The article deals with the content and value of cultural education as a part of osvitology and discipline, which is part of an interdisciplinary master’s program «Osvitology»; analysis the relationship of the concepts of «culture» and «education», principles and practices underlying the Culturology of Education.

**Keywords:** culturology of education; cultural approach to education; interdisciplinary training program «Culturology of Education»; osvitology (educology).

Understanding the problems of education in the broad socio-cultural context is one of the most important challenges of our time. Solving this problem requires an appeal to the origins of basic education, consider education as part of culture, culture-process of mankind. It is this vision of education is the basis of scientific knowledge directly integrated education – osvitology (Ogneviuk V. O., 2009) and its component – culturology of education.

**Culturology of education as a component of osvitology.** Osvitology as the direction of an integrated knowledge of education, designed to reveal the direction of development of the institute of education towards entry into civilization important function of the mechanism responsible for the formation outstanding human qualities, social intelligence and the quality of the education system is designed to focus on the study of modern education as an integral social phenomenon (Ogneviuk V. A., Sysoieva S. A., 2014).

The key difference research object of osvitology of humanities is that osvitology is a kind of synergy for educational research education. This synergism most evident in studies of education as part of culture, a unique cultural phenomenon that reveals the interdependence and interdependence of the plurality of cultures and educational systems that they reflect the interplay of culture and education (Sysoieva S. O., 2012). Such studies are the subject of culturology of education – the component of osvitology.

The **purpose** of the article is to outline the content and meaning of culturology of education as a part of osvitology and the course, which is the part of an interdisciplinary master’s program «Osvitology».

Analyzing the value of culturology of education for humanization of society, we must emphasize that education and culture in their synergy are key factors of social and humanistic practices have a significant influence on the development of all sectors of society; ensure the development of social and individual intelligenceand spiritual disposition of the people, increase cultural and educational level of society, directly affecting the formation an educated person.

In the era of globalization, there is a significant expansion of the professions related to intercultural communication. Migration of the population of the planet, creating global communications networks and corporations, the implementation of intercultural projects leads to the fact that any professional activity is carried out today in a multicultural context. That is why the development of culturology of education becomes important in view of the requirements, needs and operating conditions of modern open multicultural world. First, there is a need for multicultural education policy and intercultural dialogue within each multinational country. Second, globalization and integration processes in the world, requiring a comprehensive computerization of human ability to live among others, to cooperate with those who are different cultures, traditions, religion, language, etc. (Sysoieva S. O., 2012).

It is believed that culturology of education as a scientific direction is formed at the intersection of philosophy of education, culturology, cultural psychology and innovative pedagogy and explains the full range of cultural issues in the education system interprets education as a cultural phenomenon (Krylova N. B., 2000).

It should be emphasized that the origins of culturology of education are understanding the context of two interrelated phenomena of «culture» and «education».

**The concept of «culture»**. Phenomenon of the culture is complex and multi-faceted. The analysis of scientific sources indicates that there are many definitions of it. Some scientists understand the culture as values of the spiritual life. Others, narrowing the concept, referred to as culture only ideology that must serve the sphere of production. The word «culture» is of Latin origin and means «soil», «care». For the first time the concept has taken a prominent Roman philosopher, orator and statesman Cicero (106-43 years BC).

In the culture he saw, on the one hand, the activity of transforming nature for the benefit of man, and on the other – a means of improving the spiritual forces of man and his mind. Later, the word «culture» is increasingly being used as a synonym for education, education of man and in this sense it became in

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effect in all European languages (Abramovych S. D., 2005). In the Middle Ages, the notion of «culture» associated with urban lifestyles and later, during the Renaissance, the perfection of man. In the XVII century the word «culture» becomes independent scientific value. Thus, the German philosopher XVII. J. Raider defended the idea of historical progress of mankind, associating it with the culture. He emphasized that the creation and assimilation of acquired mankind culture is a prerequisite for the formation of man, his «second birth». Ukrainian philosopher H. Skvorodra first raised the issue of culture as a separate, independent of the nature, the symbolic world where the highest values of the human being is sacred and divine, revealed and portrayed in symbolic form (Bahats’kyi V. V., Kormych L. I., 2004).

