

УДК 351.85.08; 008-051

Peculiarities of Training of the Socio-Cultural Activity (SCA) Manager in the Integrity of Technological Approach and Formation of High Spiritual and Intellectual Potential

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Received 3.01.2011, received in revised form 10.01.2011, accepted 17.01.2011

Inclusion of the modern Russian system of education into the processes of modernization is connected with the necessity of overcoming of various social-economical changes in education and training of competent dedicated experts, whose qualification must correspond to the real level of development of the socio-cultural sphere. Market conditions require a high level of qualification of the competitive specialist at the labor market in the socio-cultural space. Today, graduates of educational institutions in the sphere of socio-cultural activity can be successful only on condition they possess a high-level general and professional competency, an ability to self-training and upgrading of professional skills and knowledge, to obtain necessary knowledge in the course of education. The problem of quality of education is one of the key problems within the frames of Bologna process in the world communion of higher education institutions. In the modern socio-economical conditions, professional training of SCA managers has its own specifics in the system of higher education. Thereat, specifics of the socio-cultural sphere itself, as a sphere of the future professional activity of today's student, dictates the peculiarities of professionalization of the person himself.

We suppose that precisely the systematic approach, applied in the process of learning of the socio-cultural activity manager's profession, presupposes not only obtaining of a complex of knowledge (from general theoretical to special), but also becoming of a special world outlook. Professional becoming presupposes self-perfection and self-actualization of the person, and increase of the level of demands in one's professional growth and realization of these demands. Today, the question of self-perfection of specialists' training for the sphere of culture and arts in the system of higher vocational education should be discussed not from the perspectives of education direction changing, but in the context of its quality perfection, quality which to a large extent determines student's social perspectives and his personal growth. Professional training of the manager of socio-cultural activity is a special technology, which synthesizes in itself the integrity of theoretical and practical readiness of the future specialist to his professional activity, his abilities, skills and possibilities to perform the necessary actions. Systematic approach in the process of training of the manager of socio-cultural activity is expressed in the synthesis of esthetic education and the system of humanitarian education and the social order, which is translated through the system of institutions of the socio-cultural sphere. Such a synthesis significantly improves the qualitative level of professional training of future specialists of the socio-cultural sphere and, what is also important, actualizes the positioning of professional education in the context of the project culture. Thus, peculiarity of training of the manager of socio-cultural

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activity is expressed in a harmonious integrity of technological approach and formation of a high spiritual and intellectual potential of all the subjects of the educational process.

Keywords: Socio-cultural sphere, manager of socio-cultural activity, professionalization in the sphere of socio-cultural activity, professional competency, professional training of managers of socio-cultural activity.

Point

In the recent decades, the Russian system of education has been involved in the process of modernization. It is connected with the necessity of overcoming of various social-economical changes in the modern education and training of competent dedicated experts, whose qualification must correspond to the real level of development of culture and society. Social-economical conditions require a high level of qualification of the employee, which will provide his competitiveness at the labor market of the socio-cultural complex. Graduates of professional educational institutions in the sphere of socio-cultural activity must possess a high-level general and professional competency, an ability to start quickly their professional activity right in the process of study and after their graduation and ability of self-training and upgrading of professional skills and knowledge, of obtaining of necessary skills.

Phenomenon of dualism of cultural institutions' activity is connected to the polyphonism of the socio-cultural activity itself, which (from the point of view of researchers) can be considered as a method of human activity (technology) and within the personal aspect of human being. Contradiction between the technological and personal approaches does not exclude their dialectic oneness. The technological approach is connected to all the types of human activity and is revealed in socio-normative functions of profiled institutions. The personal approach is connected to the function of individual's socio-cultural self organization. Consequently, essence of the process of

socio-cultural activity is in the oneness of the technological approach (as a method of human activity) and formation of a high spiritual and intellectual potential of the subject and the object of socio-cultural activity.

As it is proved by many researches, person acts as a system-forming factor of the socio-cultural activity. According to the theory of management, general objective laws of professional becoming are inherent to the manager, as a subject of professional activity, and his competency is caused by the objective laws and specifics of his professional sphere of activity. Socio-cultural activity is a process, which is directed to preservation, mastering, production and reproduction of cultural values with a humanistic target of spiritual development and up-bringing of the person and perfection of social communities. M.V. Asainova supposes that «socio-cultural activity differs by its dualism: on one hand, it is directed to socio-cultural development of the society, and on the other hand, to personal development» [2, p.43]. Socio-cultural activity includes in itself a sphere of leisure and leisure activity, national artistic culture, amateur creativity, education and social security and rehabilitation. The individual, family, social organizations and unions, socio-cultural institutes, branch institutions and organizations act as subjects of socio-cultural activity.

