

УДК 378.2

Expert Seminar dated 29.06.2010 «Formation of the Model of a New-Generation Specialist for the Sphere of Culture and Arts»

Natalya P. Koptseva*

Siberian Federal University

82 Svobodny, Krasnoyarsk, 660041 Russia¹

Received 4.03.2011, received in revised form 11.03.2011, accepted 18.03.2011

The results of expert seminar for the problem of formation of the graduate of new generation in art and culture sphere are presented. The leader of seminar is Koptseva N.P. The following experts were presented as the leader specialists in art and culture sphere in Krasnoyarsk region: humanity scientists and professors of Siberian Federal University, professors of Krasnoyarsk State Art institute, the professors of Krasnoyarsk State Academy of music and theatre, the scientists of Siberian State technological institute and representatives of ministry of culture of Krasnoyarsk region.

One of the main problem was discussed during the seminar. The problem is about the best strategy of formation of modern specialist in art and culture sphere in Krasnoyarsk region. What kind of specialists will be demanded in the future for the development of culture in Krasnoyarsk region? Taking into account the fact that the region probably will stay industrial region in priority. The start for the discussion was the valuable statistic information about the structure and the system of functioning of 2-level system of education in modern universities (bachelor and master); the structure and perspectives of development of educational system for art in culture in leader universities in Krasnoyarsk.

On the one hand, during the seminar the fundamental questions about world view and system of mind of specialist in culture are discussed. On the other hand, the range of specific applied and real problems and challenges that lie ahead the cultural specialists on Krasnoyarsk territory in the near future are outlined. One of the reports of the expert seminar is directly focused on specific requests which put the regional administration put forward to the professionals who are responsible for the development of culture in the region. In addition, during the expert seminar it was specifically discussed the development prospects of the regional component in education of cultural specialist and principles of teaching of natural sciences for students of creative disciplines.

Keywords: Krasnoyarsk region, education in art and culture sphere, world view of culture specialist, applied tasks of culture specialist, the image of graduate for culture sphere for future, the system of education in art and culture sphere in Krasnoyarsk region, the leading universities in Krasnoyarsk region in art and culture sphere, regional additive for education of culture specialist in Krasnoyarsk region, natural sciences in education of cultural specialist, the model of graduate of new generation for art and cultural sphere, the government order for cultural specialist in Krasnoyarsk region.

* Corresponding author E-mail address: decanka@mail.ru

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Expert Seminar was organized by the faculty of art theory and cultural studies of the Humanitarian Institute of the SFU within the frames of the scientific project «Scientific-Methodological Provision of the Highest Qualification Personnel's Training for the Sphere of Culture and Arts in the Krasnoyarsk Region», which was supported by the grant of the Krasnoyarsk Regional Fond of Support of Scientific and Scientific-Technical Activity in 2010.

Targeted audience of the seminar – representatives of the organs of power in the sphere of social policy, culture and arts, pro-rectors, heads of departments, tutors of higher institutions, maintaining the highest qualification personnel's training for the sphere of culture and arts, scientists, project executors.

Expert Seminar was organized in the form of a focus-group discussion.

Participants:

Natalya P. Koptseva, Doctor of Philosophic Sciences, Professor, the Head of the Cultural Studies Department, the Dean of the art theory and cultural studies faculty of the Humanitarian Institute of the SFU

Irina A. Panteleeva, Candidate of Philosophic Sciences, Docent of the Department of Marketing and Social-cultural activity of the art theory and cultural studies faculty of the Humanitarian Institute of the SFU

Sergey I. Pohekutov, Candidate of Technical Sciences, Docent of the Department of materials science and technology of construction materials of the Polytechnic Institute of the SFU

Nikolay V. Sosnin, Candidate of Technical Sciences, Docent, the Head of the Engineering and Computer Graphics Department of the Institute of Psychology, Teachers' Training and Sociology of the SFU

Ivan A. Pfanenshtil, Doctor of Philosophic Sciences, Professor, the Head of the Philosophy

department of the Institute of the Fundamental Training of the SFU

Victoria L. Pfanenshtil, Aspirant of the Philosophy department of the Institute of the Fundamental Training of the SFU

Natalya V. Malashyuk, the Head of the Krasnoyarsk Chief Administration of Culture

Irina A. Skuratova, the Leading Specialist of the Krasnoyarsk Chief Administration of Culture

Olga Y. Kolpetskaya, Candidate of the Art Theory, pro-rector of the scientific work of the FSEI HPE «Krasnoyarsk State Academy of Music and Theatre»

Svetlana G. Voitkevich, Candidate of the Art Theory, pro-rector of the artistic work of the FSEI HPE «Krasnoyarsk State Academy of Music and Theatre»

Elena N. Pavlyuchenkova, Professor, the first pro-rector of the FSEI HPE «Krasnoyarsk State Arts Institute»

Elena Y. Khudonogova, Candidate of the Art Theory, Docent, the Head of the World Artistic Culture and Social Disciplines of the FSEI HPE «Krasnoyarsk State Arts Institute»