At present there is no universally accepted definition of culture. In the world literature you can find more than 500 definitions of the term, which confirms the diversity and multidimensional nature of culture. We singled out the following main contexts in the definition of «culture»: public, axiological and social. In the public context culture associated with: technology of reproduction and production of a certain type of human society, considering it not just as a means of development of the world and functional orientation of the tool in the development of the social whole (E.S. Markarian); specific dimension and specific form of human society. It arises from a historical necessity as a special infrastructure to build the entire human world before its principles and laws are beginning to use members of the society (Ivanov V. P.). The axiological context views culture as beliefs, values and norms of behavior that affect social relationships and overall interpretation of experience (William Beckett): set of tangible and spiritual values that reflect the active creative work of people in the world to learn the historical development of society (P.S. Gurevich, M. Zakovych): common to certain team ideas, traditions, values and rules of behavior formed the basis for collective solidarity as the basis of social and cultural identity (Reznik Y. M.). In the social context, culture is seen as: the system of biological applications of human activity, developing historically, providing playback and changes in social life in all its manifestations. These programs are diverse knowledge, norms, habits, ideals, patterns of behavior and ideas, hypotheses, beliefs, goals, values etc. Culture preserves, collects and transmits this experience, generating the new life program (Sl astonin V. A.); versatile social heritage transmitted by people from generation to generation. Every culture can also be represented as a hierarchical set of values that adheres to the majority of its members (Shejko V. M.); born society inherent societal phenomenon, reflecting its qualitative characteristics and enriches spiritual life (Filipchuk G. G.). Today culturological approach in education becomes meaningful value. In scientific works of A. M. Aleksyuka, A. I. Zhornovoyi, B. S. Hershenskho, L. A. Terek, A. L. Shevnyuk and others interpreted theoretical and methodological foundations of education as a cultural process. Scientists are investigating the problems of multicultural (Borisov V. V., Ivashko A. A., Yaksa N. V.) and intercultural education (Kozak A. V., Terekhov V. I., Yudin A. V.); processes of dialogue of cultures are investigated in education (Anoshkina V. L., Kalinin V. A., Burman L.).

Speaking of culturological approach in education, need to contact the notion of «culturology». Culturology as a relatively independent science and academic discipline emerged recently, namely the notion of «culturology» – at the beginning of the XIX century. Culturology is the science about culture, its essence, patterns, mutual influence of national cultures and civilizations. Culturology includes cultural theory and cultural history (Gurevich P., 2005). The theory of culture studies the nature, patterns of culture, explores the process of development and specific cultures and civilizations that existed there. The cultural history, as a branch of history, exploring cultural phenomena and culture of the peoples in their dynamic, diachronic aspects.

In shaping the content of education culturological approach ensures the implementation of humanistic settings on understanding human social function, which is intended to include in the context of educational content the structure of culture in its various manifestations, especially spiritual culture (Kremen V. H., 2012).

Thus, the culturological approach is essential for the realization the humanistic paradigm of education, its personal orientation and means of forming educated man - Homo educates (Ogneviuk V. A., Sysoeva S. A., 2014).

The concept of «education». Education as a social and cultural phenomenon, is an indispensable companion evolutionary development of mankind. Researchers have qualitatively different characteristics of the concept of «education» for half a century. Now education is regarded as: process of assimilation of external influences on individual generalized objective, social experience, norms, values etc.; special sphere of public life; a unique system, a kind of socio-cultural phenomenon; The essential characteristics of the ethnic group, society, human civilization, it ways of survival and development; a process that is integral unity of training, education and development of self-identity; preservation of cultural norms with a focus on the future state of culture; a sociocultural institution that promotes economic, social, cultural and functioning in the community; result, the level of general culture and education of people (Sysoeva S. O., 2012). Thus, today the concept of «education» refers broadly and defined different contexts: education is the value (state, social, personal); the system of various schools and educational institutions; special process; multi-level results; social and cultural phenomenon; social institution that affects the state of consciousness of society.
Culturological significance of education is that the sphere of education provides broadcast of cultural norms, values and ideas; development of the human personality; preparing a person to a successful life in a multicultural world (Halitska M. M., 2014).

«Culturology of education» as an educational discipline. The purpose of the educational discipline «Culturology of education» is to develop knowledge of cultural, historical, socio-cultural, cultural and psychological conditions of education; creating conditions for understanding modern education as a socio-cultural technology; researches the functions of education playing historical society’s culture, traditions and cultural training undergraduates to participate in the program of further socio-cultural development, to innovative activity (Culturology of Education, 2014).

Working curriculum of the subject «Culturology Education» was developed on the basis of educational and vocational training programs for masters according to the curriculum of the specialty «Management of the institution». It should be stressed that this program is interdisciplinary.

According to the curriculum of the specialty 8.18010020 «Culturology of Education» total amount of discipline is three credits (108 hours), which brings together all the educational activities of the student: lecture sessions (36 hours), independent work (36 hours), individual work (4 hours), consultations (8 hours), control measures (control module, the final module control). Studying educational discipline is completed the final module control in the form of the exam.

The multidisciplinary educational program concluded in accordance with the requirements of credit-modular system of education. The program includes three thematic modules. Each module contains a description of the contents of a full cycle of preparation on the subject content, organizational learning, types of control. The structure of the description of each topic includes name of the topic; the content of the lecture; the content of of seminars on the topic; independent of the content of the subject; questions or tasks for control module; list of references to the subject (primary and secondary).

