

## REALIZATION OF CULTUROLOGICAL APPROACH IN CONTEMPORARY EDUCATIONAL SPACE OF UKRAINE

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**Abstract:** The research is devoted to the results of effective implementation of Ukrainian Literature textbooks in the curriculum for the grades 10<sup>th</sup> and 11<sup>th</sup> of general secondary educational institutions based on the culturological approach. Particular attention is paid to the peculiarities of implementation of the social project «Art is the Realization of Dreams» in the Ukrainian realities. The high school students' motivation is traced. The effective mechanisms for developing the cultural competence of high school students is established and practical experience in the effective interaction of literature and art is described. The attention is devoted to creating the educational environment for modern high school students which requires the active integration of inter-artistic relations.

**Keywords:** artistic context, culturological approach, inter-artistic interaction, school education, students' cultural competence.

### 1 Introduction

In the context of school education upgrade in Ukraine the problem of its development in multicultural manifestation becomes more relevant. The empirical study presented here made it possible to determine the effective factors influencing the cultural development of a young person in conditions of educational-cultural environment as a coherent system based on the integration of science and art. Modern investigations are based on the fact that productive dialogue between cultures and generations is one of the optimal and intensive ways of human inclusion in the world of science, culture, society (Mashkina, et al., 2016; Semenova, et al., 2014; Filipchuk, 2014). Therefore, the main task of the teacher is creating a cultural environment for the comprehensive development of a young person, formation of a system of values, assistance in choosing the living environment and ways of cultural self-realization.

So, according to researchers the concepts of the culturological approach in education are 1) an attitude to the student as a subject of life, capable of cultural self-development and self-determination (Hushchyna, 2010); 2) understanding the role of the teacher as a mediator between the student and culture who is able to bring into the world of culture and support the growing personality in its self-determination in the world of cultural values (Mashkina, et al., 2016); 3) understanding of education as a cultural process, the driving forces of which is the personal meanings, dialogue and cooperation of its participants in achieving the goals of their cultural self-development (Semenova, et al., 2014; Ostrovska, 2009); 4) an attitude to the educational institution as a holistic cultural-educational space where the development of children's talent and culture education of a person are carried out (Snizhna, 2013).

At the same time, further thorough research requires the question of the organization of productive systematic work on the development of cultural competence in the high school students, both in terms of the educational environment (using a school literature textbook) and the cultural-artistic environment (mastering a certain kind of art). Empirical research is directed at

determining the effective factors for upgrading the cultural competence of high school students. An analysis of the real state of the problem under study in school practice is presented. The importance and novelty of the study are that: 1) the effective factors of influence on the cultural development of a young person in the conditions of the contemporary educational-cultural environment as a holistic system based on the integration of science and art are identified; 2) a system of development of the cultural competence of the high school students was developed. The conceptual principles of the system became the basis for the preparation and introduction of new literature textbooks for grades 10<sup>th</sup> and 11<sup>th</sup> in the educational process of Ukraine. In the textbooks the principle of inter-artistic interaction in the process of study of fiction is optimally implemented; 3) the social action project «Art is the Realization of Dreams» of the Program «Active Citizens» of the British Council in Ukraine was implemented and showed positive results in the development of creative abilities of students in the field of fine arts.

Qualitatively new literature textbooks for the 10<sup>th</sup> and 11<sup>th</sup> grades of general secondary educational institutions, prepared by one of the authors of the article and implemented in the educational process in the academic year 2018/19, became the practical outcome of this research. Using such textbooks with a broad artistic context in the future will contribute to the developing high school students readers' cultural competence including the formation of understanding of fiction as an important component of art, improvement of reading skills to analyze and interpret literary works in the artistic context.

The results of the research emphasize the importance of using quality textbooks prepared in the educational process based on a culturological approach; creation of a favourable cultural-educational space for high school students with the purpose of productive realization of their creative abilities. The effective implementation of innovative literature textbooks for the 10<sup>th</sup> and 11<sup>th</sup> grades in the educational process of institutions of general secondary education of Ukraine is emphasized. The concept of these educational books is based on the idea of considering the literary text as a piece of art and the implementation of the principle of dialogic interaction of different types of art in the process of studying literature, which promotes the development of students' cultural competence. The effectiveness of implementation in the Ukrainian realities of the social action project «Art is the Realization of Dreams» of the Program «Active Citizens» of the British Council in Ukraine is shown based on the study of European experience in the development, individualization and socialization of the gifted person through art.

### 1.1 Research Problem

A research problem helps in narrowing the topic down to something reasonable for conducting a study (Artut, 2001; Bryman, 2012; Denzin & Lincoln (eds.), 2005; Fraenkel & Wallen, 2006; Hatch, 2002; Pardede, 2018). Creswell (2012) defined a research problem as «a general educational issue, concern, or controversy addressed in research that narrows the topic» (p. 60). Our study describes the effective mechanisms for developing high school students' cultural competence, which is to involve them in the modern cultural and educational space based on the effective interaction of literature and art.

### 1.2 Research Focus

Contemporary socio-economic, political and cultural transformations actualize the problem of modernization of the sense of school education, the search of new educational paradigms focused on the development of a comprehensively educated creative personality. The task of the research is to determine the effective mechanisms of influence on the

developing cultural competence of high school students through fiction and their artistic creativity. The purpose of the study is to find out how the cultural orientation of school literature textbooks and developing the abilities in own creativity (fine arts) contributes to the development of students' cultural competence deepening their interest in reading fiction texts and intensifying their desire to apply their knowledge and skills to new learning and living situations.