Elena A. Yershova, Candidate of Pedagogic Sciences, the Head of the Quality Management Department of the FSEI HPE «Krasnoyarsk State Arts Institute»

Victoria V. Dubich, Candidate of Technical Sciences, Docent of the Modern Natural Sciences Department of the Institute of the Fundamental Training of the SFU

Denis A. Antonov, Candidate of Philosophic Sciences, deputy administrator of the Social Policy Department of the Krasnoyarsk Administration, Docent of the Social Work and Sociology Department of the Siberian State Technological University

Dmitri Y. Grigorenko, Docent of the Philosophy and Social Sciences Department of

the Siberian State Aero-Cosmic University n.a.
M.F. Reshetnev

Yekaterina V. Karelina, Candidate of Philosophic Sciences, Docent of the Philosophy and History Department of the Humanitarian Institute of the SFU

Olga V. Letunova, Candidate of Philosophic Sciences, Docent of the Philosophy and Social Sciences Department of the Siberian State Aero-Cosmic University n.a. M.F. Reshetnev

Irina S. Lyisenko, Assistant of the Philosophy and Social Sciences Department of the Siberian State Aero-Cosmic University n.a. M.F. Reshetnev

Natalya N. Libakova, the Head Tutor of the Art Theory Department of the Humanitarian Institute of the SFU

Yekaterina A. Sertakova, Apirant of the Art Theory Department of the Humanitarian Institute of the FSEI HPE «Siberian Federal University»

Natalya P. Koptseva,
Doctor of Philosophic Sciences, Professor, the Head of the Cultural Studies Department,
the Dean of the art theory and cultural studies faculty
of the Humanitarian Institute of the SFU:

Introduction:

We are glad to see you at the first seminar, which is dedicated to the formation of a new generation model for the sphere of culture and arts. This year, we are planning to carry out two more seminars on the given problematics and we hope to see at the forthcoming meetings as experienced experts, participating at the seminar, as we have today. These seminars are dedicated to the scientific project, which is called «Scientific-Methodological Provision of the Highest Qualification Personnel's Training for the Sphere of Culture and Arts in the Krasnoyarsk Region». We would like to invite you, our dear experts, to participate in our project, aimed to scientific-methodological provision of the highest qualification personnel in the sphere of culture and arts. Moreover, in the course of the project realization it is supposed to prepare some educational programs for international accreditation procedure. But it is not the main aim, we are going to reach. The main target is improvement of personnel qualification and development such a package of scientific-methodological ware, which would become highly demanded in all the higher education institutions of the Krasnoyarsk Region and, possibly, in other regions. Publications in the scientific journal of SFU, in the series «Humanitarian Sciences» will be also a sort of results of the project. This journal is included in the list of pre-reviewed journals, being recommended by the State Commission for Academic Degrees and Titles for publishing of the main results of the scientific activity. I suppose, that all the present scientists, and higher institutions' tutors will be interested in this proposal. Our journal is targeted to the international academician society. At present time, the journal undergoes the expertise, which concerns the journal's acceptance into the international scientific quoting system "Web of Science" and "Scopus". The Journal of SFU is presented on the web-site of the Russian Electronic Library and is included into the Google quoting system. It is also included into the Russian Institute of Publications' Quoting; and citing of the articles, which are published in the Journal, is taken into consideration in the course of scientific activity results calculations. Taking into account all the mentioned, the articles in the journal, including the materials of the present seminar, are published in the English language.

The scientific project «Scientific-Methodological Provision of the Highest Qualification Personnel's Training for the Sphere of Culture and Arts in the Krasnoyarsk Region» is realized under the aegis of the Higher Education Institutions Rectors' Board of the Krasnoyarsk Region. Preliminary, technical specification of the project has undergone a very serious expertise. The Rectors' Board of the Krasnoyarsk Region has brought significant remarks and observations in the process of the project approval to a focus. For example, remarks on the question what highest qualification is? We supposed that we were talking about higher education, or about the second level of higher education – Master's degree. Experts from the Rectors' Board have come to the conclusion that the matter is, first of all, about post-graduate education – aspirant and doctoral candidacies. In fact, we are ready to discuss all the levels – as 2-level personnel training for the sphere of culture and arts of the Krasnoyarsk Region, so Master's degree and its programs, and so future education and our possibilities within its frames.

Report:

Now, I shall tell you about the possibilities, which SFU possesses for the targets, having been put in the project. At present time, there are three specialists' preparing departments on the basis of the art theory and cultural studies faculty of the Humanitarian Institute. Two of the departments of «Humanitarian sciences» have licenses:

- Cultural studies, this department has been teaching students for 4 years. We have not accredited it yet. But this procedure is planned for the nearest future, and we hope that we shall be a success. For the given branch, we have chosen specialization «Culture of the Asian-Pacific Region Countries (APR)», it has been done according to the request of A.G. Khloponin, the Gubernator of the Krasnoyarsk Region, and also because of the fact that the APR countries are our close economical partners. The Krasnoyarsk Region is interested in the projects, which would study the mentioned region. Thereat, we understand that specialization is a dynamic phenomenon and there are a lot of possibilities in the sphere of socio-cultural development, and that is why we may develop new specializations in the branch of Cultural studies. For four years we have been observing a very serious competition to enter the course, high quality of prospective students, and, correspondingly, good students.

