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University culture for forming united academic space of the education, science, innovation

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Abstract

This article presents a theoretical analysis of scientific sources of philosophy, culture, cultural studies, and sociology concerning the interpretation of university culture and set the value of the academic essence in development of European education, science and innovation.

Key words: higher educational institution, information, innovative, pedagogical, scientific, university (academic), corporate culture.

Introduction

Realization of the principles of international cooperation in the field of education and culture took place during world collections of Bologna process, namely through general declarations “About the concordance of the system of higher education in Europe” (Paris, 1998), “Declaration of European Ministers of Education” (Bologna, 1999) and communiqué of intergovernmental conferences: “On a way to European space of higher education” (Prague, 2001), “Formation of European space of higher education” (Berlin, 2003), “The European education – achieving the goals” (Berlin, 2005), “On the way to European space of higher education: answer for call globalization” (London, 2007) and “The Bologna process in a period to 2020 year – European space higher education in the new decade” (Leuven and Leuven la-Nieuwe 2009) [Stepko, Bolyubash 2003].

The European framework guideline of Parliament Council of Europe (in 2006) outlined key competences for lifelong learning, that able to provide an assistance in adaptation of all layers of citizens to the global public calls, without

prejudice to the different groups with social, cultural, economic and personality necessities, among them a ponderable role is played by a cultural awareness and ability to express itself in this area, that envisages creative self-expression emotion, experiences and ideas through music, theater and visual arts, literature, knowledge of linguistic and cultural diversity and heritage of Europe and the World.

In the communiqué conference of ministers of higher education of 46 countries (Leuven, Leuven la Nieuwe 2009) are generalized achievement of the Bologna process, priorities of development of European space of higher education are set in a new decade, namely assistance to development of creative and innovative Europe of knowledge and researcher of innovations. In Budapest–Vienna declaration of 2010 officially was proclaimed about creation of European space of higher education, a key role in the development of that is played by an academic association and cultural advantages of establishments of formation of different countries of participants [Ridei 2011].

The introduction in the 2009/2010 academic year ECTS innovation and its key documents, including the Diploma Supplement (DS), proposed system of evaluation of achievements of students must assist to European development of Ukrainian and world cultural values, orientation on the ideals of democracy and humanism, civil society in single space of education, science of innovations by the European Commission and united for educational Ukraine establishments.

Exposition of basic material

On the joint of XX–XXI centuries in social life have been significant changes which led to the formation of a new type of society – information.

An informative culture first of all includes the sphere of spiritual life of society, that summarizes the system of education, educational, scientific and art creativity, in the context of informative relations, and also establishments or organizations that provide their functioning (schools, higher educational establishments, clubs, museums, theatres, creative unions, societies, and others like that). The specialist of any industry must have the high level of informative culture and be ready to innovative (culture) activities. Largely it touches teachers who have the arsenal of innovative methods and technologies of studies and able to prepare professionals. In opinion of Kobernik [2002], “forming for the students of readiness to innovative activity foresees, foremost, the deep study of theoretical questions of improvement of educational process, positive parties of pedagogical theories, ideas and technologies that was already investigated and inculcated in teaching practice”.

The innovative culture of pedagogical workers – it one of difficult and scantily explored objects of scientific search of psychological science, that is why determination of this concept touches more professional aspects. Dychkivska

[2004] determines the innovative culture of pedagogical workers as system “the pedagogical facilities mastered by personality that provide the innovative method of activity, the system developing elements of that are values of innovative plan”.

The great merit in the development, directly, pedagogical culture of the teacher belongs to the outstanding teacher of our time Sukhomlynsky. A *pedagogical culture* – is living, creative pedagogy of everyday creative labor in which theoretical regularities process of the influence on the spiritual world of pupil allegedly merges with the personality of the teacher. It is, figuratively speaking, technique and technology of co-operation of master and object of his labor. A pedagogical culture of teacher of higher educational establishment (hereinafter – higher educational institution) is the source of display of him scientific and general erudition, pedagogical mastery, culture of speech and communication, spiritual wealth, a manifestation of his artistic personality as a reflection of result of permanent self-perfection and self-development. A pedagogical culture is harmony of culture of creative knowledge, creative action, feelings and communication.

The methodical culture - a level of perfection, certain perfection, that the teacher reached during the active, targeted educational activity. It is determined by the system of knowledge, abilities, skills of teacher, by character of his professional communication, a penchant for creativity, and also by the level of pedagogical skills. Objective indicator of methodical culture is harmonization, coherence around what has professional educator, his sense of proportion, and also efficiency of process of pedagogical influence, high results of educational activities and above all – focus on self-development, self-improvement, increased mastery of qualifications [Ridei 2012].

Summarizing multi aspect of *the scientific culture* Maksjuta [2007] formulated its interpretation as an actively-creative expression of universal culture; human formative degree of mastery by a social subject on principles of science and scientific method by knowledge and methods of activity; it is a culture of mind of the personality on ways and in the conditions of development, enriching of the adequate in its substantial displays vital world. It is transformed by personality dimensions and potentialities of human creativity – intelligent “power of science”. Centers of scientific culture, intellectual heritage of scientific schools are universities. In the XIX century was grounded several concepts of development the university formation of the European level leading place among which rightfully given to the idea of a research university Wilhelm von Humboldt University and the theory of intellectual university of John Henry Newman. Since the main task of higher education institutions V. Humboldt believed a combination of “objective science and subjective knowledge”, leaving a leading place for science, the basic idea of a university faced unity of science and

education, improvement in a particular scientific field during life, academic freedom in research and teaching.