The discipline «Culturology of Education» is a theoretical and philosophical foundations graduate training to vocational and educational activities in the multicultural environment. Study courses aimed at fostering the ability to: improvement and development of intellectual and general cultural level; independent learning new research methods to change scientific and production profile of the professional activity; use cultural knowledge in management and professional activities and social practices; Fluent theories, categories and methods related to the study of cultural forms, processes and practices; readiness to use in-depth specialist knowledge in the field of cultural studies to solve practical problems of school education, and research, scientific and applied problems of professional activity; use in the practice of professional knowledge of the theory and methods of implementation of socio-cultural technologies.

The effectiveness of the interdisciplinary educational program «Culturology of Education» is that as a result of undergraduate study masters main categories and concepts related to various aspects of the study of educational topics; principles of cultural study of educational problems; culturological principles of functioning of the educational system.

We expand the contents of the program. The first contents module «Culturology of education as a field of scientific knowledge» includes two themes «Education as a part of culture and the cultural creativity of society» and «The essence of the object and task of culturology of education as a component of Osvitology». The module is characterized education as part of culture and the cultural creativity of society; defined object and task of culturology of education as a component of Osvitology. In the second semantic module «Culturological approach in education» presented four themes: «Science thesaurus of culturology of education», «Socio-cultural educational technology», «Cultural stages of education», «Cultural Origins of the education system, educational ideas, scientific and educational activities in Ukraine». The module is devoted to the scientific thesaurus of culturology of education. It presents an analysis of the socio-cultural educational technology; reveals stages of cultural education and cultural origins of the education system, educational ideas, scientific and educational activities in Ukraine.

Worth paying attention to content of the third module of the «Multicultural and Intercultural Education», which contains the following topics: «The essence of the goals and objectives of multicultural and intercultural education» and «Formation of multidimensional human identity». The module reveals the essence, goals and objectives of multicultural and intercultural education and discussed the formation of a multi-dimensional human identity. The problem of multicultural and intercultural education, the formation of cultural, national and ethnic identity of human spiritual development and conservation priorities is extremely important in terms of reforming the educational system based on the Bologna Process.

Conclusions. Thus, in recent years, the problem of cultural education in Ukraine are becoming more common and are reflected in teaching science and practice. Culturology of education as a component of Osvitology fosters such an educational area where most closely interact with different cultures, formed tolerance and respect for another culture, there is the realization that global culture is made up of different cultures and plurality which creates its unique color and provides the ability to self-development as its integrity, and each of its components.
Сироєва С. А., Галицька М. М. КУЛЬТУРОЛОГІЧЕСКИЙ ПОДХОД В ОРГАНИЗАЦІЇ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕСУ

В статті розкрито сутність та значення культурології образотворення як складової освітонії і учебної дисципліни, що входить у склад міждисциплінарної магістрської програми «Освітологія».
Сносова С. О., Галицька М. М. КУЛЬТУРОЛОГІЧНИЙ ПІДХІД В ОРГАНІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ
У статті розкрито зміст та значення культурології освіти як складової освітології та навчальної дисципліни, що входить до складу міждисциплінарної магістерської програми «Освітологія». Осмислення проблем освіти у широкому соціально-культурному контексті є одним із найважливіших завдань сьогодення. Розв’язання цього завдання вимагає звернення до фундаментальних витоків освіти, розгляду освіти як час- тини культури, культуротворчого процесу людства. Саме таке бачення освіти лежить в основі наукового напряму інтегрованого пізнання освіти – освітології та її складової – культурології освіти.
У статті проаналізовано взаємозв’язок понять «культура» та «освіта», принципи та підходи, що ле- жать в основі культурології освіти.
Вказано, що метою навчальної дисципліни «Культурологія освіти» є формування знань про культурно-історичні, соціокультурні, культурно-психологічні умови розвитку освіти; створення умов для осмислення сучасної освіти як соціокультурної технології; дослідження функції освіти з відтворення історичної культури суспільства, культурної традиції та підготовки магістрів до участі в реалізації програм подальшого соціокультурного розвитку, до інноваційної діяльності.
Зроблено висновок, що в останні роки культурологічні проблеми розвитку освіти в Україні набувають все більшого поширення і знаходять своє відображення у педагогічній науці та практиці. Культурологія освіти, як складова освітології, сприяє створенню такого освітнього простору, де найбільш повно взаємодіють різні культури, формується толерантність і повага до Іншого та культури Іншого, забезпечує здатність до саморозвитку як її цілісності, так і кожного її складової.

Ключові слова: культурологія освіти; культурологічний підхід в освіті; міждисциплінарна навчальна програма «Культурологія освіти»; освітологія.

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