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## Cultural bases of the national system of education: modern tendencies and factors of development

### Культурологічні основи національної системи виховання: сучасні тенденції та фактори розвитку

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#### Abstract

The article analyzes the culturological features of the national education system. Particular attention is paid to defining the importance of environmental education. The paper also describes the influence of the education system on the formation of multicultural, national-patriotic, environmental competencies. The study is formed on the basis of the use of both general theoretical methods and the use of special pedagogical methods: observation, specification, modeling. Using the historical method of research, the article traces the peculiarities of the interpretation of culture from the XIX century. to the present. Some attention in the work is focused on empirical methods of collecting and interpreting information. The results emphasize that the culturological foundations of the national education system need further study. This is due to modern paradigms of development of world cultural science, new digital technologies, the peculiarities of the functioning of modern polyethnic communities. In addition, the national system of education in the cultural spirit

#### Анотація

У статті проаналізовано культурологічні особливості національної системи виховання. Окрема увага звернена на означення важливості екологічної освіти. У роботі також охарактеризовано вплив системи виховання на формування полікультурних, національно-патріотичних, екологічних компетенцій. Дослідження сформоване на основі використання як загальних теоретичних методів, так і на застосуванні спеціальних педагогічних методів: спостереження, конкретизація, моделювання. За допомогою історичного методу дослідження у статті прослідковано особливості трактування культури з XIX ст. до сучасності. Деяка увага у роботі зосереджена на емпіричних методах збору та інтерпретації інформації. У результатах наголошено, що культурологічні основи національної системи виховання потребують подальшого вивчення. Це пов'язано із сучасними парадигмами розвитку світової культурологічної науки, новими цифровими технологіями, особливостями

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influences the formation of environmental competencies by educating a tolerant and democratic attitude to the world. Awareness and intolerance of society to non-environmental behavior affect the transformation of the environmental situation in general. Children who have received a thorough environmental education begin to actively promote the ecological way of life in adult life. In addition, children, in contrast to adults, have a greater increase in intolerance to environmental crimes.

**Keywords:** national system of education, culturology, influence, current trends.

## Introduction

Cultural bases constitute an important part of modern state systems of youth education. Given the development of multicultural communities, the study of this field acquires additional relevance because dynamic changes require comprehension, interpretation, and practical use. For this reason, modern trends and factors in the development of European and American models of interaction between education and science in this process represent a separate problem for scientific analysis. In Ukraine, cultural studies is a rather young discipline, which finally took shape at the beginning of the XXI century. Accordingly, the orientation and borrowing of the world experience are the important elements of the future Ukrainian educational system, considering the transformation in the modern sciences of the multicultural society.

Another factor influencing modern culture is the development of computer technology and software and digital technology in general. This innovative component of modern culture requires research through the prism of cultural and anthropological aspects. We are talking about the ideas about the latest tools, and creative and creative resources, which will allow interaction organically with the educational system. It is known that modern culture is based on different types of technologies related to production processes, safety, work organization, data preservation, tourism, and entertainment, etc. Therefore, for the training of specialists whose activities will be related to culturology, the necessary aspects are the development of

функціонування новітніх поліетнічних спільнот. Окрім цього, національна система виховання у культурологічному дусі впливає на формування екологічних компетенцій шляхом виховання толерантного та демократичного ставлення до навколишнього світу. Обізнаність та нетерпимість соціуму до неекологічного поведіння впливають на трансформування екологічної ситуації загалом. Діти, що отримали ґрунтовну екологічну освіту починають активно пропагувати екологічний спосіб життя у дорослому житті. Крім цього, у дітей, на відмінну від дорослих, спостерігається більший ріст нетерпимості до екологічних злочинів. Таким чином, освоєння екологічної культури є базовою цінністю, що впливає на загальний розвиток людини.

**Ключові слова:** національна система виховання, культурологія, вплив, сучасні тенденції.

appropriate competencies related to digital support. This condition in modern society is necessary, so its integration into the educational processes is also necessary.

