

## **SPIRITUAL DEVELOPMENT OF YOUTH THROUGH THE WORLD OF SCIENCE AND CULTURE**

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**Анотація.** Сукупність соціальних умов життєдіяльності людини відносять до соціального середовища, яке має головні чинники, як-то: діяльність і спілкування, свідомість, де освіта, культурний рівень сприяють розкріпаченню особистості. Матеріальна та духовна діяльність особистості та її різновиди завжди реалізуються у суспільстві як реальному середовищі. Змінює таку діяльність економічні, політичні, соціальні і духовні передумови. Обумовлені принциповою зміною процеси духовного розвитку людини взаємозумовлені, взаємопов'язані і взаємозалежні. Людина завжди остається в соціумі, вона не може бути ізольованою [1]. Соціальне середовище виступає значним чинником формування духовності особистості, дає можливість осмислити/переосмислити себе, перевірити свою діяльність, визначити коло у спілкуванні. Особистість при цьому набуває соціальний статус, якій визначається також рівнем інформованості. Інформаційна складова сучасного суспільства постійно трансформується і залежить від духовної сфери, її дієвості. Це наука, знання, культурні цінності, які стають головним показником особистісного удосконалення, духовності.

**Ключові слова:** соціальне середовище, формування духовності, інформаційна складова, особистісне удосконалення, розвиток галузі культури.

**Abstract.** The set of social conditions of a person's life is attributed to the social environment, which has the main factors, such as: activity and communication, consciousness, where education, cultural level contribute to the emancipation of the individual. The material and spiritual activity of an individual and its varieties are always realized in society as a real environment. Economic, political, social and spiritual prerequisites change such activity. The processes of spiritual development of a person conditioned by a fundamental change are mutually determined, interconnected and interdependent. A person always remains in society, he cannot be isolated. The social environment is a significant factor in the formation of an individual's spirituality, it provides an opportunity to rethink/rethink oneself, check one's activities, and define a circle in communication. At the same time, the personality acquires a social status, which is also determined by the level of awareness. The information component of modern society is constantly being transformed and depends on the spiritual sphere, its effectiveness. This is science, knowledge, cultural values, which become the main indicator of personal improvement and spirituality.

**Keywords:** *social environment, formation of spirituality, information component, personal improvement, development of the field of culture.*

**Formulation of the problem.** The educational process in institutions of higher education should form a comprehensively harmonious person with a developed awareness of a better future, in which development and self-development are stimulated. To solve this problem, modern institutions of higher education should build their educational process as follows. to ensure the transfer of theoretical knowledge to the younger generation, to create an appropriate cultural and educational space for the formation of an independent choice of the emotional and value attitude of each individual to the information offered.

The Bologna process, which was introduced in Ukraine, requires the implementation of a number of measures that restructure and organize networks, statuses, educational standards of the system of professional training, which will determine the key values of branch scientific research. We determine that further theoretical substantiation requires reaching a consensus regarding the preservation of artistic educational multilevelness, the creative use of European experience. Unfortunately, there is no clear strategy of scientific support for the development of the cultural sector in Ukraine [2]. We need information and analytical support that will satisfy scientific industry developments, the development of the field of culture and spirituality of Ukrainian society.

**Analysis of recent research and publications.** The scientific researches of A. Borysova-Yaryga, V. Lutai, I. Nadolny, N. Sharata, and V. Sheiko are devoted to the problems of interaction institutions of higher education on the issues of creating a holistic educational space, cultural and educational space. A number of works by domestic scientists V. Andrushchenko, A. Velikhovska, O. Vishnevskaya, V. Pazenok are devoted to the dynamism of changes in information, communication and other spheres of social life, reform and development of an adequate scientific and educational system, which changes the role and status of a person. The following scientists devoted their scientific activities to the research of reformation of the cultural and educational environment: I. Dobronravova, M. Mikhalchenko, S. Ryzhkova, M. Kul'taeva.