Continuous integral development of the student's personality provides a systematic approach to the process of educational activity. Hence, elaboration of the ability of all the subjects (teachers and students) of the process to sense-creativity is the most important methodological

basis of educational process in the HEI, and in this case, formation of knowledge and skills (the competence-based approach) in the process of professional development becomes the method of this goal achievement. Thus, methodology of the systematic approach to the educational activity becomes the leading one in the process of transition from the pedagogics of knowledge and skills to the pedagogics of collaboration and development.

Dialectic oneness and succession of cultural-historical, socio-pedagogical and national-ethnic experiences, synthesis of traditions and innovations in the cultural sphere development are vividly revealed in the socio-cultural activity. Socio-cultural activity management is an important direction of the socio-cultural sphere, which acts as a technology of management of economical, creative-industrial and other social relations in the process of formation, popularization and consumption of leisure-cultural goods and services. In recent years, in the sphere of management of the native socio-cultural activity there have appeared new specialties and specializations, some part of them re-appeared and actualized in the new socio-cultural conditions. These are the following professions as: musical producer; personal manager; impresario or promoter; agents, working with professional actors, stage directors, painters, top-models; production-manager; exhibition curator; gallery owner; cinema-producer; project manager; leisure-cultural programs producer; art-manager; and socio-cultural activity technologist. The given fact has undoubtedly actualized the question of specialists' efficient training. This way, modern state of the sphere of culture and arts in Russia requires a highly-qualified, well-rounded manager, possessing spiritual-moral qualities, able to organize and to carry on his professional activity under the constantly

changing socio-economical conditions. And such specialists must have a high professional level of professional training.

Example

Realizing the principles of education fundamentalization, HEIs perform specialists' training for the sphere of culture and arts, use the experience of classical pedagogics, theoretical and methodological implementations of scientists in the sphere of modification of the system of specialists' training for professional activity under the conditions of the modern market, and make their contribution to modernization of the system of specialists' training for socio-cultural activity. Not being a profiled HEI, the Siberian Federal University successfully runs training of the mentioned above specialists.

Specifics of the SFU educational process for the specialists from the sphere of socio-cultural activity is expressed in the following: the process of simulation of efficient manager consists of two systematic directions: fundamental and applied. Thereat, the given directions are synergically interconnected, and it is reflected in the interdisciplinary and inter-industrially significance of the educational process. The higher-education teaching personnel, which provides the process of study in the direction of «Socio-cultural activity» in the Siberian Federal University, has a high qualification (50% of teachers have scientific degrees and titles). The Siberian Federal University realizes educational activity in the given direction in accordance with the market demands of the Krasnoyarsk Region and socio-economical peculiarities of the Region. Increase of efficiency of the educational process activity in the course of specialists' training in the sphere of socio-cultural activity is fulfilled in the following directions:

- ✓ Orientation of the educational process to the culture of analytic thinking;

- ✓ Striving of all the participants of the educational process (teachers, students, and assistant personnel) to self-actualization, to continuous self-education and professional self-perfection;
- ✓ Utilization of the modern channels and means of scientific information, new informational technologies with modern audio-visual teaching aids;
- ✓ Understanding of the conceptual essence and socio-cultural significance of the profession;
- ✓ Forecasting and theoretical simulation of the socio-cultural processes;
- ✓ Orientation to applied sociological and marketing researches of the socio-cultural activity.

At present time, the branch of culture and arts has become multi-topic, and it is revealed in variety of types of institutions, which realize socio-cultural services, in differentiation of work with various categories of population, in the usage of modern various forms, means, methods of socio-cultural activity. We agree with the researchers in that, that teaching conception of education appeals mainly to the students' mind. It performs the task of «fulfilling» of their intellect with new scientific facts, notions, categories, rules, theories and laws. Today, a new target is set before the HEI – to teach the student not only to accumulate knowledge, but to apply it intensively in his practical activity, and it means to train the specialist to be demanded by the modern socio-cultural environment (in this case – by the environment of the Krasnoyarsk Region). The profession of the manager of socio-cultural sphere is comparatively new and it is under-studied, but at the same time it is one of the most complicated, while success in this field is achievable only on condition that the existing contradictions are solved on the basis of modernization of content model of the process of the modern manager's

training for the sphere of culture and arts. Such a model must provide a highly-qualified professional training for the student, studying modern management in compliance with the regional specifics of the socio-cultural activity.