At the same time, a separate factor influencing the formation of the national system of education is environmental education, which in modern European countries occupies an important place. The comparison with the Ukrainian system of upbringing is very important taking into consideration the low efficiency of the latter (Anspoka & Kazaka, 2019; Serdyukov, 2017).

Thus, now there is a need for the formation of a man of national culture, which combines the system knowledge of both national culture, harmonious national consciousness, orientation on ethnocultural, and environmental values, as well as tolerance and the ability to inter-ethnic and intercultural dialogue. All this requires purposeful actions to organize the process of formation of a person of national culture in the system of national education (Merenuik & Mereniuk, 2019; Zelenska, 2021, p. 181–201). Therefore, the article aims to analyze the cultural foundations of the national education system through the prism of comprehension of modern trends and development factors. To reveal the main problem, it is proposed to divide the structure of the study into separate sub-items, which will deal with specific issues. In particular, the definition of the general place of culture in the system of education and upbringing, the influence of the national upbringing system on

the education of multicultural competencies were singled out, the necessity of the national upbringing system in patriotism formation was outlined, the importance of the modern environmental education was described.

### **Theoretical Framework or Literature Review**

The theoretical basis of our work is built based on culturological and pedagogical studies of modern authors.

In particular, Serdyukov (2017) characterized the main innovations in the modern educational process. First of all, the author focused on education and upbringing in the United States, his analytical review discusses key barriers to innovation and characterizes the main ways to increase the rate of innovative transformation in the education system.

Kromydas (2017) analyzed the current state of higher education, he paid special attention to the analysis of the cultural aspects of European education.

Idris et. al., (2012) highlighted the influence of national education on the formation of patriotism and self-identification principles.

Khojasteh et al., (2020) investigated measures of national identity in the educational system of Iran, France, the United States, and Japan. The researcher noted that although the Iranian national education system is somewhat different from the American and European systems, all of the selected countries focus on the development of national and indigenous cultural heritage and customs in school curricula.

Brighouse (2020) studies are devoted to contemporary problems in the educational sphere. Selected cultural aspects of a multicultural education system are described in Walter (2017). Slamet et al., (2021) investigated the problem of the formation of multicultural competence. These researchers note that multicultural education is quite an innovative approach, which not only transforms the system itself but also solves some discriminatory issues in the pedagogical process. Ukrainian researchers have also addressed the problems of modern pedagogy within the framework of the cultural approach.

For example, Rutkovska (2021) highlighted the discussion in the Ukrainian professional environment about the prospects of using culturological approaches in national systems of education. In her opinion, culture is an important

tool in the development of modern democratic society, a kind of means to achieve the unity of its elements.

Zelenska (2021) investigated the problem of implementing culturological education in higher education institutions for training specialists in international relations. The specialist believes that culture is an indispensable element in education, so separate culturological courses should be introduced in the training of a wide range of specialists in humanities disciplines.

### **Methodology**

The work is built on the application of theoretical research methods: analysis, synthesis, induction, and deduction. The article also used special pedagogical methods of research, including observation. With the help of concretization, the formation of cultural foundations of the national system of education is reflected. The work also uses the method of abstraction, which provides an ascension from the abstract to the concrete. It is used in the analysis of the general theoretical approaches and positions and the formation of specific conclusions. Particularly, with the help of this method we were able to pass from the definition of the importance of culturological education in general to individual educational practices used in the EU countries. Besides, with the help of the historical method of research, we have managed to trace the peculiarities of interpreting culture at different times. The article notes that it was only at the end of the 19th century that culture began to be studied within the framework of conceptual scientific trends (in particular, axiological, formational, anthropological, etc.) which formed the basis for the future cultural studies. As a result of using the comparativists method of research, we managed to compare the peculiarities of public education systems in Canada and EU countries: FRG, France. Separate attention in the work is focused on empirical methods of information collection and interpretation. In particular, the problem of further implementation of cultural foundations in the national system of education is covered based on the predictive method. Also, the study is shaped by the use of the statistical method, consisting in a qualitative analysis of the experimental data.

## Results

### Culture in the system of education and upbringing

National education is the main social institution designed to ensure both the preservation and development of national culture. Consequently, modern educational and training processes should be aimed at the formation of the cultural competence of a modern person.

