

კულტურული მემკვიდრეობის სწავლების მეთოდოლოგიური ასპექტები ქართულ ზოგადსაგანმანათლებლო სივრცეში

აბესაძე ირინე

საქართველოს შოთა რუსთაველის თეატრისა და კინოს სახელმწიფო
უნივერსიტეტი

კალანდარიშვილი მილდრედ

გურამ თავართქილაძის სასწავლო უნივერსიტეტი

როგორც პრაქტიკამ გვიჩვენა, განსაკუთრებით ამ ბოლო წლებში, საგანმანათლებლო რეფორმის ერთ-ერთ უმნიშვნელოვანეს მიმართულებას, თანამედროვე განათლების ჰუმანიტარიზაცია-ჰარმონიზაციის სტრატეგიის განსაზღვრა წარმოადგენს.

მიუხედავად იმისა, რომ შესაძლოა ერთი შეხედვით არაფერი ჰქონდეს დასაწუნი საქართველოს ზოგადსაგანმანათლებლო სისტემაში მომავალი სასწავლო გეგმით გათვალისწინებულ პროგრამებს ერთის მხრივ, სახვით და გამოყენებით ხელოვნებასა და მეორეს მხრივ, კულტურის ისტორიის სფეროში, ჩვენი ღრმა რწმენით, ამგვარი დიფერენცირებული სასწავლო პროგრამების მიღმა რჩება კულტურული მემკვიდრეობის მეტად მნიშვნელოვანი მონაპოვრები. კულტურულ მემკვიდრეობას, თუ როგორც საკაცობრიოს, ისე ეროვნულს ინტეგრირებულად შევასწავლით პირველი კლასიდან – ბოლო დამამთავრებელი კლასის ჩათვლით, პრინციპით მარტივიდან-რთულისაკენ, ვფიქრობთ, მივალწევთ მოსწავლის ჰარმონიულ პიროვნებად ჩამოყალიბებას, რომელსაც შეეძლება არა მხოლოდ საკუთარი კულტურული მემკვიდრეობის დაცვა, არამედ სხვათა ნაღვაწის დაფასება და მოფრთხილება.

ეს კი, თავის მხრივ გულისხმობს იმ სამი მეთოდოლოგიური ასპექტის ა) თეორიულის; ბ) ისტორიულის და გ) შეფასებითი-კრიტიკულის გათვალისწინებას, რომენიც განხილულია წინამდებარე სტატიაში.

Methodological Aspects of Studying of a Cultural Heritage in the Georgian General Educational Space

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As practice has shown, last years one of the major directions of reform at high school is the humanism of modern formation.

During this process has begun the introduction of disciplines of the culturological cycle which has accepted the status of the obligatory. New disciplines should provide full reorientation of training of humanitarian requirements for educational process to help the pupil to create that necessary cultural basis which becomes further a push of mastering of general educational special disciplines. In the course of studying of culturological disciplines the pupil has a purposeful orientation in the field of elements of complete public culture. Considering cultural science as a subject matter, it is necessary to allocate some approaches teaching of the given discipline at school.

The theoretical component of culturological preparation is characterized not only with representation about essence of the culture and laws of its development, and more important in an investigated problem is the theoretical analysis of how to teach culturological disciplines. The matter is that, that selection of theoretical positions, a material opening this or that understanding of culture, its stories depends on the approach, as the difficult, system phenomenon demanding adequate logic reconstruction.

The variety of representations about culture is rather actual problem of allocation of a theoretical component in teaching of cultural history. In work practice it is possible to allocate two basic approaches, defining the question of theory.

The first can be characterized as historical, in it mainly is realized theoretical representation about culture as sets of values in all spheres of human life. It assumes corresponding selection of a material which is carried out by the teacher according to the representations about importance of those or other achievements, and more often on the basis of available in involved for preparation of lessons to the literature on cultural science of a material with the illustrations.

The original approach of studying of a historical material is the approach in which the channel of cultural history acts as the sum of stories of achievements of this or that set of fields of humans' activities. For example: technic

history; science history; military science history; policy history; right history; philosophy history; diplomacy history; art history, etc.

As special case of the historical approach can serve so-called art, considering cultural history of the Georgian people as the series of stories, sketches about outstanding artists and their creations. Usually such approach is accompanied by the plentiful illustration reproductions architectural works and paintings, listening to music and etc. This practice causes a keen interest in pupil.

As usual, if teacher has no philosophical education, it is limited to short theoretical representations about culture on introduction employment which practically aren't used further during historical consideration of culture, aren't lead up to a concrete definition in an art material.

At the same time, the art culture gets special value for extremely brightly, visually, figuratively characterizes development of abilities of the person as essence of a cultural way of life in this approach that essentially facilitates perception of theoretical abstractions.

At the philosophical approach theoretical representations about the culture, given usually as short (one-two lessons) theoretical introduction, work in consideration of historical development of culture obviously insufficiently.