Professional education has the following socio-cultural goals: it prepares the specialists for a certain rather narrow and specific sphere of professional activity. If in the process of general education, the individual becomes familiar with the norms and values of the social community life, assimilates general knowledge of the world, means of communication, then in the course of professional education the individual turns from the consumer of culture into the creator and designer of actual forms or professional performer, who reproduces or interprets the given cultural forms. Professional becoming presupposes self-perfection and self-actualization of the individual, increase of his level of demands in his professional growth and their realization. The following tendencies are observed in the development of the native system of specialists' professional training for the sphere of management [2]: orientation to training of management specialists, possessing their professional mastery in perfection; continuous improvement of professional competence in the management activity; a high level of general education and professional culture in the sphere of management.

Taking into account the importance of professional activity in formation of the personal professional competency, many a researcher recognizes the task of survey of the objective laws of professional's becoming to be highly topical. Steady productivity or efficiency of the activity, a high level of qualification and professional competency, optimal intensity of work, high accuracy and reliability of the activity, a high level of organization, creativity, an opportunity of one's intellect and personality

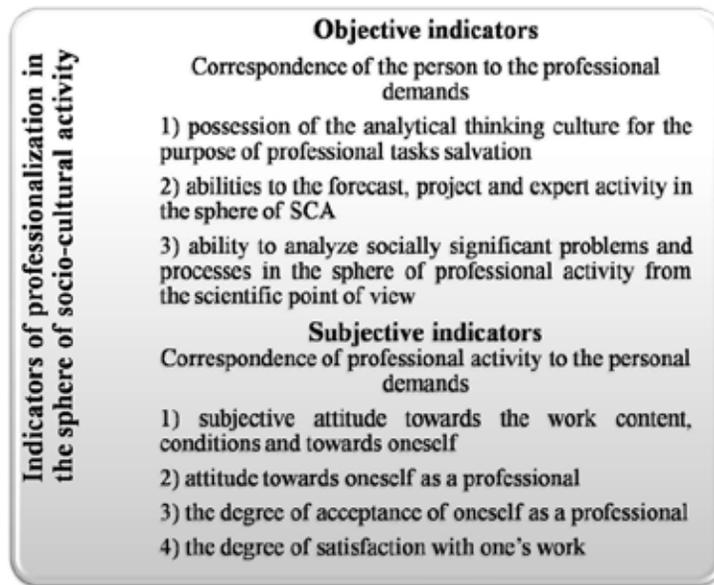


Fig. 1. Indicators of professionalization in the sphere of socio-cultural activity

development, orientation of labor to achievement of socially significant targets – all these act as indicators of one's professionalism. Thus, the first indicators of professionalism in a certain activity are competency and qualification of the person. Personal becoming as a subject of professional activity takes place, first of all, within the frames of socialization, when the person becomes familiar with and assimilates the society's experience. Thereat, successful socialization is accompanied by successful social adaptation of the person.

The key element of the professional-personal development is the subject of professional activity, which is formed in the process of logical stages of cognition, which are interrelated with each other and constituting one common system of educational, educational-professional and professional competences. The competence-based approach is innovational in the modern system of the Russian education. Some researchers consider the given approach as a new type of education result, which is not reduced to a simple combination of skills and knowledge, but is oriented to salvation of real practical tasks. Being

involved in the technology of future specialists of socio-cultural activity, the competence-based approach is in a complicated dialectics of interrelations with the personal-oriented, activity, culturological, axiological, hermeneutical, and dialogical approaches, and is also concluded in strengthening of the student's subject position. Speaking about professionalization in the sphere of socio-cultural activity, we should also understand its indicators: subjective and objective (Fig. 1).

Professional self-conscious is realized in the person's notions about himself as of a professional. Such a notion is mainly formed in HEI, where they translate the position that the main value of a professionally-competent individual is the professionalism of his activity, creative activity, intellectual and moral self-perfection and so on. As far as theoretical component of education gives mainly a sort of idealized notion of the future profession, while practical component is targeted to formation of real notions of it. The task of the HEI is to realize such an educational process, when idealized and real notions about oneself as

of a professional are integrated, and also the ideal notion of a professional as it is.

Today, exactly *subjective-activity approach* becomes topical in the context of professional development of future managers of socio-cultural activity, as far as it makes a substantial difference of understanding of the essence of education. Under the new conditions, the main task of education in HEI is not so the formation of the system of knowledge, relations and skills, but the creation of a product of the entire process of education – a professional – a ready specialist. In the given approach, we support the opinion of those researchers, who single out the following vivid advantages:

- 1) The work with the students is targeted to fundamental, essential characteristics of the person;
- 2) The one, who is taught, acquires not so the ability to realize some concrete technologies of socio-cultural activity, but a qualitatively new method of existence in the world, the method, which one will realize in all the existing types of professional activity;
- 3) The knowledge, which is acquired in the course of education, is not forgotten, but it has the dynamics of progression.