### 1.3 Research Aim and Research Questions

In Ukraine, the question is acute about the importance of creating the educational environment for modern high school students, which involves active integration of inter-artistic links and will be aimed at forming a personality with a high level of literacy and cultural competence. The main purpose of the study is to find an educational-cultural environment for school students focused on the effective implementation of the principle of inter-artistic interaction. The current general issue of the research aims to find out the level of high school students' cultural competence development and to identify effective methods, techniques and means of organizing educational space that is effective for forming their cultural competence.

## 2 Research Methodology

### 2.1 Sample of research

The research was conducted in stages from 2018 to 2021. The empirical research aims to contribute to improving the quality of school literary education in the profile school, forming a competent student-reader with a high level of general culture; ensuring that students learn social experience in the process of realizing their creativity, developing the ability to discover national and universal values, live and act creatively in the context of globalized changes and multicultural society, determine the heritage of national culture and respect the achievements of other cultures.

To determine the real status of the problem of implementation of the culturological approach in the school practice of teaching literature, we surveyed scholars of language (interviewing method) and high school students (questionnaire method) of 10th grade of general secondary educational institutions in different regions of Ukraine (Vinnytsia region, Kyiv region, Lugansk region, Poltava region, Rivne region, Sumy region, Ternopil region and Mykolaiv region).

The sample included scholars of language (35 respondents) who have been working in general secondary education institutions, as well as high school students (730 people in total) who have been living in cities (610 people) and villages (120 people) in different regions of Ukraine. The teachers, who had taken part in the research, represented – east, west, north and south. They were philologists, who have been working at school from 10 till 30 years. As suggested, the number of teachers and students from different regions of Ukraine, with whom researchers had been working during the study, is sufficient to obtain reliable research results. The qualitative research interviews were used to collect data for they are characterized by many features of friendly interactions to obtain valid and reliable information. Semi-structured interviews were used for they allowed the researchers and the participants to adjust questions and answers (Bryman, 2012; Fraenkel & Wallen, 2006; Gray, 2009). Therefore, pre-determined guiding questions that could easily be adjusted depending on the course of the interview were used.

All the 35 teachers (the study participants) were approached verbally and in a written form requesting their consent to participate in this research. Verbal requests were intended to bring the researchers to face with the participants before the start of conducting the interviews. Research questions in semi-structured interviews for teachers were: 1) Do the textbooks of Ukrainian literature meet the requirements to the implementation of the ideas of the culturological approach to teaching literature in senior classes? 2) Does aesthetic extracurricular space affect the formation of young people's artistic preferences and the development

of talents through fine arts? 3) Is there a need for development and implementation in the practice of school literary education a modern textbook on literature, created based on culturological approach?

With the participants' permission, all the researchers' interviews were recorded on a dictaphone as a way of saving time on making field notes. On top of the recorded interviews, the researchers made some notes to capture the main points as they arose and important areas to re-visit during data analysis (Reissman, 2001; Rubin, H. J. & Rubin, 2005).

The semi-structured interview involved 35 scholars of language to clarify their pedagogical experience of using a school literature textbook as a means of implementing inter-artistic interaction in the educational process and as a factor in the development of students' cultural competence. Ukrainian scholars of language consider that the modern literature textbook should be oriented on the organization of subject-subject training in literature lessons, the consideration of literary work as an artistic phenomenon of world artistic culture, the unbiased presentation of the writer as an extraordinary and talented personality, increasing the level of students' independent work with the textbook. Respondents unanimously expressed the opinion that the recommendations of the programmatic heading «Art context» should be optimally implemented in the content and structure of modern Ukrainian literature textbooks for grades 10th and 11th, in particular in biographical essays, artistic-publicistic essays, literary-critical references, methodological apparatus and illustrations. Educators believe that the qualitative and methodologically competently presented educational material of cultural orientation in the literature textbooks is one of the factors of direct influence on the development of the students' key competence «Cultural Awareness and Expression». Therefore, choosing a textbook that will organize the study of Ukrainian literature in the current academic year teachers prefer ones that have innovative content and illustrative equipment to implement the principle of inter-artistic interaction. They claim that the organization of students' educational activities in such textbooks will help to improve high school students' reading skills and emotional-evaluative attitudes, such as comparing the specifics of disclosure of a particular topic or image in their various types, identifying themselves as a representative of a particular culture, understanding the role and place of Ukrainian literature in the Western European and world contexts, appreciating the acquisition of other cultures and expressing interest in them; using the experience of interaction of literature and related pieces of art in different life situations; being prepared and open to intercultural communication. Given the above mentioned, it was stated that in the majority of current Ukrainian literature textbooks for students of the 10th grade (Avramenko, 2018; Borzenko, 2018; Kovalenko, 2018; Slonovska, 2018) the cultural information under the heading «Art context» is insufficiently presented. These educational books only sporadically offer questions and tasks for the consideration of literary works in the context of different types of art, provide insufficient tasks aimed at developing students' creativity and their artistic preferences, etc.

According to the respondents, another important factor of increasing the cultural competence of the students is the creation of favourable aesthetic space in the institutions of general secondary education (art galleries, chambers, art workshops, artistic-aesthetic design of rooms, etc.) and establishing active interaction with cultural institutions (museums, philharmonics, theatres, art schools, etc.). Teachers mentioned that students getting an education in specialized arts institutions receive a comprehensive system of education and upbringing at all levels of the educational process. Such work is done with due regard for the age characteristics of the students, their creative abilities, cognitive interests and creative potential. However, as practice shows, children living in regional and district centres of Ukraine (as opposed to children from rural areas) have the opportunity to obtain secondary art education.