In recent years, there has been a need to thoroughly consider the specifics of the professional training of specialists in cultural studies, to investigate the nature of their professional activities. This was done by: A. Bitayev, O. Kyrychuk, I. Stepanenko, O. Kuzmenko, who claim that professional activity is realized exclusively in the form of communication. Such activities are classified as moral and ethical activities, which must have moral dimensions and qualities, professional parameters: reciprocity, self-respect, tolerance, personal responsibility for the selection, interpretation, and transmission of cultural values in society.

**Formation of goal.** To provide a description of the peculiarities of the influence of culture and education on the personality in the context of the formation of the conditions of modern social development of Ukraine. Elucidation of the main factors in the formation of the cultural and educational space of youth in the institution of higher education.

**Presenting main material.** Culture forms the image of a person, improves it, acts as a prerequisite and result of a person's education. The system of cultural values is formed in a person in the process of education: through knowledge of historical heritage, art, architecture, etc. Humanity's mastery of the totality of the material and spiritual takes place through the cognitive nature of the individual, through the assimilation of basic scientific principles. But there is a didactic concept of culture, upbringing and education of youth by means of culture.

A person should be creative. Creation is a process of interaction within the framework of the educational system, where new cultural values are created and assigned by a person. That is, connected with culture in its dynamic aspect.

Language, most likely, acts as a custodian and an expression of spiritual culture, which transmits from generation to generation a component of a complete culture. This also happens in the conditions of the educational process of institutions of higher education [3]. It is a way of learning about the surrounding world and a means of communication.

Note that the attitude towards language as a structural component of a complete culture, including that of an individual, determines the level of culture. The task of education is to form a responsible attitude to the native and foreign language in a young person, during his life the young generation should preserve and enrich historical, scientific and cultural values.

In our opinion, it is possible to consider various aspects of the relationship between education and culture according to the following criteria and aspects:

- cultural paradigm of the pedagogical system;
- multicultural education;
- due to the type of specific educational system, in our case, it is an institution of higher education;
- the system of cultural and educational centers of the country or different countries;
- analysis of educational and professional programs, cultural disciplines;
- the way and method of development of pedagogical culture and mental culture of higher education seekers;
- description and projection of the image of a cultured and educated person of a specific historical era;
- revealing the specifics of the cultural and educational environment of a person who strives to grow and improve;

- generalization, preservation and revival of cultural and educational traditions of the people, ethnic group, and nation [4].

As we can see, the transfer of knowledge and cultural values takes place in different ways and ways. We believe that the main way of transferring the knowledge and cultural values accumulated over generations to the youth is through education. The heritage, both of culture and science, the life practice of the society in which a person lives, complements and shapes the content of education. In such circumstances, education performs appropriate sociocultural functions, it is a sociocultural phenomenon [5]. In modern conditions, education plays the role of a necessary and important factor in the development of both the entire society and its individual spheres, in particular, economy, technology, politics, and culture.

Modern education has its own potential and main sociocultural functions, such as:

1. Entry of a person, particularly young people, into the world of science and culture occurs through education, this is one of the optimal and intensive ways of entry. Young people master cultural values precisely in the process of education, which in turn constantly draws its content and replenishes it from the cultural heritage of its state, as well as from the heritage of different countries and peoples, different branches of science, the practical life of the person himself and the society that surrounds him.

In today's changing conditions, the main thing is not to underestimate the importance of education in the development of the younger generation. We claim that the development of the young generation's responsible attitude towards the culture of their native language and the languages of international communication should take place through education. This is facilitated by dialogic forms of education. Dialogue is a form of subject-subject cognition of the surrounding world, in the proposed educational information it has a special importance, especially at the stage of recognizing essential, heuristic and creative.

Institutions of higher education have formed an educational environment that affects the choice of communication rules and ways of behaving in social groups. We mean the style of behavior of an individual, the manner of communication in society. This is important, because the manner of communication and behavior will be manifested in the business contacts of a person, in the interpersonal relations of a social group.