Professional training is a target-oriented, methodically and systematically organized process of education of special knowledge, practical skills, and attainments of productive activity and methods of social communication under the leadership of experienced higher-education teaching personnel of HEI. Professional training of managers of socio-cultural activity is targeted to prepare professionally competent specialists, qualified personnel. Personally-oriented education has a target of development of humane qualities, which are in-born or acquired in the course of practical activity. The subjects of education are the following:

- ✓ knowledge (theoretical, methodical and practical), being necessary to the specialist for his professional activity;
- ✓ skills (ability to fulfill duties, being attached to the employee at a certain workplace);
- ✓ attainments (high degree of ability to appeal the obtained knowledge in practice);
- ✓ methods of communication (a form person's life-sustaining activity, summation of person's actions and deeds in the process of communication with the surrounding reality, elaboration of behavior models at one's workplace, social relations, communicability and so on).

The modern notion of the professional education content is connected with structural reforms in the system of education in general. Today, it becomes obvious that institutions of higher professional education must be re-oriented from teaching students concrete professions to provision of them for a wide basic professional education. Specialized training of managers of socio-cultural activity must be run in accordance with new tendencies and modern approaches to upgrading of the level of professional education. The modern principles of professional training of managers are democratism, orientation to student's personal development, reflexive approach to development of professional managerial competence [2].

The practice shows that professional and creative values are leading among the top-priority values, which constitute the identity of managers of socio-cultural activity, while the values, connected with safety and satisfaction of vital demands are of lesser importance. Professional values are revealed through orientation in career making, and the most important among them are: orientation to professional skills perfection

and orientation to modernization of the obtained attainments in compliance with the changing circumstances of professional activity. To form the person, possessing the qualities, which are close to the described model, education institution has to carry out special conscious work in order to change and develop the adaptive model of social and personal identity of the student – the future manager of socio-cultural sphere. Becoming widely spread, the term «identity» characterizes the trans-individual source of individual (and collective) values and behavior stereotypes.

To the mind of I.S. Kon, the notion of identity, which is widely used in humanitarian and social sciences, has three main modalities [6]. Psycho-physiological identity denotes integrity and succession of physiological and psychological processes of the organism. Persona identity (or ego-identity) denotes integrity and succession of life-sustaining activity, goals, motives, sense-vital mind sets, axiological orientations and person's self-conscious. Social identity denotes integrity and succession of a certain system of social characteristics (norms, roles and statuses), which allow to differentiate individuals according to their social status and group belonging. Social identity can be described as subjectively, within the frames of the opposition «We» — «They», so objectively, with the help of the terms of normative-collective expectations, which can be whether rather uncertain, amorphous, or strict, even institutionalized.

The target of HEI is to form a program of education in such a way, that to ease the process of formation of professional identity – to form the program of professional identity for the managers of socio-cultural activity. One of the biggest roles in this process is played by the surrounding cultural environment. Famous sociologist N Smelzer proves that common culture is the basis of the identity of members of a group [8]. Precisely common culture creates the feeling of unity,

belonging to one community, and determines the most important norms and conditions of social behavior. It is quite logical to suppose that the bases of professional culture of the manager of socio-cultural activity are being formed right from the very beginning of studying in HEI.

Formation of professional competency is a complex and contradictory process, which the researchers divide into two stages: the first stage is connected to professional competency mastering, and the second stage is connected to turning the student into the subject of professional competency (Fig. 2).

Among *the conditions, which provide formation of professional competency* of future managers of socio-cultural activity one can singles out:

- diagnostic: perception of development level of socio-psychological potential, understanding of necessity of development of topical professional knowledge, skills and attainments, and striving for self-cognition and self-perfection;
- organizational: conditions, which determine the presence of special work for target-oriented formation of professional self-conscious and growth of professional competency;
- processual: conditions, which presuppose to use active methods of socio-psychological teaching, dialectic oneness of the rational and the emotional.

Apparently, the success of fulfilling of functional duties by the future specialist in the sphere of socio-cultural activity directly depends on his readiness to managerial activity, also including his level of professional competency. Those knowledge, skills and attainments, which are formed, revealed and developed in the course of managerial activity and which are new, indispensable and can be singled out from none of the personal features – these knowledge,