During the interview, the teachers emphasized the importance of organizing students' extracurricular creative activities aimed at

discovering and developing their artistic preferences and talents through visual arts. Educators are convinced that the optimal combination in the modern educational space of different types of organization of students' activity will develop high school students' reproductive and creative imagination, emotional sensitivity, empathy, aesthetic taste, artistic thinking will encourage them to identify and realize their creativity. The teachers point out that the students' awareness of themselves as an artist will deepen their understanding of the multifaceted world of art, in particular, fiction as the art of words will shape the ability to consciously grasp its aesthetic value.

An interview of scholars of language has enabled us to conclude that the qualitatively embodied in the current literature textbooks principle of inter-artistic interaction and the organization of work on the realization of student's artistic creativity in various artistic projects will positively influence the development of their cultural competence.

The purpose of the questioning of the high school students was to identify the interdependence of the level of formation of high school students' reading interests on the level of development of their cultural competence – the ability to consciously perceive the educational material of cultural orientation presented in the textbook, the ability to analyze and interpret a literary work in an artistic context, creatively performing the tasks of understanding the synthesis of the arts. The extramural mass questionnaire was conducted that allowed a large number of respondents to be interviewed, in particular 730 school students from different regions of Ukraine, including 610 residing in the city and 120 in rural areas.

Research questions in the questionnaires for high school students were: 1) Are you interested in the artistic context of current textbooks in the process of teaching literature? 2) Is it important for you to receive art information, creative tasks and projects involving related arts for personal self-development during the literature lessons and extracurricular activity? 3) Do you have the intention and desire to reveal your creative abilities and master the art of painting at the initial level?

Tab. 1. Identifying high school students' motivation to acquire artistic skills

N	Question	The answer «Yes»	The answer «No»	The answer «I don't know»
1	Are you interested in the artistic context of current textbooks in the process of teaching literature?	82%	5%	13%
2	Is it important for you to receive art information, creative tasks and projects involving related arts for personal self-development during the literature lessons and extracurricular activity?	79%	15%	6%
3	Do you have the intention and desire to reveal your creative abilities and master the art of painting at the initial level?	81%	15%	4%

The results of the high school students survey showed that 82% of the respondents are interested in the educational material of cultural orientation (information about different types of arts, their characteristic features, means of embodiment common ideas and images in related arts) presented in the literature

textbooks, are impressed with the clarity and logic of its presentation, are interested in work on questions and tasks of various thematic sections of the textbook, focusing on identifying the interaction of literature and art. 79% of respondents are convinced that obtaining cognitive information about well-known artists of Ukraine and the world, independent performance of tasks and creative projects with the involvement of related arts (painting, music, theatre, architecture, photo art, the art of design, etc.) in the process of studying the literature will promote the development of interest in works of fiction in particular and interest in art in general.

In the process of interviewing high school students their desire to discover their artistic abilities and their intention to master the art of painting at the primary level were also established. Most school students (81%) showed their interest in the idea of trying their creative forces in the visual arts. They mentioned that mastering painting will help them to perceive and comprehend paintings of outstanding artists, to understand other types of art including verbal. However, 15% of the student questionnaires stated a low level of understanding by the high school students of the inter-artistic parallels used by the teacher in the literature class. Such students are convinced that studying literature based on the culturological approach will not affect their artistic preferences and expression of creative abilities. Therefore, these respondents were not interested in the idea of mastering the art of painting. Only 4% of high school students are undecided on whether they want to master the art of painting at the initial level.

Consequently, a survey of scholars of language and an interviewing high school students confirmed that the development of students' cultural competence is effectively influenced by factors such as innovative learning support for the process of studying literature prepared based on a culturological approach, and organization of cultural-educational environment orientated at individual creative abilities of the students and creation of their artistic projects.

## 2.2 Instrument and Procedures

The important component in conducting qualitative research is reliability, which, according to researchers (Fouché et al., 2017; Maree, 2016; Reissman, 2001; Webster & Mertova, 2007) means confidence in how correct the chosen methods are and how reliable the research results are. In the methodology of the study, the reliability of the data was ensured by a detailed description of the methodological procedure and also by a long-term interaction with study participants.

At the first stage of the investigation, the theoretical research methods (analysis and synthesis) was used in the study of national and world experience in the development, individualization and socialization of the gifted person, his/her creative self-realization through art to clarify the main approaches to solving this problem in science and practice. At this stage of the study, empirical research methods were applied to conduct a statement experiment and summarize its results. Semi-structured interviews with vocabulary teachers were used to summarize the experience of teaching literature, taking into account the ideas of the culturological approach, as well as to clarify the impact of cultural and artistic (mastery of a particular art) environment on the formation of students' cultural competence and cultural socialization.

The use of a semi-structured interview with scholars of language was most appropriate at this stage of the study. The validity of using this method of study is confirmed by other researchers. In a semi-structured interview, the researcher prepares the questions in detail in advance (Maree, 2016). The interviewee receives questions in a certain sequence. The data obtained from the interview are recorded in digital format. During the interview, the researcher makes notes with the consent of the participant (Fouché et al., 2017).