Culture is a powerful factor in social development because all directions of human activity are connected to it: starting from material production up to creative manifestations. However, the main categories in culture are not material things, but the person and the society in which it is located. Consequently, an important aspect of the national system of education is the formation of human culture (Hornbeck et al., 2019). The leading task of this process is the creation of the cultural base of the future teacher, the formation of skills of cultural perception, the formation of important cultural requirements and interests to improve the culture of communication, and the development of cultural knowledge (Richards, 2019).

We associate the mentioned transformations in the field of education with the transition to the cultural-creative function of education and pedagogy, which should be aimed at creating a cultural base for national systems of education.

Based on the analysis of the content of culture, and its significance in the modern society we can highlight the key aspects of culture as a social value, having the purpose to help people understand the world around them, designate their place in the world, to form the basic norms of behavior to regulate social relations between people (Zelenska, 2021).

Note that by the first half of the 19th century the concept of culture was viewed somewhat through the prism of rational and philosophical interpretation of moral, aesthetic, and legal norms. At the same time already at the end of the XIX century culture was studied within the framework of conceptual scientific trends (in particular axiological, formational, anthropological, etc.). The latter has formed the basis for future culturology. It should be noted that the notion of "culturology" is widely spread in Eastern Europe, while in the English-speaking countries such a subject is called Cultural studies, and in the German-speaking countries, it is called Kulturwissenschaft. In addition, culture in these

regions is predominantly interpreted in socio-ethnographic terms.

Given the context of modern education, the basis of cultural studies is a unanimous approach to the interpretation of pedagogical aspects and the vision of the systemic functioning of the pedagogical system. Thus, culturological approaches, being the methodological bases and methods of forming personality-centered education, allow us to study education in the meaning of the process of mastering culture, aimed at the development of the personality as a whole. We believe that mastering culture as a basic value is human development.

Thus, the role of education, at the same time its fundamental aspects closely related to culture, is increasing in the implementation of the potential of culture to improve the person. The manifestation of the specificity of the cultural potential of education is a scientific approach to the justification of measures, and ways of its effective implementation in different spheres (including education) (Bolden & O'Farrell, 2019; Saarinen, 2020).

At the same time, education should become a process of active inclusion of the individual in the mastering of the universal culture of mankind (we are talking about national, and historical). In addition, it affects the formation of a cultural worldview, and personal choice: appropriation of other cultural values (spiritual, professional, life). Thus, culturally-oriented education presupposes a person's conscious mastery of culture. In this, we see the special importance of education in the development of culture (Brighouse, 2020). At the same time, the key values of upbringing are also somewhat related to upbringing. We are talking about the free development of the individual, the priority of the national in upbringing, and resistance to universal values (educational-scientific, cultural, and natural) upbringing, etc. (Richards, 2019).

The culturological approach in the process of education and upbringing is necessary for dynamically developing countries. It is especially relevant for Ukraine, where educational functions are changing significantly. Modern problems of education are highlighted in the studies of the famous pedagogue and psychologist J. Bruner, including his work "The Culture of Education" (1996). This scholar noted that pedagogical problems should not be limited to mere curriculum design, approval of educational standards, or multi-step testing (Rutkovska, 2021). These problems lose

importance when the society of a state lacks a solid humanitarian policy and does not solve urgent social and cultural problems. J. Bruner noted that a view of the meaning and content of education derives from society's point of view and its goals. At the same time, he notes that the educational sphere, unfortunately, does not perform its leading integrative and cultural functions (Rutkovska, 2021). The latter, in turn, should contribute to the spiritual development of man, and his unity with society. This researcher has developed a special scheme demonstrating the main educational achievements: "writing - education - competence - culture - mentality". At the same time A. Pavlenko as a supporter of the pragmatic approach to modern education noted the role of the transformation of educational paradigms in reforming the educational system. In his opinion, in the modern world humanities education is focused individually on students (pupils) but creates an opportunity for comprehension of the general culturological paradigm. The culture logical paradigm is addressed to understanding the importance of culture, art, and science for the development of modern civilization. She concluded that modern culturological education actualizes value, moral and reflexive ways of thinking and acting, and behavior. Thanks to well-chosen educational tools, productive, social, and creative interaction between people of all ages and genders are ensured (Rutkovska, 2021). In addition, teaching children the basics of culture lays a strong pedagogical foundation for subsequent self-education and self-development, the formation of individuality (Walter, 2017, p. 25).

