultural values, create and spread

new cultural ideas, samples, norms, values of one's own generation, enriching the regional, national and world culture and art.

KhSAC students acquire a system of basic and professional cultural competences through the assimilation of cultural texts, signs, symbols, meanings, material and spiritual objects of culture. Future experts in the modern socio-cultural sphere, KhSAC graduates are competent carriers of culture, professional mediators, transmitters of the best domestic and world cultural examples, values, and contents in socio-cultural time and space. They are called to professionally ensure cultural transmission – a process, thanks to which culture is transmitted from past generations to future ones, ensuring the succession of culture, its continuity in socio-cultural time and space. This involves the establishment of both direct contacts (communication) between the active carriers of culture and/or mediated communication, where the communicators are professionals, and the recipients are listeners, viewers, readers, etc.

As mentioned, the culturological approach, the main means of practical implementation of which is cultururation, gives culture a key status in the educational and scientific process of higher education institutions of cultural and artistic profile. Currently, KhSAC is a kind of model of implementation of methodological guidelines of cultururation in the form of inculturation and acculturation into educational, scientific, creative, performing and upbringing activities.

The practical implementation of inculturation and acculturation in all types of activities of higher education institutions is a painstaking, long-term process that acquires signs of continuity. This is related to many circumstances: the student's level of possession of the values, norms, ideals of his/her own culture, motivation to develop identification qualities in his/her own or someone else's cultural environment; the student's desire to gain knowledge about other cultures and languages, which ensures his/her quick adaptation to a new cultural (multicultural) space. New life or professional circumstances can make certain adjustments to the content of inculturation and acculturation. The time factor is also important: how long the student plans to study (work) in this country or stay in it for the rest of his/her life. So, we are talking about the need to introduce an individual, professionally oriented approach to each student: Ukrainian or foreign, into the educational process of higher education institutions.

Thanks to this, the systematic, integrative cultural training of future specialists in the socio-cultural sphere of Ukraine is ensured. It is, first of all, about the system-dynamic connection, interdependence and complementarity between the personal, basic and professional "enculturation" of the KhSAC graduate. In this case, the general cultural development of the student not only precedes the professional development, but also occurs in parallel with it. Secondly, the problem of cultural studies goes beyond the competences of only cultural disciplines, it "penetrates" almost all educational courses of the socio-humanitarian cycle, acquires an interdisciplinary, transdisciplinary character. High-quality cultural preparation of KhSAC bachelors, masters and doctors of philosophy is provided by educational-professional and educational-scientific programs, curricula, educational disciplines of the cultural-artistic cycle. In this case, learning should "grow" to cultururation, which happens only when the teacher him/herself, as a subject of the educational and educational-scientific process, is the

bearer of general, basic and professional culture, perceives his/her subject as a "work, creation of culture" [6]. The teaching corps of KhSAC is one of the main subjects of forming a high-quality internal socio-cultural environment of higher education institutions and the external socio-cultural space of Ukraine in general. Currently, 222 full-time teachers are successfully working here, in particular – 58 doctors and 122 candidates of sciences, most of whom have scientific degrees in cultural studies, art history and social communications, as well as academic titles of professor or associate professor, honorary titles of people's or honored artist or journalist.

A reliable means of developing inculturation and acculturation in higher education institutions is scientific activity, in the development of which teachers, doctoral students, graduate students and students from different cultures take an active part. They have the opportunity to study and discuss issues related to the culture and art of Ukraine, their own country or other countries of the world. A reliable scientific infrastructure has been created at KhSAC: postgraduate studies, doctoral studies, two specialized academic councils with the right to accept and defend doctoral (candidate) theses in cultural studies, art history and social communications are successfully operating; two specialized scientific collections "Culture of Ukraine" and "Bulletin of the Kharkiv State Academy of Culture" are published; fundamental and applied research works are developed; the authority of international and all-Ukrainian scientific conferences increases; authoritative scientific and art schools of cultural-artistic and information direction are functioning; Leading specialists from different regions of Ukraine and other countries of the world act as members of editorial boards, specialized scientific councils, opponents, and experts.

