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PROFESSIONAL AND PERSONAL FORMATION OF A STUDENT IN THE CULTURAL AND ARTISTIC SPACE FROM THE POSITIONS OF THE SYSTEMATIC AND SYNERGETIC APPROACH

Formulation and justification of the relevance of the problem. The process of forming of completely pluralistic concepts based on revealing the latest dialectic laws of interrelation between single and diverse, sustainable and changeable is taking place in modern philosophy of education. Educational activities should be based on the principle of formation of such a fully developed person, who would harmoniously combine his/her interests, the high level of professionalism with common values and interests. Modern social and cultural conditions, processes of globalization, systemic crisis of civilization led to transforming of culture and education into a new condition. They ceased being strictly determined linear hermetic and inertial systems and transformed into an open misbalanced condition, which is characterized by different logic of existence, different laws of development – self-organization, self-development – at the expense of internal spiritual reserves. Therefore, improvement of the

educational system in order to ensure its adequate compliance with the conditions of an anthropogenic post-industrial civilization actualizes the issue of the development of new methodological approaches in pedagogy which correspond to modern requirements of civilization and culture, and the high level of development of scientific thinking.

The purpose of the article is the definition of modern methodological approaches in scientific search of cultural and artistic education and the definition of their systematic relations from the positions of their interdisciplinary relations on the historical stage of postmodernism.

Analysis of recent researches and publications. Systematic approach has expanded in pedagogics for the last decades of the twentieth century. It causes consideration of education with the combination of influence of the surrounding world, especially its social component. «The area of education does not exist in isolation, but in a social environment that determines its

development and operation greatly... The theoretical form of the environment reflection, where educational systems exist, is more frequently called educational space» [4, p. 45]. Ukrainian researchers G. Butenko, A. Yevodiuk, A. Tsimbalaru, S. Krymskyi, A. Panarin, N. Provotorova, V. Sadovnychi and others dealt with the issue of educational space. In scientific pedagogical literature educational space «duplicates» physical properties while emphasizing its sub-spaces: didactic, educative, social [4, p. 45]. So, N. Rybka provides a comprehensive analysis of the concept of «single educational space» [11]; V. Andriushchenko uses «teaching space» in his writings [1]. A kind of integration concept can be called «cultural and educational space» [9, p. 7]. Therefore, the concept of «educational space» can be structured and defined as a kind of an equivalent projection of «cultural space». The emergence of the integration model of cultural and educational space indicates the possibility of formation of different variants, where the sectorial concepts (artistic and educational space) are combined.

Summary of the basic material of the study. Artistic education is considered to be a separate educational branch (I. Ziaziun, G. Padalka, O. Rudnitska, N. Segeda, V. Orlov, O. Oleksiuk, etc.). It is defined as a complex interdisciplinary phenomenon and becomes an integral part of not only single educational space but also as cultural space, as it uses art as an essential institution of culture in its notional apparatus. In the last century art education (musical and pedagogical education) separated into an independent branch of pedagogical education with its structure, content.

Culture of the last third of the XX – early XXI centuries was defined as the era of postmodernism, when new understanding of integrity, which consists of a variety of relationships that form the unbalanced system of a special type, changes the usual stable invariant characteristics. A gap «science – a person» is eliminated in terms of non-classical rationality when open systems, that self-develop, are comprehended, and existence of various logics is allowed. In this case, science is becoming practice-oriented, not forcing the subject, but making initial positions in determining the strategy of scientific research human oriented.

The theory of the development of complex and meta-complex open systems – synergetics (from the Greek «cooperation») plays a crucial role in solving the contradiction between an individual and the society. According to this theory, social world is a system that self-develops, self-organizes through «the formation of the order of chaos» (S. Kurdiunov, G. Nichols, L.

Prigozhin, I. Stengers, A. Toffler, etc.). The basic principles of a synergetic paradigm are pluralism and relativism. The most essential principle in the synergetic model is the one according to which the condition of normal development and effective functioning of open systems, which exist in an unstable dynamic balance, is the maintenance of integrity, coherence of the actions of their components, interaction of pluralism with stability, necessity. The system of principles of the synergetic paradigm, which many scientists consider as a new general scientific methodology, is based on the notion of «self-organization». Characteristic of self-organization is attributive for all open systems, forming of more complexly organized systems of higher structural levels is carried out in the historical tendency. Implementation of the evolutionary path of development and activity of mankind, the main types of its culture on the basis of synergetic methodology into life – the main task of modern philosophy of education. Synergetics is interdisciplinary by the nature, because it does not have its own objects of research, and it applies its models, typical descriptions, concepts to the objects of other sciences.