Consequently, the cultural approach in the pedagogical field is important because modern social transformations indicate the increasing importance of culture in human life, which affects the development of national education in general.

### **The influence of the national system of education on the formation of multicultural competencies**

The main tasks of the modern upbringing process should correlate with the formation of important human personal qualities and feelings in a child: patriotism, tolerance towards each nation, people, their languages, cultures, and customs; the sense of humanity and humanism towards people, nature, sense of duty and responsibility. Note that the culturological principles of the education system should contribute to the formation of the foundations of multicultural education. In particular, as a result of a specially

organized multicultural environment, specific tasks of multicultural upbringing can be solved. For example, it is not only about fostering respect for native culture or history but also to familiar with the achievements of foreign culture. At the same time, it is also important to foster a tolerant and democratic attitude toward the historical and cultural achievements of other peoples (Cherng & Davis, 2017). In a properly formed multicultural environment, it is possible to solve other tasks of cultural education: stimulation of spiritual growth in preschool children and their parents, laying the foundations of an integrative vision of space in educational, political, economic prisms, development of the general cognitive activity of a person (Anspok & Kazaka, 2019).

Since a multicultural developing space is an integrated category that accommodates a variety of spheres of the child's activities, it is important to provide special conditions, and a stable psychological atmosphere (Slamet et al., 2021). These conditions should influence the development of a tolerant and democratic attitude among all participants in the educational process. In addition, it should be based on mutual understanding and readiness to perceive people of other nationalities. The development of creative individuality is impossible without mastering the universal cultural heritage (Cherng & Davis, 2017; Idris et al., 2012). Thus, the purposeful application of the basics of a multicultural environment in the process of personality formation is considered a certain means of providing a tolerant attitude to different peoples and their cultures.

### **The importance of the national system of education in the formation of patriotism**

The crisis phenomena in the spiritual sphere, the reduction of the role of value orientations in the society require the comprehension of the processes of socialization of the individual under the conditions of changing social relations, dictate the necessity of studying the role of the ethnocultural educational environment, the mechanisms of translation of ethnocultural values in this process (Idris et al., 2012). Thus, there is a need to study the formation of the process of national culture in an individual. The latter should combine systemic knowledge in the sphere of, based on culturological principles, is the formation of a sense of love for the homeland. We believe that the most important conditions of the identity of the nation are the preservation of language, national traditions, and culture

(Arredondo & Gordon Reinoso, n.d.). At the same time, the oblivion of national culture leads to a loss of national identity and the manifestation of negative qualities. Thus, the destruction of national culture leads to the loss of national roots (Cherng & Davis, 2017). At the same time, modern society needs an active, active, educated citizen with the best traits of national character (Cusati et al., 2021). Yes, this problem can be solved by education, formed on cultural bases, in particular, the education of a modern person should take place in the conditions of dialogue of modern science and culture. At the same time, the effectiveness of national culture formation in the system of national education depends on the continuity and progression of this process, including preschool, general secondary, and vocational education (Idris et al., 2012). However, let us note that the implementation of such gradualness and systematisms in this system implies the search for new approaches, the theoretical development of the problem of the formation of the national culture of the individual as a strategy, goal, and result of the entire system of national education. According to the research of modern teachers, the study of folk culture, traditions, and history of their own people form the knowledge of the essence of national psychology, and the development of national consciousness. We believe that such a process should begin at an early age. At the same time, the orientation of the school to the national culture is a key condition for the preservation, development, and mastering of ethnic culture by children. The system of national education formed based on ontological aspects, is able to educate a person with a positive ethnic self-identification in the spirit of civic and national patriotism (Jaskułowski et al., 2021). Thus, we are of the opinion that the content of educational work should include a thorough study of the components of folk culture and history. In addition, curricula should be saturated with national components of the content of education and upbringing. Note that in the educational and training process of EU countries, in particular France and Germany, there is an emphasis on cultural education and respect for the past. The example of the FNS, where cultural achievements were combined with modern multicultural society, is illustrative. Germany's past has demonstrated that a nation with great cultural achievements can also turn into "initiators of the bloodiest conflicts" in history. For this reason, modern Germany is an exemplary country open to international cooperation, but the important achievements that characterize the German nationality in its