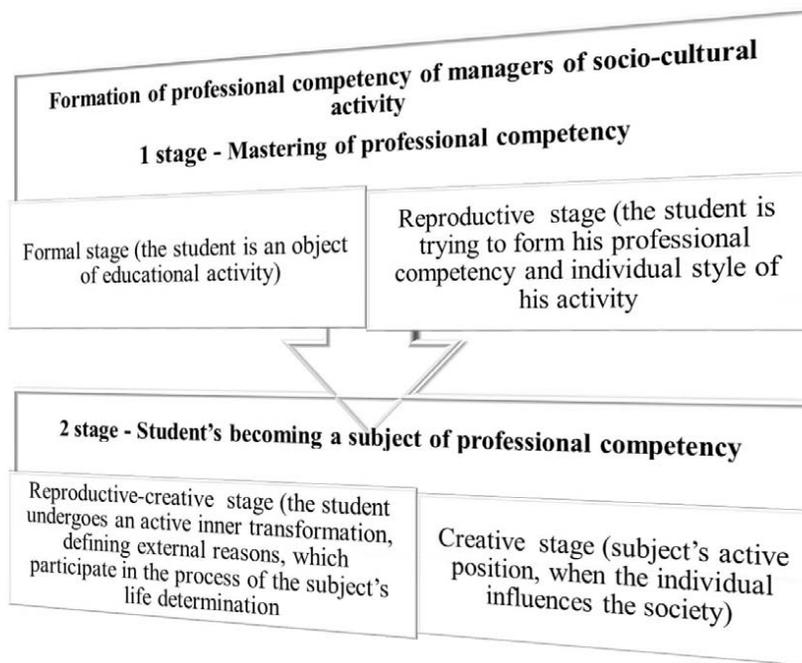


Fig. 2. The process of formation of professional competency of the manager of socio-cultural activity

skills and attainments are integrative qualities of professional competency. Consequently, professional competency can be defined as an open system, which is actively and selectively sensitive to changes of the external environment and which enters the system of ties and relations of its carrier.

Proceeding from the complex of system-making relations of managerial activity, M.V. Asainova has made an attempt in her dissertation research to create a theoretical model of professional competency of the manager of socio-cultural activity [2]. On one hand, the given model is necessary as an instrument of diagnostics of personal level of competency of management staff, on the other hand, as an orienteer for the future specialists in HEIs of culture and arts. Professional competency is described as an expanded graded system-integrated process of salvation of a complex of inter-correlated professional problems in the logics of goals achievement of interaction between the manager

and subordinates, which allows revealing the difficulties of professional competency formation and finding the ways of its overcoming.

Model of professional competency of the manager of socio-cultural activity – is a notion-descriptive model of inclusion in the socio-psychological processes of the personality of the future specialist. Researchers single out two components of professional competency: activity and personal components. Criterion of formation of the professional competency activity component is the presence of organizational, communicative skills and efficiency of managerial activity. Criterion of formation of the professional competency personal component is high intellect, creative attitude to the world, stress-resistance, self-assurance, striving for new knowledge (Fig. 3).

Professional training of managers of socio-cultural activity is connected with creation of pedagogical and organizational conditions for professional becoming of the student's

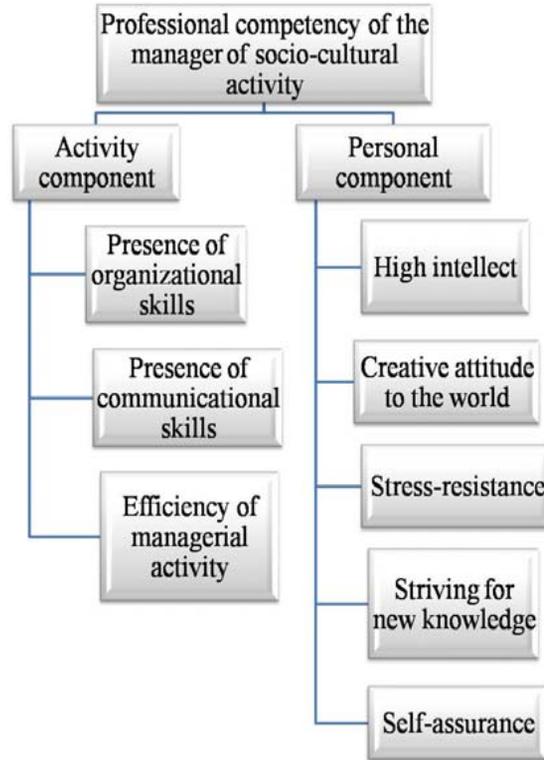


Fig. 3. Model of professional competency of the manager of SCA

personality. Thereat, positioning of such becoming must be contextually directed to formation of professionally important qualities of the individual, and also to spiritual-moral becoming of the student. Professional training must be based on increase of the level of demands and professional growth motivations with due account for person's striving for self-perfection and self-actualization. As far as manager's competency is an indispensable part of general competency of the person, it is natural to suppose that readiness of professional competency of the manager of socio-cultural activity is expressed in such indicators as: system of knowledge of professional competency, system of skills, and system of values. Thus, professional competency of the manager of socio-cultural activity is a synthesis of qualities, wherein the integrity of theoretical and practical readiness to realization

of professional activity, abilities, attainments, skills and possibilities to do necessary actions are expressed.