The survey questions for high school students were developed personally by researchers based on the analysis of modern approaches to the developing questionnaires taking into account the psychophysiological features of students in this age group, their level of knowledge, skills, socialization of personality in the cultural space (MacDonald, 2012; Mason & Gearon, 2005; Muzyka, Korolov, Semenova, 2015; Snizhna, 2013; Sinner et al., 2006; Zembylas, 2015). The survey consisted of three questions. A questionnaire survey was conducted among 10th and 11th graders to make them aware of the inter-artistic interaction embodied in Ukrainian literature textbooks, as well as to clarify the aspirations of high school students to realize their artistic creativity in various art projects.

In the second phase of the study, the researchers analyzed semi-structured interviews with scholars of language (philologist) and high school students' questionnaires. Empirical indicators obtained as a result of interviewing scholars of language, including on Google-disk, analysis of personal data of high school students led to the following: 1) the need to compile textbooks of Ukrainian literature for 10th and 11th grades based on cultural approach; 2) the expediency of the influence of the modern educational and cultural environment, built based on the integration of literature and art, on the cultural development of the young person. The use of statistical research methods involved a quantitative and qualitative analysis of the results of experimental teaching of Ukrainian literature based on the culturological approach. Theoretical methods (analysis, synthesis, comparison) were also used during the generalization of the results at this stage.

The analysis results of the semi-structured interviews with teachers and questionnaires among high school students in the third stage of the study were the methodological basis for the preparation and implementation of the textbooks of literature for the 10th and 11th grades in the Ukrainian educational space. Taking into account the principle of dialogism in the process of considering the literary text as a text of culture, as well as focusing on the dialogue of different cultures in the cultural space contribute to the implementation of the ideas of the culturological approach in textbooks. The authors of the textbooks (Fasolia, et. al., 2018; Fasolia, 2019), co-author of which is the researcher of this study, realize the inter-artistic interaction in biographical essays, literary-critical material, methodical apparatus, illustrative material of textbooks, thematic-stylistic diversity of the works offered for consideration.

The successful implementation of the social project «Art – the realization of dreams», aimed at developing cultural competence, the creativity of high school students, their self-improvement, was the result of the empirical research. Practical teaching methods included eight master classes in fine arts for high school students in different regions of Ukraine and were aimed at developing students' creative abilities and the formation of their cultural competence.

### 2.3 Data Analysis

In our study, a cyclical approach to data analysis was used. In total, three main research questions for vocabulary teachers and high school students provided an important analytical situation in the study. Qualitative data from semi-structured interviews and questionnaires were organized, transcribed, and then coded for thematic analysis. Thematic analysis is the process by which data are identified, classified, and identified by topic in a data set (Braun, et al., 2016). The thematic analysis allowed the researchers to determine what is familiar with the data and make sense of the data collected. Transcribing of in-depth interview recordings were done concurrently with data collection from individual questionnaires for students. This allowed the researchers to consult participants for further information and clarity on some research issues. The researchers consistently referred to tape-recorded interviews to keep abreast with participants' views during data analysis. The transcribed data

was important in validating the tape-recorded data to ensure accuracy in reporting the findings.

At the next third stage of the study, researchers moved on to developing the effective ways and means to increase the cultural competence of high school students through literature and art, namely: 1) compiling, creating and implementing quality textbooks in literature for 10th and 11th grades based on a strong artistic context into the educational process; 2) a study of the experience of the United Kingdom in the development, individualization and socialization of the gifted individual through art; 3) creation of educational art space for students by conducting painting master classes in schools of Vinnytsia region within the framework of implementing the social action project «Art is the Realization of Dreams» of the Program «Active Citizens» of the British Council in Ukraine.

## 3 Research Results

### 3.1 Result 1. An empirical study aimed at determining the effective factors of influence the development of the cultural competence of high school students.

The result of an empirical study aimed at determining the effective factors for the development of the cultural competence of high school students in the Ukrainian literature textbooks for the 10th grade prepared by one of the authors of this article in co-authorship with other scientists-teachers (Fasolia, et. al., 2018) and 11th grade (Fasolia, 2019) which are based on the concept of the conducted empirical study and its results are taken into account. The textbooks are recommended by the Ministry of Education and Science of Ukraine. Their implementation into the educational process of general secondary educational institutions in different regions of Ukraine began in the 2018–2019 academic year. These educational books are characterized by a clear cultural orientation which ensures the implementation of the principle of inter-artistic interaction in the process of studying fiction and promotes the development of students-readers' cultural competence.

Another important result of the research is the successful implementation of the social project «Art is the Realization of Dreams» aimed at the development of cultural competence, the creativity of high school students, their self-improvement.

#### 3.1.1 Result 1.1. Implementation of the inter-artistic interaction principle in innovative literature textbooks for students of grades 10th and 11th.

Content and structure of Ukrainian literature textbooks for 10th grade (Fasolia, et. al., 2018) and 11th grade (Fasolia, 2019) are based on the idea of considering fiction text as a text of culture that reflects the consciousness of people of a particular historical age, focuses on dialogue in the cultural space and dialogue of cultures. Let's analyze the created textbooks (Fasolia, et. Al., 2018; Fasolia, 2019) on literature and indicate how their authors managed to present a broad artistic context in the content and theoretical blocks of textbooks.