educational aspects are unforgettable (Khojasteh et al., 2020). In France, the obligatory emphasis in the educational system is on the national aspect. Note that civic education is on the political order of the French government, which is shaped by the consolidation of the republic and the restoration of democracy. Khojasteh et al. (2020) note that France's main legal documents on compulsory education note the compulsory teaching of reading, writing, and literature, but the priority is also moral and civic education (Khojasteh et al., 2020). Based on the comparison, we see that today the German system of cultural studies education is quite promising, whereas in France one feels that the pedagogical branches are under a certain bureaucratic pressure (Slamet et al., 2021; Warren, 2017). At the same time, Canada's educational and teaching processes emphasize history education and respect for the past. Given that Canada is a relatively young country, history lessons are integrated with geography, citizenship, and economics, collectively called "Social Studies". This course aims to explore societies at the local and global levels, their heritage, and the nature of citizenship (Khojasteh, et al., 2020). In addition, we note that learning in Canada can take place in different languages, which contributes to the consolidation of the young Canadian nation based on the cultural interaction of its different ethnic parts. We are not talking about the classic French/English division, but also about the languages of other ethnic groups living in Canada. Let us note that this practice contributes to the cultural enrichment of these peoples, above all, given the current transformational processes taking place in the world.

### **The influence of culture on the formation of environmental competence**

At present, the peculiarities of the development of culture lead to the transformation of its meaning. Consequently, culture occupies a prominent role not only in the purely educational sphere but also in the environmental sphere. So, nowadays, ecological culture is closely connected with educational and educational activities. Modern experts prove that the beginning of environmental education is extremely important because it is at the age of growth that better explains the importance of the environment and the need to protect it. Children who have received "ecological knowledge" begin to actively promote an ecological way of life in adulthood. In addition, children (which is associated with age peculiarities), unlike adults, have a greater increase in intolerance of

environmental crimes. Thus, we believe that one of the cultural foundations of the national system of education is environmental education because awareness and intolerance of society to non-ecological treatment can radically transform the environmental situation in the country. At the same time, the situation with ecological literacy and consciousness can be considered unsatisfactory. According to the calculations of experts from the Renaissance Foundation, the industry of environmental education is at a low level, and public awareness of overcoming environmental problems is at a low level. This attitude to the environment in Ukraine is well recognized by lawmakers, and in the “Strategy of the ecological policy of Ukraine until 2030” it is proposed, first of all, to strengthen this sector. So, the activation of environmental education should take a key place in the construction of national educational strategies.

### Discussion

The influence of cultural studies on the national system of education is quite tangible and manifests itself in many aspects. In our opinion, first of all, the awareness of the basic processes of social integration and the diversity of these forms, which have continued to develop throughout history, is deepening. It is no accident that mankind has chosen for itself a group mode of coexistence. These needs for a collective form of life are grounded in fundamental psychological and social needs that manifest in and are provided by culture (Richards, 2019). Also, cultural studies at the present stage deepen the awareness of the causes of the cultural richness of humanity, which is associated with many important processes: from adaptation to the conditions of existence (at the stage of primitive development) to the modern globalization influence and the processes of interaction of some peoples with another (which is associated with the degree of growth of civilizations). Also, thanks to cultural studies, evaluative and critical judgments about the possible regularities of historical stages of human history, which are vividly reflected in the development of culture, are deepened.