The establishment of forms of public life is influenced by education, which transforms the process of culturally formalized patterns of behavior and activity of a young person, and through individuals and society. It is clear that the family is the carrier of culture. It is in the process of learning (learning and self-education) and education (education and self-education) that professional activity and communication with the surrounding people is produced [6]. However, socio-cultural norms, which have historical significance for the development of civilization, society

and the person himself, are perceived by young people precisely in the educational process and upbringing during their stay in institutions of higher education. Therefore, in educational and professional programs of institutions of higher education, when defining goals and objectives, it is necessary to specify the social order. But taking into account the nature of human interaction with cultural values, the extent and degree of their appropriation and creation, the content of education can be limited by the standards of the region, the country, and the whole world.

2. Education as a practice of youth socialization and generational succession. Education has always acted as a stabilizing factor between new social ideas and the ideals of previous generations, which have become historical traditions. In various socio-political conditions, education declared itself as a practice of socialization of the individual. It maintains the process of reproduction and transmission of historical and social experience, allows to influence the younger generation and at the same time to fix in their consciousness new sociological (political, economic, etc) realities, lays new guidelines for social and cultural development, both of the individual and of society as a whole.

Education should prepare the young generation for independent life, it shapes the image of the future. This, in our opinion, is no accident. By solving one of the main problems, education opens the perspective of the future, and this happens in the course of mastering various forms of human life (study, work, communication, professional activity, leisure, etc).

But it must be recognized that the world (country) is constantly undergoing radical changes in ideological dogmas, social aspirations and ideas, ideals and people's existence, which can cause an imbalance in society and contribute to the complications of adaptation of young people in new, changed living conditions. That is why education should perform a stabilizing function, contribute to the adaptation of the young generation to new, sometimes difficult, life conditions.

The need to preserve the identity of the people arises at the turn of historical epochs, then the problem of ensuring the continuity of the cultural and educational tradition becomes relevant. Formed value systems acquire new manifestations and ideas, which are part of the new world value systems as elements of the macrosociety. The task of education is the integration of cultural and educational traditions and cultural heritage into the new realities of shaping the worldview of the younger generation. At the same time, tradition performs a defining function in the processes of education and upbringing of the new generation.

Human life is a continuous chain from generation to generation. A person's life in space affects social and cultural traditions, which in turn change the formation of his character, style of behavior, aspirations, values of the individual, shapes his interests. In this regard, the relationship between tradition and innovations in the field of education and human upbringing embodies the relationship between education and the culture of peoples as a whole [7].

Reproduction and strengthening of stereotypes formed in society occurs with the help of education, which includes the state, trends and prospects of the development of society. The function of education has a social character, on the one hand it is characterized as the preparation of the young generation for independent life, and on the other hand, it lays the foundations of a future successful society and shapes the image of a person for the future.

The essence of preparing young people for independent life is:

- the need to form a lifestyle that will be accepted in society;
- mastering various forms of life, both of a person, in particular of young people, and of society as a whole (educational, labor, socio-political, professional, family and household, etc);
- development of the spiritual potential of a young person for creation and creativity [8], both personally for himself and for society as a whole.

The education system should be specific for each socio-economic formation and cultural-historical stage of development of society and the state, for the people, the nation - the education system. The basis for the process of integration into the global educational space is laid by common features that can exist in international pedagogical systems [9].

3. Education acts as a mechanism for shaping the social and spiritual life of a person and a branch of mass spiritual production. The significance of an educated person in society is determined by his culture and education, and the social value of education is determined by educated people in society. Therefore, educational and educational institutions concentrate the highest examples of social and cultural activity of a person of a certain era. The humanistic value of education is determined by the possibility of developing a person's cognitive and spiritual needs, their expansion and deepening. Integrated systems of education of all types and levels develop, multiply and accumulate the development of the intellectual and spiritual and moral potential of the country.

4. Education as a process of broadcasting culturally shaped patterns of human activity. During the educational and educational process in institutions of higher education, a young person acquires socio-cultural norms that have cultural and historical significance. At the same time, moral norms and moral behavior of young people are learned in the family, in a social group, in public places, and at work. The rules of communication, interpersonal and business contacts are also acquired. The content of education should convey not only social experience in time, but also in the reproduction of established forms of public life in the space of culture.

