

Ключевые слова: художественная культура, архитектоника, старший школьный возраст.

The article discloses the functions of content filling of the reader on artistic culture for the 11 th form. Balance of emotional and intellectual, harmonization of a student's personality will help him to feel, experience the word, and thanks to it the fate or work of the artist, but not simply to fix it as external information which remains neutral for a student. Texts of the reading-book must form the senior pupils' desire to find their own word, but not to adopt words of the others.

Keywords: artistic culture, architectonics, senior school age.

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A TAXONOMY FOR IDEAL EDUCATION IN THE USA

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This paper examines the types of educational establishments within the USA which are providing an “ideal education” and proposes taxonomy for an ideal education created from a number of different pedagogical, social and environmental factors which are driving the educational establishments in the USA.

Keywords: educational establishments, taxonomy of ideal education, social factors, environment.

The modern world is being dramatically and dynamically changed by global interdependence, new scientific and technological innovations, multi-cultural encounters, and changes in the balance of economic and political power. In this fast changing world an ideally educated person must be capable of making choices and define their lives in a context of disruption rather than

certainty and of networks rather than silos. An emerging consensus amongst academic stakeholders is that there needs to be a set of educational outcomes that all students need from pedagogy that are closely attuned with the challenges of a multifaceted and unpredictable world. Based on work, life, and citizenship, this ideal education needs to provide a new framework to guide students' cumulative progress throughout life; this is an "ideal education".

The importance of an "ideal education" in the USA is a matter of much debate, discussion and research. Major organizations ranging from the US government, Academic bodies such as the Association of Academic Colleges and Universities (www.aacu.org/), institutions and individual colleges have been involved and are driving this dialogue and some consensus is being reached around a "Liberal Education and America's Promise" or LEAP initiative (www.aacu.org/leap). Much of this consensus opinion and research is covered in more detail by "College learning for a New Century" published by the AACU (AACU, 2005).

In order to have a framework and methodology for investigating and discussing what an ideal education is in the USA we first need to build a taxonomy for the present educational system in the USA and then to create categories within that taxonomy. These categories then need to be examined and tested against the present education establishment to ensure that the taxonomy is complete and rigorous. The creation and instantiation of this taxonomy will give a Meta framework to structure and direct further discussions around the concept of an ideal education.

This paper aims to create a definition of what an ideal education in the USA is and to define, build and populate an overarching taxonomy for an ideal education which can be used as the basis for modeling, discussion and categorization. This taxonomy is tested and validated against the present real world ideal education system within the USA to ensure both the comprehensiveness and cogency of the proposal.

There are a number of competing definitions of an ideal education in the USA which are not so much discrete schools of thought as concepts woven together in pedagogical discussions: Educational establishments end up looking different from one another mainly because they weave these concepts together in different proportions and priorities throughout their history.

The oldest concept in the definition of the ideal education in the USA is focused around the curriculum as the study of the arts and sciences - as study liberated from the daily pressure of circumstance and followed by students who

are enabled in exploring disciplines regardless of direct application or benefit; that is a dedication to scholarship for scholarship's sake. The idea here is that an ideal education emphasizes "pure" rather than "applied" specialties and requires extensive knowledge and expertise of the major areas of intellectual achievement. This definition implies that, business, education, engineering, technology, science and other vocational studies are not seen as an integral part of an ideal education. With this definition comes the logic that college providing an ideal education will give credit for art theory and history but not for painting, for economics but not for accounting, for developmental psychology but not for analysis and so on. From this viewpoint the education of an ideal person is solely an academic pursuit. Colleges in which this tradition is strong are often suspicious about giving credit for non-academic work, so that internships, community service, and experiential learning are not valued.

The number of institutions in the USA adhering to this definition has been declining for a number of years now and only a few Universities remain as "pure" "ideal education" colleges from this point of view, but it still features widely in debates about curricula, requirements, and mission statements. As an example there are some colleges that don't give credit for the study of an introductory language. This is based on the grounds that language acquisition is not in itself a study area for the ideally educated person but more an enabling tool for study of the ideal education areas such as history, literature, and so on. A University where language is taught to enable literary analysis but not to enable business is, for example, acting on this premise of the definition of an ideal education.

The second, and increasingly influential, definition expresses an ideal education as operating from a pedagogical methodology that emphasizes independent inquiry, networking, critical thinking and active learning. This definition derives from a more pedagogical than curricular view point and primacies on the development of intellectual skills and capacities over the study of any definite subject or content domain. Reexamining the prior language studies exemplar from the viewpoint of a pedagogical methodologist the justification for including language in a syllabus is to assist in developing the capability of understanding how languages work, to categorize the conventions inherent in the language, and to overcome new syntactic and lexical structures - metrics that can be achieved correspondingly satisfactorily

during the study of any language without regard to subsequent literary or historical investigations.