Each thematic block of these educational books (by the thematic-chronological principle of studying literature in grades 10th and 11th) begins with a brief overview of the development of Ukrainian literature of a certain historical period in the context of the world and national culture trends of a certain time. For example, such 11th - grade topics as «Executed Renaissance» and «Literary avant-garde» present not only a review of Ukrainian literature of the 1920s but also a piece of cognitive information about the stylistic diversity of Ukrainian art of this historical-cultural period. In particular, it focuses on the works of such Ukrainian artists as M. Burachek, O. Bogomazov, M. Boichuk, D. Burluk, K. Malevych, A. Malevych, M. Zhuk, O. Ekster, V. and F. Krychevskych, that were marked by the influence of the world painting trends. It also focuses on Ukrainian modernist composers B. Liatoshytskyi and M. Verykivskiy, features of the development of Ukrainian modern theatre and cinema (the art of Les Kurbas and

O. Dovzhenko). Such material of cultural orientation will contribute to enriching the 11th -grade students with knowledge about national cultural phenomena of the 1920s and deepening their ability to compare the specific manifestation of avant-garde trends in different types of art.

While learning the literature of the Second World War period and the first post-war years in the 11th grade an educational material about the socio-political events of the 1940s is also presented. These events led to the development of national literature. Students present a brief message about the development of Ukrainian art of that time in the classroom. Such classroom activities indicate students' understanding of artistic interaction in the process of studying literature of a certain period.

The following educational materials and a methodological apparatus for them aid the development of students' cultural competence: «Cultural-artistic Context», «Reading Leisure», «Reading Self-Control», «Your Reading Projects». Their content confirms the professional approach of the authors of the textbooks to the presentation of the educational material, which is most suitable for drawing inter-artistic parallels in a literature lesson.

In the section «Cultural-artistic Context» the interesting, cognitive information about the world and Ukrainian cultural heritage is presented for students of grades 10th–11th optimally to their age-specific features. It includes paintings reproductions, photos of sculptures and architectural monuments, aesthetic analysis of artistic canvases and musical works, etc. Such materials help students thoroughly comprehend the ideological-artistic content of literary work, improve their ability to draw artistic parallels in the process of studying, and help to form an understanding of Ukrainian literature as an integral component of world art. Here are some examples. While studying the art of the poet-symbolist M. Voronyi in the 10th grade, the material of the section «Cultural-artistic Context» provides students with information about the artworks of Ukrainian artists who worked in the symbolist manner (M. Zhuk, M. Burachek, A. Petrytskyi, O. Novakovskiy, P. Kovzhun).

Studying the art of the Ukrainian writer V. Stefanyk students of grade 10th at the literature lessons get acquainted with the phenomenon of expressionism in world art and have the opportunity to trace its characteristic features in the paintings of artists V. van Gogh, E. Munk, V. Kandynskiy. For example, after reading V. Stefanyk's book «The Stone Cross» students were offered to do a task to identify the consonance between the expressionist works of Ukrainian writer V. Stefanyk and Norwegian artist E. Munk.

The questions and tasks of a reproductive and creative nature that involve appealing not only to the reading but also the cultural experience of high school students, contributing to the development of their cultural competence are equally presented in the textbooks. For example, while studying the literature of symbolism the students of the 10th grade are advised to prepare a virtual excursion to the gallery of the symbolist artist M. Čiurlionis in Kaunas and to tell about the painting that impressed them most. The following tasks help students to understand the inter-artistic interaction and the development of students' cultural competence: «Explain why the artist uses musical terms in the names of his paintings. Why is this technique justified for his works?»; «Compare the techniques of creating a symbolic piece of art in the poetry of M. Voronyi and the painting of M. Čiurlionis. Select lines from poems of the Ukrainian poet that are consonant with the paintings of a Lithuanian artists», etc. (Ukrainian Literature. Standard Level: Textbook for grade 10th of secondary general educational institutions, 2018).

In the section «Your Reading Projects» grade 10th students are also offered the task of cultural orientation: «Prepare and discuss in groups messages about symbolic artists, representatives of different types of art»; «Describe Kyiv period of the art of the

symbolic artist M. Vrubel. Prepare a slide show «Murals of Volodymyrskiy Cathedral»; «Prepare for the debate: «Is M. Voronyi an imitator of the symbolic traditions of French poets or an original Ukrainian modernist artist?» (Fasolia, et. al., 2018).

Tasks of the same nature are found in the textbook for the 11th -grade students. For example, while studying the literature of the 1920s the following tasks are recommended: «Describe briefly the development of Ukrainian art in the 1920s. Name its outstanding representatives. What works of Ukrainian artists of this period do you know, and which works would you like to get acquainted with?»; «View reproductions of paintings by Ukrainian avant-garde artists. Which of them impress you most? Why? Prepare a virtual excursion "In the Art Gallery of Ukrainian Artists of the First Decades of the 20th Century» (Fasolia, 2019).

The methodological apparatus of the textbooks guides students to the creative-investigative activities of cultural orientation. For example, students in grade 10th need to prepare in a pair or a group a description of one of the paintings by Ukrainian artists M. Pymonenko and V. Orlovskiy in the context of the aesthetics of realism; to find information about the use of I. Franko's work in contemporary art (music, graphics, theatre) and write their comments; to select an audio recording of L. van Beethoven's compositions for the musical accompaniment of expressive reading of selected episodes from the book «The Stone Cross» by V. Stefanyk.

The 11th -grade students are offered creative-searching tasks presented in the section «Your Reading Projects». Thus, in the process of studying the art of the poet E. Pluzhnyk, whose works are filled with elegiac motives students should prepare a video excursion «Autumn in the paintings of Ukrainian artists of the first decades of the twentieth century» and it is recommended to make a selection of lyrics by E. Pluzhnyk, V. Svidzynskiy and other Ukrainian poets of this period that reproduce the beauty of autumn nature for the poetic accompaniment of the presentation of canvases of painting.