- Second department, which we are developing in the sphere of Humanitarian sciences along with the Cultural studies, is Theory of Art. We have got accreditations for Bachelor's Degree (history of art according to its forms), and Specialist Diploma (Theory of Art). And just a week ago we got the Order of the Ministry of Education of RF that the second level of our program of Theory of Art – Magistracy was licensed. Thus, we have got the whole spectrum of possibilities for development of any Magistracy program for narrow-focused specialists. Having licensed our Magistracy program, we have got an opportunity to create various magistracy programs and prepare Art Theory Magistrates of most various Magistracy specializations just by the decision of our Board. We may get orders for training of one-two students – specialists, for most peculiar demands of our City and Region. We have got managers for development of such concrete programs and their realization. For the time being, our tutors are finishing the cycle, which is connected with the Higher School Teacher Diploma. And as their diploma projects, they have suggested their Magistracy programs, connected, for example with the artistic criticism in the Krasnoyarsk Region. Our specialists have suggested their own plan for the discipline, which is highly required. Elena Y. Khudonogova is one of rear specialists of this sphere and can confirm that we have plenty of work in the Krasnoyarsk Region, in the projects of culture and art.

Ten years ago, in Gubernator Lebed's time, there was raised a topical problem of auditing of the Cultural department of the Krasnoyarsk Region. And it was found out that, only 25% specialists, working in the Cultural department of the Region, had at least some higher education. And then, by the direct order of the gubernator, we developed a new specialty «Socio-cultural activity». The Moscow State University of Culture and Arts had much supported us. We chose organization (management) of the Socio-cultural sphere, as a specialization, meeting the requirements of the Krasnoyarsk Region. So, now it is already 10 years, as we have been preparing specialists – managers of socio-cultural activity by the External Degree Program (the educational program is planned for 6 years). The Administration of the Krasnoyarsk Region was the ordering party of many of our students. And for most of them it was the only chance to get special education and a document certifying their higher legal education. In spite of the fact that they had been working in this sphere for many years, it was very difficult for them to be enrolled in our faculty. Three courses of students of the Cultural department have gone home to their regions, where now they are working as managers. It is a pity that our collaboration with the Administration has been stopped according to objective reasons, but nevertheless, we still continue to enroll students for this specialty (external form of education), and the competition for it is rather steady. We have got license for the Bachelor's degree program «Socio-cultural activity» (external and intramural forms) and this year, for the first time, there appeared a full-time education form with 8 budget places. And we also preserve 10 budget places of the external education form. For the present time, this is the situation that concerns higher education in the sphere of culture and arts in the SFU.

In 2003, when the Krasnoyarsk State University was undergoing attestations and accreditations, we used the opportunity and branched out post-graduate education according to the program 17.00.09 «Theory and History of Art». At that time, we even formed a nonrecurring dissertation board and managed to defend two dissertations. Besides, we had a working post-graduate education program by specialty 24.00.04 «Theory and History of Art».

As far as we know in the Krasnoyarsk State Institute of Art and also in other higher education institutions of the region there is a post-graduate education program by another specialty 17.00.04 – «Depictive, Decorative and Applied Art and Architecture». We have got an idea to form a regional dissertation board by specialty 17.00.04. It becomes possible if there is such a license at higher education institutions, which can be united into one conversational dissertation board. Just a week ago, we received a license of the program 17.00.04 «Depictive, Decorative and Applied Art and Architecture». And we opened this specialty only in order to create such a conversational dissertation board. We would like to work for the benefit of the Region and the City, in order our scientists could get Candidate's and Doctor's Degrees in the sphere of Art Theory, not leaving the Krasnoyarsk Region.

So, generally, we have finished 15-years' work of creation of regulatory and legal framework in the sphere of Art Theory. A package of documents for creation of the dissertation board for consideration of the post-graduate education of theory of art and cultural studies has been already sent to the State Commission for Academic Degrees and Titles. And we hope so much that the Tyva State University will help and will much contribute to this project. Administration of the Tyva State University has written a whole row of letters of support to various echelons, as far as they also wish such a board to be formed. And if it happens, then the highest qualification specialist's model for the sphere of culture and arts will be fully completed in the Krasnoyarsk Region.

On the other hand, the Krasnoyarsk State Institute of Arts and the Krasnoyarsk State Academy of Music and Theatre have also their own specifics, which is difficult to be understood. And we may only venerate the mysteries of creation. But we are to know the details, as it is very important for our project target's achievement. Traditions of theory of art, theory of music, cultural studies, and creative education are very strong in the Krasnoyarsk Region, and it is one of the seven whales, which the Earth rests on. And within the frames of this project, I would like to integrate our efforts. There is a lot of work concerning realization of this project and we would like other higher education institutions of the Krasnoyarsk Region to take this opportunity.