A vivid example of KhSAC's successful implementation of cultural guidelines is the over 25-year experience of two specialized academic councils: D 64.807.01 in two scientific specialties: theory and history of culture, Ukrainian culture in the field of cultural studies and art history; and D 4.807.02: bibliography, library science, bibliographic studies in the field of social communications. The first special council is characterized, firstly, by the active use of the cognitive capabilities of the cultural approach, and, secondly, by the wide geographical area of defenses, which includes specialists from 6 foreign countries (USA, Canada, Ethiopia, Jordan, China, Azerbaijan) and all regions of Ukraine.

The conceptuality and fundamentality of scientific research in cultural studies and art history are increasing, the problem-thematic composition of dissertations is expanding. Theses, defended in the KhSAC special council, are distinguished by a solid methodological base, the application of cognitive capabilities of various general scientific approaches and methods. Interdisciplinary (transdisciplinary) research provides the most significant scientific results. The specificity of many doctoral and candidate theses is the application of the cultural approach to solving a scientific problem. KhSAC scientists have made significant efforts to clarify its essence, to specify the transdisciplinary direction. Conventionally, the essence of the culturological approach can be reduced to the following key positions: the subject field of this approach is always culture (in the broad sense – as a phenomenon, in the narrow sense – as a specific sphere); research is carried out using the conceptual and terminological apparatus of cultural studies; the formed methodology contains

some pronounced signs of scientific universality but also has certain priorities in local studies of culture and art, which allows considering the object, process, phenomenon in a cultural aspect; the predominance of the dominant value over other foundations of the study of culture in all its manifestations. The problem-thematic range of theses is wide. The main attention in cultural-artistic studies is devoted to issues of the development of culture and art in global society, the identification of current trends and problematic issues, the disclosure of dynamics, patterns of development and efficiency of the studied industries. These issues are usually related to music, theater (scenic), choreographic, audiovisual art. Inculturation and acculturation aspects are present in almost all theses, but they are usually of a latent nature. One of the reasons can be considered that the concepts of "culturation", "inculturation" and "acculturation" have become more widely used in the world educational and scientific space than in the Ukrainian one.

A systematic understanding of professional culturation in combination with its components – inculturation and acculturation, is possible in the practical plane as culture creation or culture production, as the production by students of their own cultural products and services that correspond to the values, ideals, needs of their own or other cultures.

Specialists consider the cultural product in two contexts. The first is as a result of cultural production, which depends on the specifics of the cultural and artistic work and the communication of the producer with the audience, that is, in the aspect of the specifics of the consumption of the cultural product. The second is as a tool of cultural dialogue and cultural diplomacy. In this case, three main aspects are combined: cultural work (peculiarities of its perception), cultural consumption (dialogue of the artist with the audience, ethics of artistic production), peculiarities of the ecosystem of cultural production of Ukraine [14].

A cultural product in the broadest sense (artistic or cultural activity) is a product or service that publicizes value orientations, beliefs, ideas and cultural codes of society and vectors of its development. Of course, an actor, director, musician, singer, conductor, choir master, ballet master, etc. are creators and bearers of certain cultural and artistic directions and forms: virtual library, museum, exhibition, catalog, exhibit, theater, author's work, concert, show, other expressions of material and immaterial culture. Thus, the product of the students of the educational and professional program "folk singing" is the search, examination, reconstruction and performance of Ukrainian (including regional and local) folklore. These are: dance, wedding, ceremonial, lyrical and lullaby songs, epics, romances, carols, spring songs, wails, ditties, oral verbal creativity, folk drama, humor, children's folklore (funny songs, fables, fairy tales, counters, pastiches, consolations, tongue twisters) etc. Many of them were introduced for the first time not only in domestic, but also in world art circulation. At the same time, foreign students also study the peculiarities of Ukrainian music. Topics include: "Vocal art and theatrical antepizes in Ukraine in the second half of the 19th century", "Tendencies of modernization of the chamber-vocal sphere of creativity in Ukrainian music of the second half of the 20th–21st centuries" etc. Both of them actively work on masterpieces of artists from other countries of the world, which requires entering into the specific culture of each of them. That is, a multicultural student community on the basis of inculturation

and acculturation is able to create exclusive, creative cultural and artistic products and services of its own generation. Modern higher education of a cultural and artistic profile, developing the talent of its students – future specialists, teaches them the peculiarities of intercultural communication between the creator of culture and the audience in dialogue with other cultures.