To the opinion of V.P. Bespal'ko, any pedagogical activity is a summation of two interconnected blocks of components: educational tasks (didactical), being solved by the given system, and educational activity technologies [4]. The scientist considers students, targets of educational process and its content as invariant elements of the system of educational tasks; while process of education and up-brining and organizational forms of educational activity are considered as structural components of educational technology. All the interactions of the students and teachers, which determine the course of educational process and its results, are realized within the frames of educational structure.

Technology of training of the managers of socio-cultural activity to professional activity under the market conditions must be oriented to provision of maximal fullness of subject functions, which are fulfilled by the student in the process of continuous work practice in the external environment. Efficiency of this technology must be provided by a maximal activation of subject functions of the future specialist of the sphere of culture and arts: sense-creative, sense-searching, decision making, reflection, formation of personal positions, displaying initiative and responsibility, and «personal self-donning» (P.E. Reshetnikov) of socio-cultural means and methods of activity. Technological level of the main problem salvation presupposes transformation of the theoretical idea into a concrete project of its realization.

According to the general opinion of scientists, the main achievement of the process of specialist's training is the achievement of success in formation of students' demand and ability of self-movement to the tops of professionalism in their future profession and their readiness to the activity. The specialist-manager's knowledge, skills, psychological processes, conditions, and features of his personality, which provide realization of professional functional tasks, are considered to be subjective preconditions of his efficient activity. They specify such professionally important qualities, as positive attitude to his activity in the sphere of culture and arts, his interest and love to it, his abilities, being adequate to the requirements of the profession, features of character, temperament, and peculiarities of psychological processes.

In the modern conditions, there must be objectively new requirements to the content of education. In order to substantiate the content of educational process for training of the manager of socio-cultural activity, it is necessary to do the following:

- ✓ to project efficiently the content of the tasks of every course within the frames of the teaching plan and with due account for the forecasted perspective of professional activity of the future SCA managers and for the modern requirements to them;
- ✓ to construct the types of educational activity, being necessary for salvation of the problems, directed to increase the efficiency of the modern SCA specialists' training;
- ✓ to develop the content of educational activity, which includes the process of formation of the students' system of knowledge, skills, attainments and abilities together with the development of logical, specific and professional thinking.

Scientific-problematic field of socio-cultural technologies presents a systemized integrity of the main scientific directions, within which frames specialists realize their research activity. This field does not only reveal the problems and denote the directions of its sphere of influence on them, but also forms the structure of socio-cultural activity as of a scientific discipline. While it, in its turn and in accordance with its tasks, influences on the practical activity. To the mind of S.N. Moreva [7], realization of researches in the mentioned directions of socio-cultural activity will allow solving several problems: to provide a scientific character to the transformative socio-cultural activity under various conditions of development; to realize the leading role of science in its interaction with the socio-pedagogical experience in practice; to bring the system of managers' training in the educational institutions of various types and training levels in correspondence with the new requirements.

Most researchers mark the leading role of the scientific-research work of students (SRWS) in the course of specialists' training in scientific-

pedagogical researches, and they consider this type of activity as a variant of pedagogical system, which is directed to formation of «professional mastery» (L.F. Avdeeva). It is supposed that «maximal scientific activity of the student, as a subject of teaching, must undergo all the types of training work: lectures, laboratory and practical classes, being oriented mainly to the students' self-directed work», in order to form generalized methods of searching and creative activity. In the work of M.A. Bajdan, the scientific-research work of students is considered as a means of their creative activity formation. In her dissertation work, L.F. Avdeeva has made an attempt to study the psychological-pedagogical factors, which influence on the success of the scientific-research work of students. It is shown that students' orientation to their task (business orientation) results in their productive scientific-research activity. L.F. Avdeeva defines the main factor, which influences on the success of SRWS – it is student's positive motivation to participation in this activity, and also creativity and pedagogical mastery of the scientific tutors of SRWS [1].

We shall agree with the opinion of some researchers and colleagues concerning the fact that the division of the students' research work into curricular and extra-curricular is rather relative, as far as these both types of scientific activity serve one and the same target – to prepare a creative specialist of high qualification. The tasks of the both types of scientific works are also common: to improve the level of professional knowledge and skills, to extend the obtained fundamental knowledge, to develop the research skills, to increase creative activity, independence and others. Research activity is obvious to play a significant role in the process of training and becoming of the manager of socio-cultural activity and is supported in two directions: 1) educational process organization with due account for new achievements in various spheres of scientific

knowledge (economics, pedagogics, culture and arts and so on); 2) active involvement of students in research activity from the first years of their study.