On one hand, administration needs concrete orders for scientific work and preparation of specialists, and that is why, our task is evidently to prepare specialists according to a certain order and it must be realized. But, on the other hand, if science is not freely developed, as a personal initiative of the scientist, then it will be impossible to solve any of application tasks. The sphere of culture and arts is surely targeted to salvation of application tasks of the region, but if creative work does not have a peculiar and independent character, then it can disappear at all. That is why the suggested project is of so much importance. We are to come to a scientific agreement, to get the access to the integrated resources, in order we shall be able to prepare highly-qualified specialists, not bothering each other and not ignoring our own specifics. And what concerns the possibility of our direct participation in the mentioned project, then, here first of all, we are interested in your experience, analogues in the past and the present, and forecasts for the future. Collected achievements will allow us to obtain a realistic picture of the present and to chose correctly the strategy against such «bogyman stories», as «Andropov's desert», development of the region by the method of shifts, petroleum pipeline as a priority of the region, and complete absence and needlessness of arts theory scientists, dances and artists. This awful scenario should be always born in mind.

And finally, I would like to tell you a fairy-tale – a Jataka, connected to the life of Buddha. Once upon a time there was a marsh with frogs in the midst of the forest. And one day a heron flew to them and told them: «you all live here and do not know that not far from here there is a lake, much more comfortable for your life. The water there is warmer and there is much more food». Frogs were very interested in the new place of living, but did not know how to get there. Then, to everyone's joy, the heron told them that it was going to help them and would do everything by itself to move the frogs to the lake. So, it took the frogs one by one and carried away from the marsh in its beak. And when it came to take the last frog, the frog began to reject. It said that it would go nowhere from its house, as far as it liked its house. The heron became angry and said that it would make the frog leave the marsh by force and caught it quickly by the head. The frog, in its turn, caught the heron by the neck and began to strangle it by its small paws with all its strength. Never give up – this is the main idea of this Jataka. The only thing, which is still left unclear, is what the role of Buddha was in this story – was he a brave frog, a heron, or a tree, at which roots there was the mentioned lake?

That is why we shall not give up as well. Three powerful higher education institutions are going to join their efforts in order to prepare the best specialists in the region – this is the picture of the project that I see. For the time being, we need analogues in the Region, in Russia and abroad. Experience of your and other HE institutions in the sphere of highly qualified personnel's training is very valuable. We need your help in order to address concrete methods and to give strategic forecast of the development

of the sphere of culture and arts, as far as education and graduates of the creative HE institutions are absolutely unique.

Ivan A. Pfanenshtil: Natalya Petrovna, as far as I have understood, today's seminar is dedicated to consideration of specialties, their becoming, and to the models of graduates in the sphere of arts and culture.

Natalya P. Koptseva: yes, you are right.

Nikolay V. Sosnin: I suppose, the scheme, which I am going to suggest will help us. If there is a project, there should be concrete tasks and targets. We are to write down the tasks, distribute them among the people, taking into consideration their labor content. When we know the possibilities of all the participants, their suggestions, then we shall form a working group. Otherwise, the matter will not be productive. Though, your opinion may differ.

Natalya P. Koptseva: yes, I see it differently. First of all, everything, what is said here, is very important. You are all really experts. Secondly, all the present are the participants of a sort of a focus-group discussion of the experts. And experience of these experts and their thoughts concerning the given problematics are highly important already on this very stage.

Elena Y. Khudonogova: as far as I understand, this group has been gathered here in order to speak over the situation, where we are in, and afterwards we shall seek a strategic way out of it, some solutions, which could be right in a far perspective. In comparison with the technical specialties, humanitarians are very scattered in the region. There are few of them. And if we speak of the tasks, having been mentioned by Natalya Petrovna, they are very important and serious.

Sergey I. Pochekutov: as one of the participants of this project, I would like to introduce you Nikolay V. Sosnin, whom I have invited in connection with the fact that for today new federal state educational standards have been accepted. These standards are based on a competence-based approach, according to which we shall review all the educational process. Nikolay V. Sosnin is exactly the specialist in the given sphere, and soon he is planning to defend doctoral dissertation on the given problematics. In his work, he considers the competence-based approach and the way we are to go to it. I think Nikolay V. Sosnin will make a short report, where he will tell us about some methodological foundation. The way, how real competences should be realized in a HE Institution, taking into account the new standards.

Natalya P. Koptseva: I have seen the structure of competences, which suggests Nikolay V. Sosnin. It will be interesting for us. Please tell us about it in detail.

Nikolay V. Sosnin: The competence-based approach is a very large theme. It includes a lot of aspects. I can give you just some part of it – formation of competences in the model of the graduate of engineering specialties and tell you where we should start and where to go in this matter, taking into account our new educational programs.