Recently, synergetic model has become popular to describe modern dynamic processes in cultural studies. Both directions – synergetics and culture have much in common, because they are post-neoclassical branches of knowledge which integrate a variety of methodological approaches; they are fundamentally interdisciplinary and large-scaled objects (being, culture) are considered in the formation process as their subject matter. Therefore, the active use of the synergetic approach in cultural studies is absolutely appropriate. The similarity between development of nature and culture is denoted as diversity, nonlinearity, irreversibility in the writings of A. Akhiezer, L. Bevzenko, I. Dobronravova, Ye. Kniazeva, S. Kurdiunova, G. Malinets'kyi, etc. All these features are seen in the educational process as a phenomenon directly associated with «living matter» of the society. This once again proves the thesis about the universality of the synergetic approach as a general scientific method that applies to all complex structures, including education.

Integral potential of synergetics allows using different methods with no fundamental opposition. So, there is a close association between a synergetic approach and a systematic approach that helps treating individual phenomena (culture, art, education, the society) as subsystems of more complex formation like being. Synergetics treats these phenomena as small its projection, with all their characteristics and processes. Dynamic changes of cultural space, that can be considered

from the standpoint of the synergetic approach, do not have a single clear defining model, as the methodological principles are fully involved in meta complex systems in their "polyphonic sounding" such as limits of use, homeostatic, hierarchy, disclosure, nonlinearity, dynamic hierarchy, instability, possibility of observation [4]. Using synergetic context the issues of formation of a personality in contemporary culture, the socio-cultural changes in the society, the reorganization of education etc. can also be disclosed.

Therefore, the education system can be considered open, since it is constantly in the process of exchange of information between teacher and students (feedback), targeted search for information. During this process, new goals, methods and means of training emerge. Secondly, the content of education is changing, as it does not match the system of knowledge and skills of students at the moment. Nonlinearity of the process emerges as well as the result. The result of the educational process is always different from the designs of its participants. Thirdly, information space, which constantly increases the educational field, misbalances the system with a stable balance.

The system and synergetic approach, that creates a new concept of pedagogy, is marked out among the complex of different methodological approaches (cultural, humanistic, axiological, technological, and competent). It reveals all the synergetic principles aimed to support the priority of personal values and orientation to the education of human capacity to survive in a volatile world. Pedagogical synergetics, according to V. Kremen, «gives an opportunity for a new approach to work out issues in the development of pedagogical systems and teaching process, treating them, first of all, from the position of openness, co-creation and orientation to self-development» [8, p. 4].

In Ye. Kniazeva, S. Kurdiunov's essential studies, the founders of synergetics on the post-Soviet space, one of the sections is devoted to the interpretation of the synergetic methodology in education. According to the authors, its main methods are: self-education; non-linear dialogue, education that awakens – «to push one to a personal right way of development»; education as a modification and phase transition to «new structures of knowledge and behaviour»; Gestalt education – «transfer of whole blocks of information, patterns of thinking, redesigning of the very configuration of thinking».

The main task is getting the opportunity to learn how to think «synergetically», i.e. the creative approach to these challenges, ability to make decisions, to choose solutions of high-quality quickly in any situations [6; 7].

Conclusions and prospects for further research. The particularity of artistic education is the extension of the usual scheme of «teacher-student» to the triad of «teacher-composition-student». In this sense, one can observe all principles of synergetic methodology – non-linearity of the interaction between each element of the scheme, the state of uncertainty between reproduction and creativity, the resonance as forming of a reverse system of a new level of «student-teacher».

The multidisciplinary approach gives an opportunity to realize common principles of creation of complex system formations like «educational space», «cultural and artistic space», which have their own structure and substantial content, properties. Art education as a component of the educational space acquires all characteristics of a system. Understanding art as an open system leads to a comparison of artistic languages with natural self-organization. So the synergetic approach in art education has two powerful channels as a part of pedagogy at the level of educational theories and trends, and as a part of art at the level of internal content of spiritual world-view potential. The process of professional and personal formation of a student in the new socio-cultural conditions will be effective under the following conditions:

- If the paradigm of higher education is based on polycultural personally oriented education of humanist type, providing the necessary conditions for formation of a personality of a graduate as a professional and a human of culture;

- theoretical and methodological foundations of polycultural education will comprehensively and adequately reflect modern cultural representation at different levels of their system organization, paradigmatic cultural forms, plurality and variability of conceptual approaches with taking into account features of civilization, post-industrial stage of development of the system of education;

- the subjects of educational activity will continue a holistic system of cognitive value-regulatory meanings including contemporary ideas about the essence of establishment and development of a personality that reflects an objective need of the society in professionalism and culture of the highest level, personal qualities of future specialists;

- the substantial and procedural side of the main kinds (scientific and research, educational) and forms (group or individual, independent or under the guidance of a teacher), theoretical and practical activities of the main subjects of education (students and teachers) will be designed

as a cultural process on the basis of dialogue and cooperation between its participants.

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