As above is mentioned the theoretical component in a cycle of culturological disciplines needs an art concrete definition not less, than an art material - in a theoretical substantiation. It causes necessity of search of the mechanism of their integration for educational process. Such work can be carried out in two directions. First of all it's necessary to organize structurally functional maintenance, allowing to solve substantial problems. Secondly, methodological and methodical search is necessary from the point of view of integration of theoretical and art-esthetic components of models of teaching of culturological disciplines.

Proceeding from state standards of educational preparation of pupil, it is necessary to concretize the direct purposes of teaching of Cultural Heritage (Abesadze, 2010).

Culturological preparation of the teacher should provide studying of the basic concepts of the theory of culture, acquaintance with the basic directions and schools in world and domestic cultural science, knowledge of the basic stages and laws of development of world and domestic culture, including modern problems of preservation and most a cultural heritage effective utilization, including the regional.

The school graduated person should know initial concepts and cultural science terms, the main concepts of development of world and domestic cultural science, the characteristic of the basic stages of development of culture in the history of a society. He/She should be able to be guided in an art-esthetic and moral problems and to behave in life according to the requirements shown to cultural, intelligent and professionally competent person.

Person who graduates grammar schools, lycées, in addition to the stated requirements, should also have ability to understand logic of the basic concepts of culture, the characteristic and the contradiction in development of culture of the XX century, to know the basic features of formation and western civilization development, to see its role in world process. It allows to seize skills of the esthetic and ethical analysis of works of art and reality situations, to aspire the active participation in cultural creativity.

The standard analysis on cultural science shows that the unity of theoretical and art components is a necessary condition of culturological preparation. Its purposes and principles should have the adequate mechanism of the realization.

It provides allocation of following blocks of cultural science as subject matter:

- 1. Theoretical. During its development pupils should receive representations about bases of the theory of culture (a subject, the basic concepts, structure and cultural science functions, and also the main schools, directions, concepts in cultural science). For studying of these questions 15-20 % of school hours are necessary.

- 2. Historical: genesis and historical stages of development of culture. It includes two sections - history of world culture and cultural history of Georgia. In studying of the first section it is expedient to give the main attention to the European culture.

As the analysis of historical development of all types of cultures isn't obviously possible, expediently to concentrate on stories of the European culture, leading up it to the present.

In teaching of history of domestic culture two variants are possible. The first - parallel consideration with European, including chronological or typological basis. Advantage of such variant is naturalness of comparison of the Georgian culture with West European, concreteness of their unity. The second variant - a separate course of history of domestic culture. Revealing own logic of development of the Georgian culture, its originality, certainly, in comparison with western can be advantage of this approach. For studying of this section 60-65 % of school hours will be necessary (Abesadze, Gunia, 2007).

Allocation of the named blocks at all naturalness statics a problem of communication (unity) theoretical (logic) and historical which acts as a problem of search of ways of a concrete definition of ideology of culture in an art material of its historical development. In the organizational plan this problem can dare as follows: the teacher considers theoretical questions at lessons-lectures, and at lessons-seminars pupil develop skills of the analysis of communications of art culture with essence culturological the given historical epoch, region.

Version of such approach is carrying out of lessons-seminars as visiting of exhibitions, museums and etc. the Main thing here is preparation of pupils for perception of works of art, close substantial communication of class and

out-of-class work, inadmissibility of thematic or time rupture of a theoretical and art material.

-3. The third assessment approach can include a wide set of the various school themes connected with modern problems of culture, the person and a society. Its studying first of all provides acquaintance to a regional cultural heritage, to culture monuments, its values which are in museums, show-rooms, temples. These actions also should be an extender of a cultural outlook. They can be considered as some kind of check of mastering by pupils of theoretical representations (for example, a sightseeing tour in search of buildings, the constructions characterizing certain architectural style), and also as means of demonstration of communication (difference) of domestic culture from regional - from European.

These three mainframes (standard disciplines) can be added by various eclectic courses-open classrooms ethics, an esthetics, religion history, art history (literatures, music, painting, theater, cinema etc.). Thus, it is desirable to reserve in educational process time for the small special courses concretizing the general course of "Cultural history".

Last years at many schools, grammar schools and lycées courses are studied difference: «World art culture»; «the Domestic art culture» therefore, in our opinion, if we investigate one complex discipline named "World Cultural Heritage", this course should not duplicate these courses, and would act as their theoretical base. It demands both the organizational-thematic coordination of programs and plans, and a methodological substantiation of coordination of the named courses.

Studying of "World cultural Heritage" depending on requirements of the standard and an educational institution profile makes many methodological and methodical problems. Mainly- working out of the concept of teaching in an art material. The decision of this problem grows ripe as a result of action of two primary factors.

The first - theoretical representations of the teacher about essence of culture, character of understanding of its nature, historical development (Kalandarishvili, 2007).

The second factor - possibilities of realization of the approach for the given age group, the preparations of pupils caused by level, and also a condition of material resources of teaching of a course (specialized audience, equipment, money for out-of-class work).

This work aims at creative level of culturological preparation. For its achievement in each lecture, at each lesson to the teacher vital through a studied material to prove necessity of independent expansion of a cultural outlook, spiritual development of schoolboys and girls, as global factors of success of their future life and activity.

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