Ivan A. Pfanenshtil: what a luck that you have dealt with the model of preparation of an engineer. On the whole, we are speaking about just the same thing. How to prepare a specialist? On what basis? How should the specialist in the sphere of culture and arts look like? What kind of competences should he possess? Here, we are to join our efforts and to understand what sort of philosophical basis we must use, for example, is it possible to use here the philosophy of Russian cosmism. What type of specialist would we like to have at the end – cosmopolitan or Russian, or for some specific region, for example,

for the Krasnoyarsk Krai? If we need just a Russian specialist, then we are to bring him up basing on the Russian philosophy and national culture.

Natalya P. Koptseva: We are to bring up Russian identity in him.

Ivan A. Pfanenshtil: Surely. We are to choose the approach and form the model of the specialist, proceeding from it. We need a conception. How should this model of the specialist look like? How shall we monitor it? How shall we control that he becomes the specialist that we have planned? We are to be responsible for those, we are teaching. We are to render them the competences, being necessary for their future activity. Natalya Petrovna has presented the problem so strongly, that I have begun to be beware of it and understand it. So, let us start our discussion, at least from the model of the specialist-engineer.

Natalya P. Koptseva: the matter is that there are formal things and there are conceptual things. Nikolay Sosnin is a specialist in form, in universal technologies and logics. That is why, we would like to listen to his report at the very beginning, in order to decide about the form, and then we shall fill it with some content.

**Nikolay V. Sosnin,
Candidate of Technical Sciences, Docent, the Head of the Engineering
and Computer Graphics Department of the Institute of Psychology,
Teachers' Training and Sociology of the SFU**

Report «FSEI HPE Competence-Based Format»:

The mankind enters a new epoch of its existence – informational society causes far-reaching changes in policy, economy, culture, labor and in personal life of every person. In connection with it, systems of education all over the world have faced a serious problem – to reform drastically their targets, contents, forms, methods, means and all their organization in correspondence with the demands of the time. Unfortunately, global reforms in the sphere of education have gone not by the way of humanization, but by the economical way. And the determining role in formation of new education requirements is played by the market.

In the modern circumstances, transition to the market is acceptance of market categories: competition, competitiveness, competency, competences and others. One can observe as market categories are included into educational processes and they play external role in relation to the system of education itself. Precisely this circumstance reflects the global shift in the system of Higher Professional Education (HPE) to the market. It is a fact that today and, first of all, it is observed in the higher school, innovations are considered not as a realization of anthropological and philosophic conceptions of man and culture, but as a balanced response to the demands of the time, taking into consideration the demands of the market economy. Though, we must not allow that HE institutions become the subjects of exclusively market relations, rendering educational services. System of education and HE Institutions has a more socially significant mission – to raise educational level of the nation, its intellectual, cultural, spiritual and moral potential.

Now, local system of the higher professional education undergoes the next stage of modernization. In the course of searching for the adequate educational model, which would meet the modern demands, they use stipulations of the Bologna declaration, and take in to consideration the experience of other countries. In the circumstances of transition to the new generation standards of HPE, the problem of

educational programs projecting at the local levels (right in HEIs) becomes more and more topical. But before we start projecting an educational program, considering the format, being set by the standards, we are to decide – how does the new model of educational process differ from the traditional one.

FSEI HPE of the new generation sets the model of education and teaching, which significantly differs from the traditional model. In traditional curriculums, the subject-content model of the process is precisely fixed – the number of subjects, their content and structure, didactic description, characteristics of labor intensity, temporal parameters and other structural-content parameters of the process. The new standard is a standard of another type, where the subject of standardization is not oriented to the resource parameters of the process, but to its results. The standard regulates the development of the basic 2-level educational programs on the ground of the competence-based approach and with the help of the credit system of education content and labor intensity accounting. Competence-based and credit format of the standard presupposes a new projecting of the results of education. And this is the principal innovation of the educational standard of the new generation. That means that they set the transition from the model, which is oriented to the quantitative (resource) parameters of the educational process, to the model, which is oriented to the result. The competence-based approach means a significant shift from the subject differentiation to inter-subject integration.

Obviously, the competence-based approach can contribute to the overcoming of traditional cognitive orientations of the higher education and leads to a new vision of the educational content, of its methods and technologies. While in the traditional model, theoretical and practical education is just oriented to the industrial reality and models it with the help of symbolic systems, in the new model we are to transfer to the systematic professional education. It is one of the leading lines of the competence-based approach – enforcement of the practical orientation of education, of its pragmatic, subject-professional aspect.