Of course, the processes of inculturation and acculturation do not end within the walls of one institution of higher education. Education of students in higher education institutions is only one of the important components of a holistic system of professional culturation. Studying one's own and other cultures does not end with the educational process. Culturation (inculturation, acculturation) enriches its means and forms in the system of postgraduate education (**Fig. 1.1.6**).

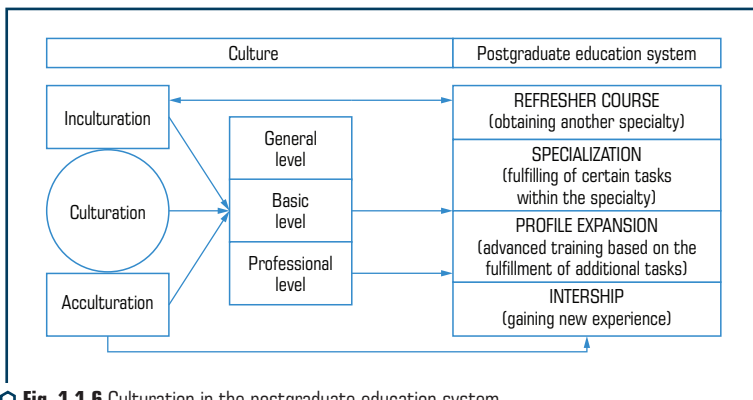


Fig. 1.1.6 Culturation in the postgraduate education system

The advanced training system in Ukraine expands the multiculturalism of the professional community, it includes: retraining (acquiring a different speciality), specialization (acquiring individual tasks within the speciality), expanding the profile (upgrading qualifications, performing additional tasks), internship (acquiring new professional experience), etc. Of course, the exchange of interns requires them to study the socio-cultural environment of the respective regions of Ukraine and other countries of the world. Graduates of higher education institutions consider this system as an opportunity to obtain a second speciality in the future, which opens up new perspectives for the implementation of inculturation and acculturation. Today, having a double major is very prestigious. This makes it possible to be more mobile and competitive in the labor market. The factor of professional self-realization (desire for education and professional development) is also important. It is also necessary to take into account the desire of specialists for in-depth study of their speciality, which will contribute to their professional growth. They strive for self-development, self-realization. For the development of cultural and professional competences, it is necessary to constantly acquire new knowledge and communicate with specialists – carriers of different cultures and values.

CONCLUSIONS TO SUBSECTION 1.3

1. The results of the conducted sociological research and the analysis of the real practical experience of higher education institutions show that modern students are purposeful in following the guidelines of cultururation, which are implemented both in latent and open form, include both cognitive and qualitative-functional components.

2. Institutions of higher education should ensure the unidirectional development of the "education-culture" system formation, ensuring the unity of inculturation and acculturation at the institutional level.

3. In the multicultural environment of Ukraine, students may lose their cultural identity, level the values, norms, achievements of other cultures. Harmony can be achieved through the implementation of the principles of dialogue between cultures and intercultural communication.

4. Cultururation should encompass all types of activities of modern higher education institutions: educational, scientific, upbringing, creative-executive, managerial, leisure, etc.

5. The main means of successful implementation of cultururation and its components (inculturation and acculturation) is the educational process, which should involve not only students and teachers, but also other stakeholders responsible for the quality of education.

6. Particularly favorable conditions for the implementation of inculturation and acculturation are created in cultural and artistic higher education institutions through the introduction of profile specialties; educational-professional and scientific-professional programs. Among the specialties: management of socio-cultural activities; cultural studies; journalism; museum studies, monument studies; information, library and archival affairs; psychology; tourism; audiovisual arts and production; choreography; musical art; stage art.

7. The kinship of specialties makes it possible to determine common academic disciplines that all students study, which ensures their cultural and professional understanding, a dialogue of cultures, and opens up opportunities for their own cultural creativity and cultural production.

8. A proven means of successful development of inculturation and acculturation in higher education institutions is scientific work, in the development of which students, graduate students, doctoral students, teachers, other employees of the educational institution, as well as Ukrainian and foreign specialists participate.

The substantive content of their research has a cross-cutting nature: some explore the peculiarities of Ukrainian culture and art, while others, on the contrary, are concerned with the specifics of other cultures.