Forms and types of students' participation in scientific activity can be various. Proceeding from the main content and appropriation of scientific-research works of students (SRWS), the following forms are most often used (Fig. 4). In the result of training of future managers of socio-cultural sphere, transition of the external motivation in the internal scale contributes to the success of research activity. Under this condition, the process of the new knowledge gathering will be perceived by the manager as an obligatory one, having an everlasting meaning not only in the period of study in HEI, but also in the course of all his professional career. S.N. Moreva has worked out a *definition of research activity in the socio-cultural sphere*, which in the given context is of special interest. S.N. Moreva defines it the following way [7, p. 85]: «it is an activity, which is based on the generally accepted scientific methodology, and which has a target to gather new scientific knowledge, being meant for perfection of the activity and professional qualities of the specialist on the basis of application of special means of scientific cognition».

To the mind of some researchers, we should create the following pedagogical conditions in the course of the HEI's educational process, in order to develop scientific-research skills of the future managers of socio-cultural activity:

- formation of knowledge of the pedagogical process participants in the sphere of scientific-research activity;
- formation of person's axiological orientations to mastering of constantly growing professional knowledge and skills;
- building of educational process on the basis of the personal-oriented approach,

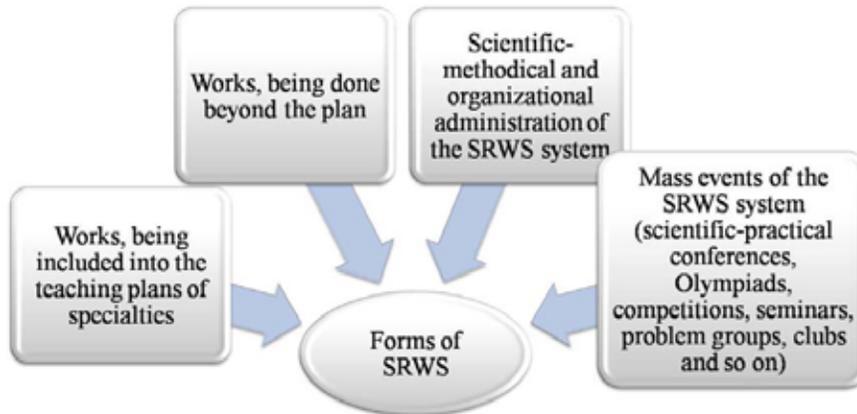


Fig. 4. The types of SRWS

when the leading role is given to the future specialist's self-realization in the socio-cultural sphere;

- practical inclusion of all the educational process participants in research and cognitive activity;
- presence of emotionally-positive mind set in the educational space;
- provision of succession of content, forms, methods of knowledge and skills quality improvement on various stages of professional education.

Unity of methodological, theoretical and technological knowledge in summation with the skills and attainments of research activity and also with practical experience determine professional competency of the manager of socio-cultural activity. Consequently, the content of research training of the specialist of the socio-cultural sphere must be obligatory included in the integral system of professional training and comprise such components as: formation of general scientific and general professional knowledge; formation of skills and attainments, being necessary for professional activity of the manager of the socio-cultural sphere; formation of personal qualities of the employee of the sphere of culture and arts. Such an integral system is targeted to formation of

professional competencies, skills and attainments in the sphere of future professional activity.

Resume

Within the frames of Bologna process, one of the key problems in the higher education institutions' community is the problem of quality of education. Under the modern socio-economical conditions, professional training of managers in the system of higher education has its own specifics, thereat peculiarities of the socio-cultural sphere as the sphere of future professional activity of today's student are dictated by the peculiarities of professionalization of the person itself. Systematic approach in the course of mastering of the profession of socio-cultural activity manager includes not only a complex of knowledge (from general theoretical to special), but also becoming of a special world outlook. Professional becoming presupposes person's self-perfection and self-actualization, increase of the level of professional growth requirements and their realization.

Today, the question of perfection of culture and arts specialists' training in the system of higher professional education should be discussed not from the position of education direction changing, but within the context of its quality

improvement, which in a great extent determines social perspectives and personal development of the student. It is logical that the problem of quality cannot be discussed without the context of its criteria. We suppose that such criteria for the direction of «Socio-cultural activity» are covered by the competence-based approach, which is caused by the problems of person's spiritual-moral development on the basis of local culture traditions and ethno-cultural educational problems. Under the usage of the competence-based approach, student's subjective position is reinforced and contributes to formation of some other collective image of the graduate – the modern manager of socio-cultural activity. We think that he is a professional, possessing the following number of qualities: ability to self-education; flexibility (readiness to make adequate decisions under the conditions of varied environment); susceptibility to innovations; active life position, creativity, thinking, with a high personal readiness to the future and so on.