That is why we are to underline the following contradiction, which demands to be solved. The higher European education and the local system of HPE go by different ways of assimilation of the competence-based approach. In Europe with its academic values, there has been a necessity of development by the way of the market economy, of practical orientation, which is understood and accepted by the employer. Our local professional education has always been competency oriented. The practical component, especially what concerns technical education of the narrow-focused specialties, has been quite strong. That is why we have got other tasks in our HPE system – we are to get rid of the fixed linear regulation, we must give freedom to the person in his self-development and self-definition in the market under the new conditions, in the new economical situation. The competence-based approach is appealed to solve this problem in the educational process, which is still not solved within the frames of the existing educational model up to the present moment. Introduction of the competence-based approach in to the native system of education will allow us to realize to a large extent the personal-oriented, activity and practical-oriented approaches in to the educational process.

Thus, the targets of education in the new standard are set by the competence-based model of the graduate – these are sets of competencies, expressing what precisely the graduate must know, understand and be able to do at the end of the process of education. Thereat, we fix the changing of the accent in the formulation of educational targets – it is not the formation of a set of students' knowledge and skills in the spheres of certain disciplines, but formation of such a system and structure of thinking, practical and moral activity, that will allow our students to work and to act independently

in the more and more growing flow of educational and scientific information, to assimilate freely in the rapidly changing social-economical and technological conditions.

In the process of the educational programs projecting we face difficulty in selection of working definitions of competences from the position of the competence-based approach. According to its definition – competences and competencies is a new method of setting (describing) targets of the educational process. Competence is a summation of interconnected personal qualities (knowledge, skills, and types of activity), which are set in relation to a certain number of objects and processes and which are necessary in order to act qualitatively and productively in relation to these objects and processes. Competency is a man's possession, grasp of a corresponding competence, including his personal attitude towards it and to the object of his activity.

While speaking about the system of education, we are to divide these two notions, meaning under the word competence a fore-set requirement (norm) to the educational readiness of the graduate, and under the word competency – one's already formed personal quality (summation of qualities) and minimal experience in the given sphere's activity.

Let us consider, what the place of these construct in the educational process is. Competences, a set of competences are a starting position for the educational program projecting. Such a set describes the qualities of the worker, being already prepared for a certain professional activity and fulfilling this activity. First of all we form this set (the model of the specialist's competences can be determined by some professional standard), then we form a competence-based model of the graduate on its basis, and further we plan the results of education by its stages, we project a content structure (courses units and cycles, disciplines and modules, practice and educational-research work).

Competency of the student presupposes a whole spectrum of his personal qualities. The notion of competency includes in itself not only cognitive and operational-technological components, but also motivating, ethic, social and behavioral. In other words, competency is always personally determined by the qualities of a certain concrete person, starting from meaningful and world outlook qualities (for example, what do we need this competence for?) to reflexive-axiological (how much successful do I apply it in my Life?

Now, let us analyze if it makes any sense for educational projecting and process realization the fact, which one of the considered notions is chosen for a final result. If we put the accent on the competences in results of education, then we get a precise mind-set for mastering in a concrete profession (a precisely fixed volume of skills, knowledge, necessary experience, meta-professional qualities and so on) and we observe a sort of «training» for a concrete set of man's competences in a chosen profession. In this case we need special circumstances, a concrete working place for revelation and demonstration of competences. It is difficult to create such circumstances and to organize real professional activity in the walls of a HE institution. For example, we may take the preparation to a working specialty in the system of primary and additional professional education – it is an example of such a scheme of educational process. Though, for example, universitarian education is something larger than mastering of competences of whatever concrete profession.

If competency of the graduate is taken as a result of education, then it is a fixation of personal achievements of the student or the graduate at every stage of his course of study (integrative qualities, skills, knowledge, values, and experience), being necessary for fulfillment of these or those generalized

types of activity for some field of professional activity. In this case, specialists' preparation is run not in accordance to a concrete profession, but in accordance to a certain branch labor market. In order to reveal the competencies we should take some life situations, occasions from profession; i.e. in the process of education it is necessary to create circumstances, simulating professional activity in this or that sphere.

So, we come to the conclusion, the question about competences and competencies is a question about targets and results of education. Hence, we use verbs, denoting perfection of the process. Competence is mastering (assimilation). Competency is formation.

A competence-based model of HPE leads to projecting of a content, wherein constructs are variously included into the process. Competences are technological elements of the common target (a competence-based model of the specialist in the professional sphere). Competency is an integral characteristic of personality; it is a technological element of person's evaluation on various stages of preparation and at the very end.

In the process of new model assimilation, they often make a mistake in appliance of the notions «competence», «competency», while describing the results of education, and consequently in the projecting of the whole process of education. We are speaking about those cases, when they take the process, its content, being made in traditional format – disciplinary, and then they add the competence-based approach to the description of the results as in separate disciplines, so in the final attestation. In summary, they get a sort of passive model: the students have been taught and taught some subjects, and at the end of education we start revealing – what kinds of competences and competencies have been formed and what is missing.