While studying O. Dovzhenko's art 11th -grade students are recommended to watch his films «Zvenygora», «Earth», «Ivan», «Enchanted Desna» and to prepare a multimedia project «Oleksandr Dovzhenko – classic of world cinema». Students' understanding of the synthesis of different types of art is also guided by the section «Reading Leisure». For example, a textbook for 10th- grade students has a task to visit the websites of world art galleries, to make a selection of reproductions of symbolic works of painting, etc. During the study of the literature of postmodernism, in particular, the works of contemporary Ukrainian writer Y. Andrukhovych, students of the grade -11th are offered to find in the Internet songs on his poems performed by Ukrainian and Polish rock groups etc.

The rich highly artistic, methodologically functional illustrative materials (portraits of writers, reproductions of paintings of artists, illustrations for literary works, etc.) are used in the textbooks. They help students of the 10th and 11th grades deeply understand the content of works of art in the context of different types of art. The presented reproductions of the artists' works must be consonant with the literary works, textually studied in the grades 10th and 11th, by theme, idea and images. Here are the examples. Thus, in the 10th -grade in the process of studying the art of the poet-symbolist M. Voronyi, reproductions of M. Čiurlionis's paintings are presented. The textbook focuses on the inter-artistic interaction – the Lithuanian artist's desire for the synthesis of arts and the search for analogies of music and fine arts, which is especially clearly manifested in his paintings «Sonata of the Sun», «Sonata of Spring», «Sonata of the Sea», «Sonata of the Stars». Studying the peculiarities of the artistic works of symbolism, the students are offered to get acquainted with the reproduction of the sculptural composition «The Bearing of the Cross» by V. Kravtsevych and to reveal the symbolism of the image of the cross in V. Stefanyk's short story «The Stone Cross».

Therefore, the content and structure of existing textbooks «Ukrainian Literature: Standard Level. Grade 10th» (Fasolia, et al., 2018) and «Ukrainian Literature: Standard Level. 11th grade» (Fasolia, 2019) attest to the systematic implementation of the principle of inter-artistic interaction as evidence of the study of literature based on the culturological approach.

In the 2021 year, the authors are actively studying the theoretical foundations and practical means of implementing the culturological approach to teaching Literature in general secondary education, in particular, they are developing the school literary education content following new standards, as well as are creating teaching materials for the Literature studying at school in an artistic context. The National Literature and integrated course for 5-6 forms of gymnasiums (Ukrainian and Word Literature) model curricula programs were created by one of the authors, which were recommended by the Ministry of Education and Science of Ukraine for studying in general secondary education institutions in Ukraine, and prepared Literature textbooks for 5th grade. The culturological approach according to the norms of the new State standards of basic secondary education (2020) is realized in the program and educational providing. In 2021, the testing of prepared new Literature textbooks for the 5th grade is underway, which will be widely implemented in general secondary education institutions of Ukraine in 2022.

### **3.1.2 Result 1.2. The implementation of the social action project «Art is the Realization of Dreams» of the Program «Active Citizens» of the British Council in Ukraine.**

Based on empirical research among teachers and students, researchers have found that the development of students' cultural competence will be facilitated by their participation in various art projects. Thus, in 2018, researchers participated in the implementation of the social action project «Art is the Realization of Dreams» of the Program «Active Citizens» of the British Council in Ukraine. The practical implementation of this project in Ukraine provided a study of the experience of the United Kingdom in the development, individualization and socialization of the gifted individual through art. According to this purpose, the researchers analyzed the works of Ukrainian and foreign scientists on the problem of developing a creative personality through various arts in the UK.

The socially determined requirements for the system of education are changing according to the realities of the time, justifying new theoretical and methodological foundations for the education and upbringing of the emerging generation, in particular in the field of art. The research of domestic and world experience of development, individualization and socialization of gifted personality by modern Ukrainian scientists (Muguev & Romanov, 2009; Semenova et al., 2014; Muzyka, et al. 2015; methodical guide; Semenova, 2012; Snizhna, 2013;) attests that the means of art is one of the effective ways of enhancing the cultural development of the emerging generation and creative self-realization of the personality. Nowadays the European educational system concentrates great attention on the activities of specialized secondary schools of arts which is caused by the need to adapt education to modern requirements, to a new dimension of the cultural development of the personality, in particular its aesthetic basis. The analysis of sources related to the problem raised shows the constant attention on the issues of aesthetic education of students and the development of their abilities, as well as the distribution of responsibility for the implementation of its tasks among state institutions, local self-government bodies, public and cultural-creative organizations. Thus, specialized schools of arts in the UK cover three main profiles of study – the performing arts, the visual arts, the media arts, which give great opportunities to young people who tend to embark on professional improvement in one area of art or another and envision the university admission. In such circumstances, the basis of the aesthetic personality culture with the integration of general and artistic subjects plays a major role in the educational process of secondary specialized schools of arts in the United Kingdom.

Contemporary European trends in the work of specialized secondary schools of arts are evident in the mandatory introduction of integrated aesthetic courses into the school curricula; introduction of the artistic-aesthetic practice of schoolchildren under the guidance of artists, professional figures of culture in their creative workshops, museums, galleries, etc.; uniting efforts of teachers and specialists of creative directions for cooperation in the education of students' aesthetic culture; implementation of state programs, projects for the development of artistic-aesthetic and cultural trends in the education of students (Art Education in a Postmodern World, 2010; Barone, & Eisner, 1997; Boughton & Mason, 1999; Elliot, et al., 2004; Eyre, 2009; Fedorenko, 2009; Finley, 2005; Graham & Zwirn, 2010; Hammer, Bennett, & Wiseman, 2003; Harris, Hunter, & Hall (Eds.), 2015; Leavy, 2009/2015; Leeman, & Ledoux, 2003; Lustig & Koester, 2006; Mason & Gearon, 2005; Simonton, 2009).