Consequently, as of today, important categories of culture should be things not so much tangible as intangible, in particular, the personal development of the individual and the state of society in which the individual is located. In our opinion, one of the most important aspects of the national system of education of modern countries is the formation of human culture. We believe that the mastery of modern digital technology in

the work of cultural studies should not be limited to technical aspects. In our opinion, knowledge of the mechanics of various programs, and the ability to use them to work with presentations, layouts, etc. do not guarantee a full understanding of the cultural process of development. Education should be considered in unity with education.

We agree with Idris et al., (2012) that responsible citizens are now attentive to issues of behavior, attitudes, and reactions to people of a different upbringing. The role of teachers in nurturing students' sense of identity is special. At the same time, the government has an important role to play in the development of national education, in particular by taking care of teachers and avoiding the politicization of the educational process. As far as the European model of cultural policy is concerned, the experience of the Federal Republic of Germany, which combines tradition with modern trends, is extremely useful. After World War II, the democratic governments of Germany staked on an open society, a symbiosis of cultures, and moved to the implementation of the “unity in diversity” plan. In our opinion, this rather smooth transition was promoted by the traditional federal structure for these lands, smoothly increasing since the 19th century. Thus, the local governments of the lands have shifted from the unification of Germany to the policy of multiculturalism –the unification of all peoples inhabiting Germany. This process takes place based on the search for dialogue, but also based on local culture. For this reason, we consider the German model of cultural and educational policy promising for states with a federal structure. The need to search for a dialogue between the separate parts of the state can develop into a search for a dialogue between all the nationalities inhabiting the state.

Despite this, we believe that environmental education should become an important part of the national system of upbringing and education. In particular, in Germany, from an early age children are taught to respect the environment and to coexist peacefully with it. Early development of ecological competence allows to carry out of effective policy in the field of energy-saving, use of alternative energy sources, etc. This is especially important for Ukraine, as the situation with environmental security remains extremely tense. It is not only about overcoming the consequences of the Chornobyl disaster, but also about further work with other operating nuclear power plants. In addition, indigenous reforms require environmental protection legislation, oversight of rare animal populations,

and the safe handling of water resources. We believe that it is possible to overcome these problems by developing environmental competence from early school age.

### Conclusions

Consequently, the culturological approach in the pedagogical field is important, and it is especially relevant for developing countries. We believe that in the process of education the child should become a participant in the movement of mastering culture, first of all, national culture. Thus, culturally-oriented education implies a person's conscious assimilation of culture. On the other hand, one of the leading indicators of the viability of national cultures is the interaction with other cultures, the ability to master their achievements, and integration into the broader cultural space. However, there is still no adequate realization in practice of the pedagogical potential of national culture, which can be considered as an ideal model of the formation of bearers of national culture, and socialization of the younger generations in the conditions of an ethnocultural environment.

Among European countries, the German experience of the educational system, based on the combination of the cultural achievements of the German people with the current trends of societal development (as well as environmental trends), is the most advanced. Note that, in our opinion, the German experience is extremely useful for all states with a federal structure - it demonstrates mechanisms for seeking cultural interaction between the individual lands and all the nations that inhabit those lands. At the same time, a healthy application of patriotism is also an important factor in the formation of modern cultural foundations of educational systems. We believe that patriotism as a love of one's own is also an important basis for respecting the achievements of others. For this reason, a modern system of education and training (based on government support and responsible teaching) is the key to the development of culturological policies in centralized countries. These conditions should influence the development of tolerant and democratic attitudes in society. In addition, modern educational culturological principles are formed based on mutual understanding and readiness to cooperate with people of other nationalities. Educational paradigms must take into account the principle that further development is impossible without reference to the universal cultural heritage. We believe that involving the basics of a multicultural environment in the process of

personality formation is seen as a certain means of ensuring a tolerant attitude towards different peoples and their cultures. Bringing in a broader evidence base in the future will shed more light on these issues.

In addition, an important cultural element of the national system of education is environmental education. Unfortunately, the results of our article show that not enough attention is paid to environmental education in Ukraine. Nevertheless, we think that an effective step to overcome the existing problems will be the intensification of cooperation with legislative and executive authorities, the introduction of nature protection as a separate discipline in school and university programs, intensification of educational and environmental outreach activities on the Internet.

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