In such cases, the main problem is misunderstanding of inter-disciplinary, integrative and trans-subject essence of the notions «competence», «competency». Complex preparation, inter-disciplinary knowledge and skills, readiness to professional activity – all these demands of the competence-based model cannot be formed in the process of traditional «teaching» on the subject-content level. Having such a disciplinarity, it is impossible to «divide» competences and competencies according to the disciplines. Competences formation cannot be inscribed into the traditional understanding of the education process organization, as far as it is not the consequence of the volume of information, having been learnt by the graduate of a HEI in concrete disciplines. Competence-based format of FSEI HPE needs new approaches to projecting of the educational process in HEI.

That is why, the first position, which has been announced by you, is absolutely correct. If we form the process of education, then we should obviously start from formation of a model of the specialist. What is cultural specialist? What does he do, what is he responsible for? What is the sphere of his power? First of all, we must depict a capacious model of the specialist, and afterwards, we must cut it up to its key professional competences – in order it could be diagnosed and we could understand what should be added. It will be our working scheme.

Ivan A. Pfanenshtil: to my mind, the model of the specialist, which is adequate to the economy and market, is not at all adequate to the humane nature. As far as we know, even Russian engineer is sophisticated and thinking. And cultural specialist is much more of it. We are of other spiritual culture than the West. And we should orient to that atmosphere, which exists in the faculty. We are to think of the specialists and those courses, which will be delivered to them. Then we shall speak not of some abstract model of the graduate, but of the real one.

Nikolay V. Sosnin: I agree with you that technical education in Russia has been developed in some other way than it has been abroad. Our knowledge has been originated from handicrafts. This tradition has been brought by Peter I. It has always been very applicative engineering. And now, basing on our technical education, we must decide, what kind of model we shall use for specialists' preparation – the Bologna model (English-Saxon) or the American one. When we make the decision, we shall understand how we shall form the model of the graduate not preceding from the Ministry's order, but preceding from the demands of our professional society.

Ivan A. Pfanenshtil,
Doctor of Philosophic Sciences, Professor, the Head of the Philosophy department
of the Institute of the Fundamental Training of the SFU

Victoria L. Pfanenshtil,
Aspirant of the Philosophy department of the Institute
of the Fundamental Training of the SFU

Report: «Anent the Formation of a Specialist Model for the Sphere of Culture and Arts»

Topicality of the target of the expert seminar «Formation of the New Generation Specialist Model for the Sphere of Culture and Arts», having been presented by the project leader, the dean of the faculty of art theory and cultural studies, Professor N.P. Koptseva together with Natalya V. Malashyuk, the Head of the Krasnoyarsk Chief Administration of Culture, is impossible to overestimate.

And in reality, in the modern conditions of globalization of economy, culture and education, the Siberian Federal University, as an innovative HEI, and the faculty of art theory and cultural studies, in particular, faces the task of the new generation graduate model formation, which would meet the requirements of the international level. It must be a young creative specialist, having competences, knowledge and skills, which are not out-of-touch, and which allow him to orient and to assimilate to rapidly-changing circumstances of socio-cultural existence. Hence, we face a new problem in education and teaching – we are to change their content and model: from the one reproducing (reproductive) the sum of knowledge – to formation of creative skills of learning, to assimilation of the system of teaching, modern methods (methods and methodologies) and socio-cultural project technologies.

The epoch of cultural and art-theory scientist is over; it is being changed by the epoch of cultural-methodologist, who researches, and creatively projects socio-cultural harmonious systems in correspondence with natural laws and demands of the informational society of 21 century.

Achievement of the set target and creation of a new model of the specialist requires innovative reforms in the following spheres:

1. In the process and the content of the specialist preparation, his fundamentalization;
2. Methods and methodologies;
3. Modern socio-cultural technologies;
4. Program-objective approaches including individualization and independent work;
5. Methodic retraining of the teachers on the basis of the highest expression of the Russian culture of 19-20 centuries, including Russian cosmism, binding altogether all the existing socio-cultural phenomena through the prism of cosmological values.

To our mind, the mentioned problem should be not only theoretically thought over, but also practically solved and politically controlled and motivated, if we take into consideration today's situation in the country, in the University and in the society.

Natalya P. Koptseva: though, administrative order is very important in the given case. And today one of our guests is Natalya V. Malashyuk, the Head of the Krasnoyarsk Chief Administration of Culture. She has prepared a report just concerning the given problematics.

**Natalya V. Malashyuk,
the Head of the Krasnoyarsk Chief Administration of Culture**

Report «New Requirements of the Service Receiver of Krasnoyarsk Municipal Cultural Institutions as a Vector of the Branch Personnel Potential Formation»:

At the beginning, I would like to mention that I am myself a student of SFU and study the specialty «socio-cultural activity». I would like to begin from the kind of senses I have realized in the course of our meeting and concerning the fact, that democratic state gives a person a wide range of possibilities for the search, which has been mentioned by Natalya P. Koptseva. For us (for administration) this search and right of choice are also important and needed. We are also interested in the notions of competence and competency, as far as there is a competition. Private organizations are more competent in providing services, they professionally advertise themselves. And we must change something in ourselves.