The integrity and continuity of the process of developing the artistic gift of UK specialized secondary art school students provide a variety of forms not only for classes but also for extracurricular work. British educators guided by the aesthetic principles consider the organization of such students' activities as an additional opportunity to deepen and improve the already acquired knowledge and skills in the field of different types of art and purposeful influence on the emotional sphere of students, their cultural and aesthetic enrichment.

Studying the experience of developing a creative personality through various arts in the UK helped researchers to create the concept of the project «Art is the Realization of Dreams» and its practical implementation in Ukraine. Therefore, we will dwell in more detail on the implementation of the art project.

Today, project activity becomes a defining characteristic in the organization of work in science, education, culture and other spheres that require constant innovation, initiative, ability to attract resources and make decisions for positive change. Therefore, it is urgent to appeal to charitable organizations that fund specific projects or programs on a competitive basis. Thus, in 2018 the authors of the article prepared and implemented the project of social action «Art is the Realization of Dreams».

The purpose of the project is to develop the cultural competence of the high school students, in particular, their creative abilities through the means of fine art, formation of openness to intercultural communication. Achieving the goal involved the following tasks: 1) formation of students' ability to work in the chosen field of art; 2) formation of students' valuable attitudes to art, development of their skills in the field of fine arts, improvement of aesthetic tastes by integration of artistic disciplines; 3) involvement of professional artists to gain students aesthetic experience; 4) encouraging students to take an active part in activities that include various forms of art; 5) organization of creative cooperation with other educational institutions of general secondary education of the certain territorial community and beyond, with other local creatives and artistic institutions to study and use innovative experience in the development of students' cultural competence.

The authors of this article, being project organizers and participants, developed its concept, made an official presentation, as well as public relations campaign in educational institutions, social networks and print media on the implementation of the planned activities, evaluated the obtained results.

The project, held in January-February 2019, involved the 120 high school students of such villages in the Bar communities of the Vinnytsia region: Kopaygorod, Yaltushkiv, Tereshky, Luka-Barska. The time and the place of implementing the project «Art is the Realization of Dreams», the number of participants (high school students) were described in the grant application.

The organizers of the project «Art is the Realization of Dreams», in particular teachers of fine arts of Bar Humanities and

Pedagogical College named after N. Hrushevskiy, N. Pidgorina, R. Mocharnyi and N. Ivanysko, the artist and the head of the artists union of the Bar region, held eight master classes for high school students from villages, distant from the district centre, aiming to involve them in artistic creativity. During the masterclasses by experienced fine arts teachers, students mastered new drawing and painting skills in various genres of painting. Thus, the first four masterclasses were aimed at teaching high school students to draw a landscape, the next four – still life. High school students performed their creative work with oil paints using a single-layer painting technique. The students performed the work on a pre-purchased primed canvas. The technique was as follows: students first applied the first layer of paint, let it dry completely, and then began to paint a picture with oil in a single-layer technique.

As a result, high school students' artworks, created during this project, were presented in the countryside and the Bar art gallery in Bar town of Vinnytsia region. The project ended with a final conference on April 16, 2019. During the conference participants of the project had a unique opportunity to get acquainted and to communicate with professional artists, scientists and art intellectuals from different regions of Ukraine».

The «Art is the Realization of Dreams» project has shown positive results. Thus, the students were given access to professional artistic activity, got enriched with knowledge about the development of artistic culture in Ukraine and the world, joined the cultural environment of their community. The involvement of professional artists in the acquisition of artistic and aesthetic experience by students influenced the formation of a stable motivation for them in the purposeful process of mastering the art of painting. The presentation of creative works at art exhibitions contributed to the formation of students' confidence in the realization of their creative abilities, increased self-esteem, professional orientation on the choice of future profession in the art sphere and most importantly – the fulfilment of the creative dreams of each project participant.

#### 4 Discussion

The study aimed to establish the effective mechanisms for the developing cultural competence of high school students in the modern cultural and educational space based on the effective interaction of literature and art. The findings of the study confirm the opinion of researcher S. Zhyla, who claims that "the importance of a comprehensive approach to the use of the cultural influence of different types of fine art in the process of studying literature, and the need of personality to form a holistic picture of the world are deeply understood" (Zhyla, 2004).

Discussion During the research in January 2020 the results of the introduction of Ukrainian literature textbooks for the students of the 10th and 11th grades were monitored. Teachers and students of experimental institutions of general secondary education of different regions of Ukraine (Petropavlivsko-Borschagivska secondary school of Kyiv region, «Schaslivskiy educational complex» of Kyiv region, «Specialized school-collegium» No. 3 of Chervonograd city of Lviv region, Nizhyn Regional Pedagogical Lyceum of Chernihiv Region). The majority of the teachers-respondents (73.8%) confirmed that the textbooks fully implemented the principle of inter-artistic interaction in the process of studying literature. The expediency of considering a literary work as a text of culture and its comprehension in an artistic context is pointed out. According to the respondents, the modern, informative and accessible information for the students of grades 10th and 11th about the world and Ukrainian art of the second half of the 19th – beginning of the 21st centuries, which is presented in the content of various sections of the textbooks, contributes to a deep understanding of the ideological-artistic content of the literary work, improving the ability to draw artistic parallels in the process of its analysis and interpretation, and thus the development of students' cultural competence.