The University is a community of students and teachers, united by a common desire for knowledge and understanding of the world. *The academic institutional culture* emerged as a combination of academic ethos and organizational features that stipulate the general for this institution approaches to a method of work organization, with a certain level of competence and trust, procedure of acceptance of administrative decisions, and also perception in a predicting, decision and prevention of conflicts.

The University introduces rationality in human life, articulating through their pupils the rational, and therefore universal criteria arranging human affairs and projects. Such rationality is based on the idea of truth as an ideal condition being tangent to intelligent search for different people and the idea of freedom as a precondition for dialogue and communication that brings people to the truth in this commitment to the universality of the idea of university autonomy is implemented [Tobko 2007].

An academic culture also creates conditions for the formation of the environment in which the participant university life can grow as a man. *No dignity without liberty. And no liberty without dignity.* Ethos of academic freedoms leads to awakening awareness of inner dignity and internal sovereignty of the student and as a scholar and as a person. *Academic culture* is intellectual and ethical system of values, motivations, perceptions and beliefs that define professional activities in education and science.

The culture of university in the narrow sense is academic and in volume (cross-border) has its own characteristics. The most important value and condition of the academic existence of culture is the availability of spectrum freedoms: freedom of choice (scientific theme or subject for teaching); freedom of creativity (methods, techniques and tools to be applied and used in the process of educationally-scientific work) during creative activities (scientific and educational, teaching, cultural, educational, educational); independence in work (creativity).

The university academic corporate culture can be defined as a set of interacting factors and constituents that covers the experience of the past and present, the structural characteristics of the institution and the views of its leaders, staff and students; secondly, a set of ideas, a standard of behavior, moods, symbols, relationships and modes of organization of the institution. Corporate culture of higher educational institution can define individuality university institution more than its educational-scientifically-productive and educational activities as well as educational and scientific, social and cultural services (including – education, scientific and cultural services) that it provides. The unicity of corporate culture higher educational institution consists in that it is an achievement system of the

internal values and rules "code of honor" that prevails in the institution. *The purpose of university corporate culture* is to ensure a high level of performance in all areas of the institution, its competitiveness and profitability (for commercial projects), creating a positive image and increasing demand for services institution by improving human resource management, education of staff loyalty, resolve issues without conflict.

Cherishing of the mature academic culture is very durable and very complex process, as envisages not only making of clear norms but also their free acceptance, relaxed internalization by all participants of university life: students, teachers, administration, and support staff. An academic culture cannot simply be transferred or borrowed. As a rule, it suffered price of trial and error, incessantly price communication and self-reflection of the university community on their project.

Universities can contribute to overcoming the challenges of the XXI century – climate change, energy issues, increasing life expectancy, accelerating technological progress, increasing global interdependence, economic and social inequality, etc., requiring relevant research and innovation. These challenges pose new requirements relating to both improve the quality of teaching, learning and research, the organizations of higher education institutions and the social missions of universities in society. The different European forums on questions higher education define the central role of universities in the development of the continent and its individual countries that create, store and transmit knowledge vital to the economic well-being, form the European values and culture. But universities perform its mission in modern conditions, including improving the quality of teaching and learning, innovation development growth competitiveness needs the mobilization of practically all resources of spiritual, moral, intellectual, financial, material and administrative resources [Ridei 2012].

According to the authors the university culture is stipulated by academic features: 1) of axiological potential - values (fundamental scientific and pedagogical schools, university autonomy, identity of the person); freedom (creativity, word choice, free will); professional competence (researchers, teachers, academics, rectors, heads); favorable environment integration and innovation of teaching researcher (innovation, scientific, educational, modern, educational and scientific paradigms); responsibility (in the present and the future on the results of university education and scientific services); international mobility and cooperation (cross-border cooperation of teachers, researchers, students, administrators and managerial staff); interindustry, interdisciplinary modern scientific knowledge; 2) acmeological approaches – social satisfaction of public values (justice, solidarity, equality, tolerance, cultural traditions, democracy, ethics); 3) corporate structure of professional cultural environment is an administrative, organizational hierarchy (institutional image) pedagogical, scientific, methodical

status of the institution (authority of schools, traditions); reputation management (accessibility for those who need a strategic partnership); competitiveness reputation (standardization, certification, licensing, accreditation); technological and informational capacity (technologization and informatization of processes under the activities).

Conclusions

The role of university culture in the development of intellectual information society of scientific knowledge's consists in forming of academic cross-border area of education, science and innovation under conditions of autonomous reputation and maintenance of axiology contents freedom of choice and creativity, free expression of personal and public opinion imitation of cultural heritage in higher education in the steady pursuit improve the quality of teaching, learning, scientific research to worthy (socio-economic, scientific-technical, informational, logistical) support of universities the institutional organs of management (international, state, regional) for ensure competitiveness and positive image scientific and pedagogical school university promotion noospherological principles of environmental education, improve environmental education graduates, their professional competence, ability to make environmentally responsible management decisions based on sustainability and to preserve the quality of life of the present and future generations.

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