5. Education as a function of the development of regional systems and national traditions. Taking into account the fact that young people are actively involved in the spiritual life of a city or village (through education), the specificity of pedagogical tasks in certain regions determines the nature of such tasks. In regional educational systems, the educational requests of various socio-cultural population groups (united communities) are taken into account. In particular, the

development of educational standards should be determined by the specifics of the country's regions.

6. Education is a social institution through which the basic cultural values and goals of the development of modern society are transmitted and embodied. Targeted preparation of the young generation for independent life in modern society is carried out by social institutions (educational systems). The goals and tasks that are set for specific educational systems require the necessary clarification of the social order within the framework of the entire education system of the country, also within the framework of the united community.

In the course of historical events, the national education system was faced with various tasks: in the 70s and 80s of the last century, it was necessary to prepare a creative, intellectual and spiritually developed person, a citizen of his country, an internationalist, brought up in the spirit of the ideas and ideals of that time. Time passed, priorities changed, that time demanded the training of a persistent and communicative person who knows foreign languages [10]. Future physicists, mathematicians, and engineers had a high social status at that time, but today they are socially significant lawyers, economists, businessmen, IT specialists, translators, and teachers of foreign languages.

Educational institutions, in particular institutions of higher education, provide educational services to the population of the country. In this context, institutions of higher education are included in social practice, they carry a social function. The implementation of the social function requires forecasting and planning of the development of education, which becomes a significant component in the process of forming the state educational policy of the country. There are directions in state policy, one of the main directions is the development of state educational standards that determine the mandatory curriculum institutions of higher education (educational-professional, educational-scientific programs).

Educational-professional/educational-scientific programs consist of two parts: the first - a set of mandatory disciplines, the second - disciplines of free choice. At the level of the institution of higher education, the first part is the mandatory subjects of the curriculum for all students of higher education, the second part is elective subjects that students of higher education choose freely.

7. Education as an active accelerator of cultural changes and transformations in social life, both society and individual. The spiritual beginning of the young generation is learned from childhood. Being in a family, young people throughout their lives absorb the cultural heritage of their family and the cultural traditions of the society in which they live. The processes of acquiring spirituality by young people take place with the help of the processes of education, upbringing and professional activity. In the course of development and formation of a person as an individual, education accelerates such a process. This happens thanks to the conditions of the educational

process and the tools and technologies chosen by the teachers, which will ensure the personal growth of those who study. Such processes will influence both the development of individuality and their subjective properties and manifestations. Each discipline studied by young people in educational-professional/educational-scientific programs should influence the personality and be oriented towards the development of these qualities.

It should be noted that, in addition to the organized environment, the younger generation is also influenced by the pedagogically disorganized environment. This is the environment of free life activity of the young generation, which includes: mass communication environment (mass media, Internet [11]); family environment (relations between parents, between family members); age environment (friends and acquaintances in the yard, classmates at school, fellow students in institutions of higher education, other social groups of permanent and non-permanent stay), etc.

**Conclusions and prospects for further scientific research.** The main factors in the formation of the cultural and educational environment and the educational process institutions of higher education are the spiritual and moral basis, the conditions of the social environment, and the diversity of educational environments. A special place among all the factors of formation of the cultural and educational environment of the youth is occupied by culture and education, which will always remain in the center of attention of the entire world community. These are the leading factors of social progress and development, both of individuals and the society in which young people live, and of the state as a whole.

For a better entry of young people into the world of science and culture, we must consider the interaction of culture and education in different aspects: in the historical context, at the level of society; in the field or environment of personality development, at the level of specific social institutions. Due to the multifaceted nature of the relationship between a person and the educational system, they should be considered in the context of a specific socio-cultural environment.

Performing socio-cultural functions, education is a way of socialization of the individual and succession of generations; environment of communication of young people and their involvement in world values, achievements of science and technology. It accelerates the process of development and formation of a person as a person, subject, individuality, ensures the formation of spirituality in a person and his worldview, value orientations and moral principles. Prospects for further research are determined roles of youth socialization in the modern educational space to achieve a higher level of learning, acceleration of the process of development and formation of a person as a person, subject, individuality.

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