The monitoring showed qualitative indicators (76.7%) of the students' understanding of Ukrainian literature as an integral part

of world culture, its specificity as word art, the ability to analyze and interpret a work in an artistic context and an awareness of its artistic significance. Currently, these textbooks are being used in the educational process of different regions of Ukraine.

The conclusions of the study confirm the results of research by Ukrainian scientists (Pokatilova, 2013; Pustokhina, 2016) on the importance of forming cultural competence of high school students in literature through inter-artistic interaction, the feasibility of developing and implementing a modern textbook with effective artistic context into the educational process. The results of O. Pokatilova's (2013) research are presented based on the analysis of current textbooks on literature for the realization of their artistic context. They point to the insufficient presentation in the textbooks of the extensive artistic context and culturological material of informational nature. The results of the scientist's research confirm the need to develop and implement in the educational process a modern textbook on literature with an effective artistic context.

Innovative textbooks with several awards and medals were developed and put into practice in Ukrainian schools. Thus, the textbook «Ukrainian Literature: Level of Standard. Grade 10» (Fasolia, et al., 2018) was awarded the gold medal in the competition for scientific development in the nomination «Integration of State Standard Resources and Innovative Practices in the Process of Implementation of Cross-Line Content Lines in Education», held within the framework of the work of the X International Exhibition «Modern Educational Institutions – 2019» (March 14–16, 2019, Kyiv, Ukraine). Textbook «Ukrainian Literature: Level of Standard. Grade 11» (Fasolia, 2019) was awarded the title of laureate in the nomination «Textbook or training set for pupils, students» in the competition «National recognition of scientific achievements» held in the framework of the XI International Exhibition «Innovation in Contemporary Education» (October 22–24, 2019, Kyiv, Ukraine).

The results of scientists' research (Mashkina, et al., 2016; Muzyka, Korolov, Semenova, 2015; Snizhna, 2013) are consistent with the results of the current study on the impact of the artistic environment on the developing students' cultural competence, the feasibility of deepening and improving students' practical skills in the field of various arts, including fine arts. The results of the art project were discussed at the final conference on April 16, 2019, in Bar, Vinnytsia region, with the involvement of a wide range of public, scientists, teachers, artists from different regions of Ukraine. The organizers of the project and the participants of the conference concluded that mastering the visual arts affected enhancing their reading and cultural competencies, creative self-realization in the chosen field of art, forming a valuable attitude to artistic masterpieces, developing personal culture through profound influence of synergy of arts.

#### 5 Conclusions and Implications

Studying the process of implementation of the culturological approach in the theory and practice of school literary education in Ukraine allowed us to objectively evaluate its current state. Our analysis of current Ukrainian literature textbooks for grade 10th showed a haphazardness in the organization of students' educational activities regarding the implementation of the principle of inter-artistic interaction in literature lessons and the formation of their cultural competence. Therefore in the context of the modernization of school literary education among the diverse selection of educational products, the leading place should belong to a textbook based on cultural principles.

Such tutorials as «Ukrainian Literature: Level of Standard. Grade 10» (Fasolia, et al., 2018) and «Ukrainian Literature: Standard Level. Grade 11» (Fasolia, 2019) were both based on the culturological approach to the study of literature in content, as well as methodical aspects. Their cultural orientation is determined in the implementation of the principle of inter-artistic interaction in the process of studying literary works, acquainting students with the key values of national and foreign artistic

culture, forming an understanding of works of fiction as a form of art, deepening interpretive skills in the context of cultural analysis. Therefore, the textbooks are considered by their authors as the effective means of developing the cultural competence of students of the 10th and 11th grades of general secondary educational institutions. Such educational books will help to integrate the content of school education, the readiness of the teacher to organize the study of literature, to use the integrative possibilities of related arts, to assist in the implementation of inter-art projects.

Using the development potential of the European experience in creating an educational environment for gifted students, they need to form a value-based attitude to art, to develop creativity, aesthetic taste through the integration of artistic disciplines, and to involve professional artists in the process.

Implementation of the Social Action Project «Art is the Realization of Dreams» of the Program «Active Citizens» of the British Council in Ukraine has enabled high school students to gain access to professional art activities, to enrich cognitive information about the development of various forms of art in Ukraine and the world, to participate in their cultural development community. Therefore, the creation of a modern educational space based on the culturological approach is a priority direction of the strategy of education development in Ukraine.

The results of the art project effectively contributed to the improvement of the educational activity of students who were directly involved in its implementation. Thus, the observation of the educational process in the Ukrainian literature classes in grades 10th–11th gave grounds for the following conclusions: increasing reading activity of high school students – answers to questions and tasks of cultural orientation were distinguished by emotionality, the manifestation of associations, emotional-empathic sensitivity, efforts to deeply grasp the facets of talent of famous artists; raising the level of readers' competence in the analysis and interpretation of works of art in an artistic context, a meaningful understanding of the embodiment of common ideas and images reproduced in related forms of art; productivity in carrying out independent research and creative activity; demonstration of valuable attitudes to works of art, understanding their significance, raising the level of general culture, expanding artistic preferences and aesthetic tastes; forming motivation for further creative activity.

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**Primary Paper Section: A**

**Secondary Paper Section: AM**