The defining characteristics of an ideal education arising from this definition are not so much disciplines as practices such as networked study, undergraduate research, mentoring and coaching, and other forms of active and interactive learning. From this definitions point of view, a discipline like teaching, for example, can be taught either ideally or practically, whereas in the first view teaching would never be seen as an ideal education area of study. If teaching students are engaged in active learning with peers and with faculty, doing direct research on important current issues in their field, encouraged to question dominant assumptions and procedures, and expected to solve complex problems independently, they are seen as being “ideally educated” for their specialization. On the other hand, teaching students who are attending lectures, assigned material to learn by rote, rewarded for mastery of "correct" answers, and drilled in unvarying standard procedures are not. “Ideally educated” teachers are in this view learning to exercise judgment, understand the reasoning behind lessons and curricular, and to be lifelong learners, while teachers who are practically educated are seen as being trained to be proficient technicians.

This view of an ideal education is strongly influenced by social-constructionist theories of knowledge, research in learning theory, with a high value placed on the questioning of conventional wisdom. Colleges that emphasize small classes over large ones, seminars over lectures, student research, faculty mentoring, peer study groups, and similar educational practices, while including applied studies in the curriculum, can be seen to be adhering to this definition.

These two views reflect the complementary and yet contradictory relationship that exists between scholarship and teaching in the structure of universities. Most colleges and universities are dedicated to both views of ideal education, just as they are dedicated to both scholarship and teaching. The goal at many Universities is to teach an ideal arts and sciences curriculum (as in the first definition) using student-centered pedagogies (as valued in the second.) Just as with scholarship and teaching, however, while it is easy to agree that both the curricular and pedagogical understandings of ideal education are valuable, negotiating their competing claims presents real and specific choice points in setting institutional priorities.

A third notion of an ideal education, as related to the second but also distinct from it, holds that the defining characteristic of ideal education is the preparation for democratic citizenship and civic engagement. The Association of American Colleges and Universities, for example, has in recent years emerged as a strong advocate for this understanding. In terms of curriculum, this approach tends to value the development of skills specifically believed to be central to effective citizenship such as literacy, numeracy, public speaking, scientific and statistical literacy, familiarity with social and political science, and critical thinking. It tends to value curricular engagement with current social and political issues alongside the extracurricular development of ethical reflection and socially responsible character traits in students, seeing student life as an educational sphere in its own right in which leadership, rhetorical, and community building skills can be practiced. Where this view is influential there are elements such as community service requirements or credit bearing service learning projects, a high level of intentionality about the Meta curriculum offered by student government and residential life, a tendency to focus course modules and assignments on recent or local cases, a sense of shared mission between faculty and student life staff, and a strong concern with extending access to higher education. (For many colleges, the framing of an ideal education as preparation for service and citizenship dovetails with values derived from their founding religious traditions.)

Finally, a fourth view associates an ideal education with a specific institutional type; the small, residential, privately governed, bachelor's granting college. From this point of view the sum of the experiences such institutions provide is "an ideal education." Identifying an ideal education with these "arts" colleges tends to emphasize structural characteristics and institutional settings as essential to an ideal education and leads to skepticism that institutions with other characteristics can provide a truly ideal education. Do residential community, small size, and undergraduate focus in fact create conditions in which a distinctive educational experience can be created? Certainly there has been acknowledgement of the educational value of these institutional characteristics as an increasing number of larger institutions have created units imitating the small, residential, living-learning community typical of the small college, often as honors colleges. And historically it is institutions of this type which have nurtured and attempted to combine all the educational priorities mentioned above. But even these small colleges, when attempting to do it all, face strategic choices and have to prioritize what to do when.

There are other features intertwined among the ones outlined in this paper which go towards a more complete definition of an ideal education but in the main this general taxonomy describes the principle elements that are examined by the present dialogue around an ideal education: the curricular, the pedagogical, the civic, and the institutional. These elements are intertwined in every University but with different priorities and in different proportions in each. Hence this taxonomy accurately represents the present situation of ideal education in the USA and provides a solid foundation for additional investigation and dialogue about the ideal education system within the USA.

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У статті розглядаються типи навчальних закладів у США, які дають «ідеальну освіту», і пропонується таксономія ідеальної освіти, створена на основі різних педагогічних і соціальних факторів, а також факторів впливу навколишнього середовища, які стимулюють навчальні заклади США до постійного розвитку.

Ключові слова: навчальні заклади, таксономія ідеальної освіти, соціальні чинники, навколишнє середовище.

В статье рассматриваются типы учебных заведений США, предоставляющих «идеальное образование», и предлагается таксономия идеального образования, созданная на основе разных педагогических и социальных факторов, а также факторов влияния окружающей среды, которые стимулируют учебные заведения США к постоянному развитию.

Ключевые слова: учебные заведения, таксономия идеального образования, социальные факторы, окружающая среда.

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