9. Graduates of cultural and artistic higher education institutions are future professionals in the socio-cultural sphere, trained in cultural creativity. On the one hand, they identify, develop and publicize the best examples (monuments) of Ukrainian and world culture and art, and, on the other hand, create products of their own generation (virtual museums, libraries, archives, songs, dances, clips, shows, etc.), enrich the multicultural Ukrainian and world socio-cultural space with new products and services.

10. The study of culture does not end with this higher education institution, student youth have the opportunity to supplement their knowledge of culture in the system of advanced training, through self-education and self-development in a combination of professional, social and personal ideas about their own or other cultures in the complex period of globalization of society.

1.4 CULTURATION AND COMMUNICATIVE CULTURE OF THE PERSON

The world and domestic experience of introducing cultururation and its main subsystems – inculturation and acculturation into the educational process of the modern higher school depends on the choice of communication strategy, which in this case is considered in two main aspects: subject-object (the relationship between a person and any cultural objects, tangible and intangible, etc.) and subject-subject (interaction, communication of teachers and students, other stakeholders of the educational process, all involved in ensuring the quality of higher cultural and artistic education).

Communicative culture is one of the important professional competencies of cultural and artistic graduates. It involves the ability to quickly navigate in the culturally rich world, aimed at realizing personally significant goals during interpersonal or business interaction, which is based on the dialogue of equal partners. Mastering by the future specialist of the socio-cultural sphere, the culture of academic communication, forms his/her ability to work in a team, to establish friendly relations in the system formations "student-teacher", "student-student", "student-educational environment", "graduate-employer", which ensures the translation of the best cultural examples into the production sphere, increases the specialist's ability to empathy, reflection and tolerance in the conditions of inculturation and acculturation.

A higher school should teach a student professional culture, responsible decision-making, and creative activities, in which four important segments can be conventionally identified:

- 1) the ability to communicate with culture and in culture;
- 2) the ability to preserve culture;
- 3) the ability to reproduce culture;
- 4) the ability to self-reproduce in culture.

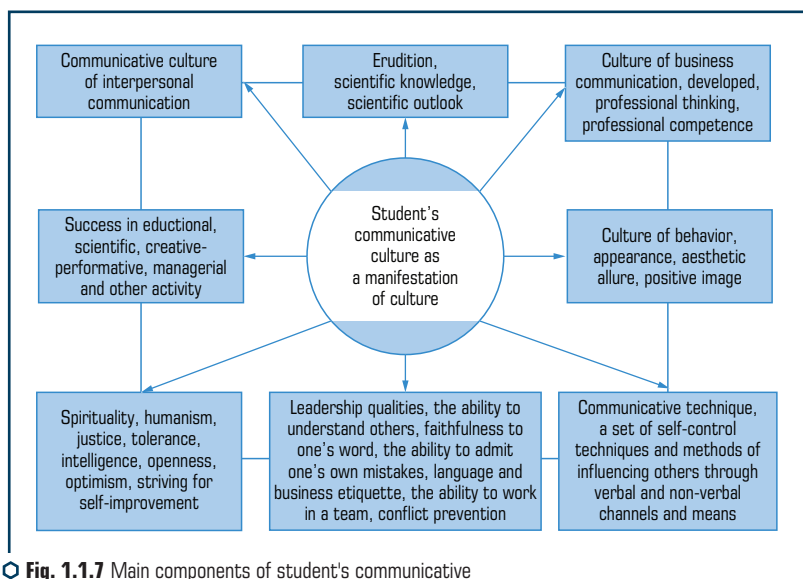
Culture as a social phenomenon is a multifaceted sphere of human relationships. It is a spiritual component of society's life, therefore it includes such important aspects as values, traditions, models of behavior, ideals, etc. The development of culture depends on the construction of effective communication strategies and intercultural communication.

The relationship between culture and communication acquires a new relevance in connection with the globalization process, within which cultural features are transformed, somewhat erased. Under the conditions of increasing mobility, two main tasks arise more and more often:

- 1) in-depth study of the peculiarities and development of one's own culture through inculturation;
- 2) the ability to effectively communicate and integrate into a foreign culture through acculturation.

Particularly favorable conditions for their development are provided by a cultural and educational environment with a developed subject-subject interaction of all participants in the educational process, including students and teachers.