Professional training of the manager of socio-cultural activity is a special technology, which embraces theoretical and practical

readiness of the future specialist to realization of his future professional activity, his abilities, skills and opportunities to do necessary things. The systematic approach in the process of manager's training for the sphere of culture and arts is expressed in the synthesis of aesthetic education and the system of humanitarian education and the social order, which is translated through the system of socio-cultural sphere institutions. Such a synthesis improves in a great extent the qualitative level of professional training of future specialists, and what is also very important, actualizes positioning of profile education in the context of the project culture. Being realized for example in SFU, the project approach presupposes not only mastering of a certain sphere of knowledge, but also production of new knowledge in the field of socio-cultural activity (and it is its innovativeness). This way, peculiarity of training of the manager of socio-cultural activity is expressed in harmonious unity of the technological approach and formation of a high spiritual and intellectual potential of all the subjects of the educational process.

1) The work is carried out with the financial support of the grant of Krasnoyarsk regional fund for the support of scientific and scientific-and-technological activities on the project «Krasnoyarsk region as a poly-cultural space and native land of the small groups of indigenous peoples living in the North».

2) The work is carried out with the financial support of the federal purpose oriented programme «Scientific and scientific-pedagogic staff in innovative Russia for 2009-2013» concerning the problem «Culture of the small groups of indigenous peoples living in the North in the situation of global transformations: foresight research until 2050 based on the materials of analysis of the Yakut ethnos» held within the framework of the event 1.2.1 «Scientific investigations carried out by research groups guided by doctors of science».

3) The work is carried out with the financial support of the grant of Krasnoyarsk regional fund for the support of scientific and scientific-and-technological activities on the project «The system of culture of Krasnoyarsk region: basic subjects of culture and cultural needs».

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Особенности подготовки менеджера социально-культурной деятельности в единстве технологического подхода и формирования высокого духовного и интеллектуального потенциала

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Включение современной российской системы образования в процессы модернизации связаны с необходимостью преодоления различного рода социально-экономических изменений в образовании и подготовкой компетентных профильных специалистов, квалификация которых должна соответствовать актуальному уровню развития социально-культурной сферы. Рыночные условия требуют высокого уровня квалификации конкурентоспособного специалиста, на рынке труда в социокультурном пространстве. Выпускники образовательных

учреждений в области социально-культурной деятельности могут сегодня быть успешными только при условии обладания высокой общей и профессиональной компетентностью, способностью к самостоятельному повышению профессиональных знаний и умений, получению в процессе обучения необходимых навыков. В мировом вузовском сообществе в рамках Болонского процесса одной из ключевых проблем является проблема качества образования, профессиональная подготовка менеджеров СКД в системе высшего образования имеет свою специфику в современных социально-экономических условиях. При этом сама специфика социально-культурной сферы, как сферы будущей профессиональной деятельности сегодняшнего студента, диктует особенности профессионализации самой личности.

Полагаем, что именно системный подход в процессе овладения профессией менеджера социально-культурной деятельности включает не только приобретение комплекса знаний (от общетеоретических до специальных), но и становление особого мировоззрения. Профессиональное становление предполагает самосовершенствование и самоактуализацию личности, повышение уровня потребностей в профессиональном росте и их реализацию. Вопрос совершенствования подготовки специалистов для сферы культуры и искусств в системе высшего профессионального образования сегодня следует обсуждать не столько с позиции изменения направления обучения, сколько в контексте совершенствования его качества, которое во многом определяет социальные перспективы и личностное развитие обучающегося. Профессиональная подготовка менеджера социально-культурной деятельности – это особая технология, в которой синтезировано единство теоретической и практической готовности будущего специалиста к осуществлению профессиональной деятельности, способности, умения и возможности производить необходимые для этого действия. Системный подход в процессе подготовки менеджера для сферы культуры и искусств выражается и в синтезе эстетического образования с системой гуманитарного образования и социального заказа, который транслируется через систему учреждений социально-культурной сферы. Такой синтез существенно повышает качественный уровень профессиональной подготовки будущих специалистов в социально-культурной сфере и, что не менее важно, актуализирует позиционирование профильного образования в контексте проектной культуры. Таким образом, специфичность подготовки менеджера социально-культурной деятельности выражается в гармоничном единстве технологического подхода и формирования высокого духовного и интеллектуального потенциала всех субъектов учебного процесса.

Ключевые слова: Социально-культурная сфера, менеджер социально-культурной деятельности, профессионализация в сфере социально-культурной деятельности, профессиональная компетентность, профессиональная подготовка менеджеров социально-культурной деятельности.