The main components of students' communicative culture as a manifestation of culturization are shown in **Fig. 1.1.7**. Among the most important of them: the culture of (interpersonal and business) communication; positive image; tolerance; the culture of behavior; the ability to take responsibility; compliance with moral standards; the ability to listen and understand others; the ability to work in a team; language culture, etc. The presence of these communicative qualities in students contributes to their faster adaptability and increased effectiveness of communication.



○ **Fig. 1.1.7** Main components of student's communicative culture in the aspect of culturization

Therefore, inculturation and acculturation are the key to the integral process of forming the communicative culture of an individual, necessary for effective communication. The category of communication is so extensive that it is considered from different positions: as an activity, a specific form of interaction between people, as a necessary condition for life; a means of transmitting culture and social experience, a way of revealing the subjective world, a means of influence, etc. [15].

Communicative culture of a person has a wide scale, it is formed at the micro-, meso-, exo-, macro- and mega levels. The first micro-level level of communication (auto-communication) occurs when a student, before disclosing his/her knowledge or presenting his/her own creative product

or service, first individually "discusses" all the details of the event. The meso-level of communicative development provides a systemic "student-teacher" relationship, within which the closest interpersonal (intercultural) relationships and business communication develop. The exo-level of the student's communication culture is determined by the system connection – "student-internal educational environment", which involves scientific, scientific and practical workers, and other employees of this higher education institution. The macro-level of intercultural and business communication goes beyond the boundaries of this higher education institution, they are localized in the system of professional development, in theaters, museums, art groups, music schools, libraries, archives, other educational and socio-cultural institutions, where graduates of the higher education institution continue their education or carry out professional activities, supplementing and using their knowledge in the field of inculturation and acculturation. The importance of the mega-level of the communicative culture of modern students increases in connection with the expansion of international relations of Ukrainian higher education institutions, the opportunity to participate in the international exchange of teachers and students, international grant projects, internships, international scientific conferences, creative competitions and festivals. The specified levels ensure the formation of a system of communicative culture of the individual and society, which is based on the principles of inculturation and acculturation and is a guarantor of understanding between students representing different cultures of Ukraine and the world.

The culture of communication is formed gradually, as a person matures. It is in youth that worldview searches take place, and ideals are found. This is the time of self-determination in life and culture. Communication, being one of the spheres of life, plays a special role in youth. It becomes the social platform where the basic social and communicative needs of youth are realized. The educational system connection "student-teacher" is later translated into a professional communicative connection – "graduate-employer".

The "student-teacher" relationship, which forms a system of junior partnership, is of particular importance for the acquisition of communicative competences. In this sense, KhSAC has changed the emphasis in the training of culturologists and art historians – they are not only specialists in their field, but, first of all, people of culture.

In the "student-teacher" communication system, the role of the teacher as the student's senior partner is of particular importance. A teacher must be a cultural person: identify him/herself with his/her own culture, share the values and norms of other cultures. The teacher should form a culture of communication between him/her and the students, based on humanization and democratization of higher education, trust, openness, cooperation, etc. Establishing close interpersonal and business communication between students and the teacher is the high general culture and erudition of the latter, his/her professionalism and deep knowledge of the subject, respect for students, stimulation of their motivation, enthusiasm in intellectual, creative and performing activities, flexibility and non-standard decision-making, satisfaction from communication with students, etc. The communicative connection "student-teacher" should be mutually defined as an important, unidirectional, mutually beneficial process, which, on the one hand, contributes to the preservation

of the cultural identification of the individual, and, on the other hand, to the integration of one's own culture into the global multicultural environment. If the most important factor in the professionalism of teaching staff is the general culture of the teacher, then culturization is its core. According to the communicative approach, a modern teacher should not only be able to accumulate, process and preserve the material and spiritual values of culture, but also be able and willing to transmit them at a high professional level in time and space, from one generation of students to another.

One of the results of inculturation and acculturation, as well as communicative interaction, is the dialogue of cultures. The dialogue of cultures is one of the most significant processes that determine the development of modern civilization. Today it takes place at different levels: between individuals (individual interaction), specific groups or communities (collective interaction), whole countries, peoples, states (global interaction). Dialogue is not only an open conversation, but also hard work related to overcoming differences, finding a compromise, and developing a general strategy of action. Dialogue requires careful attention to all participants in communication. Of course, difficulties in communication are created by different values, different pictures of the world, different mentalities. However, despite this, cultures strive for fruitful cooperation, need understanding, support and joint efforts.

Achieving dialogue between cultures is facilitated by cultural competence, i.e. culturization. It includes, first of all, the study of the history, traditions, and customs of those countries and peoples who are participants in the dialogue. By knowing their national mentality, psychology, outlook, values, conflicts can be avoided. Secondly, it is the presence of a common language, without which dialogue and understanding between people becomes difficult. Ukrainian students' fluency in foreign languages of international communication contributes to solving this problem. At the same time, foreign students should learn Ukrainian as a foreign language. The above shows that the basis of any communication and dialogue between cultures is not only the principle of difference (uniqueness and originality of each culture) but also the principle of unity, solidarity, consensus, equality and mutual respect, dialogic relations on equal terms. The dialogue of cultures does not take place if it has a discriminatory nature, when one of the parties seeks supremacy.

The active development of digital ICT and means of mass communication and the changes, caused by them in the life of society and an individual, led to the need for additional understanding of communicative culture as a socio-cultural phenomenon. The problem related to the formation of the communicative culture of the individual is a component of a broader problem – the culturization of the individual: his/her organic "entry" into the culture, involvement in the cultural values of society. The main parts of the component structure of the student's communicative culture are: the culture of personal and professional communication, behavior, spirituality, patriotism, humanism, tolerance, intelligence, developed critical thinking, striving for self-improvement, speech culture, etc. Communicative culture ensures an individual development trajectory of each student depending on the level of his/her preparation, abilities, individual psychological and personal qualities. There is a real opportunity to carry out transformations in the content and organization of the educational process, to form sustainable motivation for the acquisition of personal and professional

competences by future specialists of the socio-cultural sphere of Ukraine, a value orientation towards quality assimilation of knowledge, a desire for the creative realization of one's talent. Thanks to the developed communicative culture, the ability of students to communicate develops, their interpersonal relations are strengthened on the basis of inculturation and acculturation, knowledge exchange, feedback is ensured, the status of an individual in the team increases, etc. Communicative culture is the ability of a specialist to maximally represent him/herself in society. Since higher cultural-artistic education is based on training in communication, this contributes to the successful implementation of the principle of communicative orientation in the training of specialists of the specified profile. The coverage of the communicative component of personnel training in the context of culturation (inculturation, acculturation) of higher cultural and artistic education is determined, first of all, by the communicative essence of the specialties and educational programs of culturalogists, art historians, musicologists, actors, directors, etc. And, secondly, by the communicative orientation of the professional activity of graduates, who must effectively communicate with their target audience, society as a whole. The formation of communicative culture is a complex, long-term, integral process that begins in childhood and acquires systemic features at the general cultural, basic cultural and professional levels of culturation, and continues throughout life.

CONCLUSIONS TO SUBSECTION 1.4

1. The success of an individual's intercultural communication depends on an adequately chosen communication strategy both within the identical ethno-cultural community and outside it.
2. Communicative culture is one of the important professional competences of specialists in the socio-cultural sphere, firstly, because the sphere of activity itself has a communicative orientation – the transmission of cultural values, norms, ideals of both one's own and other peoples in time and space; secondly, representatives of the profession build their relationships with readers, viewers, listeners, and colleagues based on communication, interaction, and cooperation.
3. Communication culture is a multi-level system, it involves 5 interconnected levels: micro-, meso-, exo-, macro- and mega-levels, which are based on the principles of inculturation and acculturation, starting from childhood and continuing throughout life.
4. The higher school should teach the student professional culture, responsible decision-making, creative activities, communication, which will ensure his/her ability to effectively communicate with culture and in culture; to instill a desire to reassess values, to preserve those of them that are of unsurpassed importance for current and future generations.
5. The main components of communicative culture are: the culture of personal and professional communication, the culture of behavior, spirituality, humanism, tolerance, intelligence, developed creative thinking, speech culture, the desire for self-development and self-realization, the ability to convey one's own ideas and preferences to the interlocutor, the ability to listen to others etc.

6. A cultured person strives for communication, firstly, for the transfer in time and space of the knowledge, skills and abilities he/she has accumulated in the field of culture, the presentation of products and services of his/her own generation in the domestic and world cultural and artistic space, and, secondly, – a professional is most fulfilled in communication with his/her fans, supporters, followers and even opponents.

CONCLUSIONS

The multicultural world, of which Ukraine is a component, needs to raise the cultural level of both an individual and society as a whole. This especially applies to the young generation, which must not only reliably preserve, but also significantly multiply the cultural achievements of its own people.

Today, there is a certain imbalance between "enculturation" and "networking" of modern youth, a large part of which is more concerned with learning the latest information technologies, less with acquiring and observing the values of world and national culture. The higher school should strengthen the training of the culture of the students of higher education, lay a reliable knowledge foundation for the formation and development of the student as an individual and a professional in the systemic formation of "culture".

Significant changes in modern society have led to the fact that the vectors of education and culture have acquired somewhat different directions of development. Culturation is meant to balance the existing contradiction. Among the many definitions of the concept, the following can be considered the most appropriate in terms of scope and content: culturation is teaching culture; entry of a person into culture; inclusion of the individual and society in the entire cultural heritage of mankind. In the conditions of higher education, culturation should turn from a spontaneous and sporadic process into a systematically organized process, become a system of purposeful actions for the creation, assimilation, distribution and involvement of young people to the constantly changing standards of cultural and artistic activity.

An important task of culturation is to revive and develop the cultural function of higher education, to ensure the harmonious formation of the modern socio-cultural environment and the cultural formation of the individual him/herself. On the one hand, a person is determined by culture, he/she is influenced by the features of the socio-cultural environment, and on the other hand, a person is the main creator of culture, its center, he/she actively assimilates previous assets, cultural traditions, creates new cultural knowledge, norms, models, values, accumulated, learned and transmitted from generation to generation. The level of successful "enculturation" of all spheres of life in modern society, especially of young people, depends on how systematically and effectively certain cultural patterns and values, norms of behavior will be assimilated by a young person, and how the cultural needs and interests of future professionals in the socio-cultural sphere will be formed and developed.

Culturation is a systemic phenomenon, the components of which are inculturation and acculturation. Inculturation is a deep assimilation by a person of the history, traditions, customs, values, and ideals of one's own (native) culture. It is a factor in person's preservation of his/her cultural identity. Acculturation belongs to the types of interaction of cultures, it means the creative assimilation of the possessions of other cultures by an individual. The organic combination of the instructions of inculturation and acculturation in the activities of cultural and artistic higher education institutions makes it possible to prevent conflicts, first of all, between Ukrainian and foreign students, to reach a consensus in their understanding, to direct efforts to mutual creative cooperation in all types of educational, scientific, art performing, upbringing, managerial, leisure activities of student youth.

For conceptual understanding of the practical implementation of culturation in the higher education institutions of Ukraine, three interrelated levels are tentatively identified: general (everyday) culturation; basic culturation; professional culturation. It has been proven, that higher educational institutions play their specific role at all levels of culturation; general cultural personality development should precede basic and professional development or take place in parallel with it. The special responsibility of the higher school is to ensure its highest level – a professional one, the reliable basis for which are profile specialties, educational-professional, educational-scientific and educational-creative programs, a complex of educational disciplines, innovative methods and technologies of education. The process of culturation begins in childhood and continues throughout life, improving its means and channels.

A highly cultured person, by his/her own vocation or professional duties, needs, firstly, to transmit the cultural and artistic information that he/she possesses; and, secondly, to communicate with relatives, friends, teachers, classmates in order to present to them his/her own cultural and artistic products and services. It is about the need to raise the level of communicative culture and expand the scope of its application. 5 levels of the communicative culture of the individual have been determined, which contribute to the spread of cultural knowledge: micro-, meso-, exo-, macro- and mega-levels. The specific features of each of them in expanding the scale of inculturation and acculturation of students within the limits of higher education institutions and outside it have been revealed.

The directions of further research are related to the study of the peculiarities of the introduction of inculturation and acculturation into the creative and performing process, the deepening of ideas about new opportunities for establishing cultural interaction between Ukrainian and foreign students – representatives of different cultures in the conditions of distance (network) education.

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