The theme of the seminar raises topical, but quite solvable questions. And to my settled conviction, the main condition of the competent specialist formation in the higher education institutions is a timely changing of the educational program and consideration of demands of the practical sphere. And it is possible only under the systematic monitoring of the service receiver's opinion of that sphere of activity, of that branch, which is chosen by the future specialist.

In my report, I make an attempt to represent briefly the existing experience of management of development processes of the branch of Culture, processes which are aimed to the services' quality improvement in the Krasnoyarsk municipal institutions, taking into account opinion of the citizens, in order to transfer to those knowledge and skills, which are necessary not only for the officials of the institutions or specialists of the apparatus, but also for every employee of the branch institutions.

I shall remind you of the qualitative-quantitative characteristics of the net of cultural institutions of Krasnoyarsk, including regional institutions, situated on the territory of our city: 50 libraries, 20 club institutions (including 5 Houses of Culture and centralized club system, containing 13 filiations, the amateur theatre «Our theatre» and «Creative experimental center»), 7 museums, 17 Municipal Educational Institutions of additional children's education, 5 Municipal creative collectives, 5 theatres, 2 municipal cinema-halls, the Krasnoyarsk Park of Flora and Fauna «Royev's Spring».

The city of Krasnoyarsk needs new perspective projects, targeted to improvement of life quality of its citizens. In collaboration with commercial and non-commercial organizations, the city administration shows practically its exclusive interest in formation of comfortable living city environment, which is revealed not only in creation of the attractive image of Krasnoyarsk, but also in its striving for solving the problem of quality of the mentioned environment by means of innovative reforms of the existing system of city management, which motto is: «the city of quality, responsibility and collaboration!». The target of these changes is improvement of quality of services, being rendered to the population by the municipal administration.

At present time, finding resultative and efficient methods of provision of population with the services of corresponding quality and affordable level, formation of strategic directions of realization of the city social policy in the sphere of guaranteed social services, and creation of a reasonable system of regulation measures (as a factor of population's life quality improvement) in the of sphere of social services become of crucial importance.

Analysis of the regulatory base allows singling out three blocks of indicators (criteria) of the quality of services, which are oriented to the result:

- 1) Indicators of resources exploitation (statistic, sociological and other report data, Characterizing the volume and the quality of the social service and other report data, Characterizing the volume and the quality of the social service, and also the volume of organizations' activity (organization, which represents them);
- 2) Indicators of the immediate result (volume of the used resources in its natural and monetary terms, qualitative characteristics and technology of usage in the process of the service provision under the fixed budget limitations and with the aim of achieving of the targeted indicators of the immediate result)
- 3) Indicators of the final socio-economical effect of services' rendering (condition and changing of the object of the service rendering).

There can be several indicators in every block. For example, in the process of serving, the client is influenced by a whole system of factors, directed from the executor's side. Service quality criteria of the first block are the following main indicators of quality estimation of social service:

- ✓ Indicators of the external environment quality: comfort of the rooms, esthetic attractiveness of the personnel, appearance of the personnel, office and room design.
- ✓ Indicators of service quality criteria of the social sphere: timely social service; time of the service expectation; time of the service provision.
- ✓ Indicators of effective functioning of social service: adequacy of the service forms, technologies, and methods used by the executor.
- ✓ Indicators of professional mastership of the service provider: professional qualification, special training, practical experience.
- ✓ Indicators of the service provider's motivation: executor's motivational readiness, interest in the client's problem salvation.
- ✓ Indicators of accessibility: accessibility of the service and of the procedure of its receiving; accessibility of the personnel, providing social services: accessibility of the personnel by phone, in the institution of the social sphere at the moment of the service requirement; accessibility of the personnel by electronic resource (forum in the Internet, electronic mail), possibility of the service provision at home (for disabled and old people).
- ✓ Indicators of the equal right status of the customer and the service executor: equal right partnership in the course of the service providing.
- ✓ Communicative indicator: executor's ability to listen and to communicate, absence of communicative barriers in the course of communication with clients,

And all these criteria demand presence of the sense of responsibility, the skill of appliance of perfection action, and, if it is necessary, appliance of cyclicity of typical actions. Special role is given to the knowledge and effective appliance of psychology and pedagogics bases.

Among the criteria of the immediate result (the second block of indicators), we can single out the following:

- ✓ Presence of the documents, with which correspondence the institution is functioning (presence of organization charter and local acts; license; certification of the state accreditation)
- ✓ Complete staffing level of specialists of necessary qualification (staff completeness).
- ✓ Presence of special techniques and facilities in the institution (equipment, instruments, apparatuses and so on.).
- ✓ Information about the institution, its regulations and rules of services provision.
- ✓ Existence of the inner (own) and outer systems of control of the institution activity.

Reliable information of the service provision includes in itself:

A list of essential services; characteristics of the service and time consumption for its provision; conditions of services provision and its cost; possibilities to obtain the estimation of quality from consumer's part; timely and fully-fledged provision of budget services, achievement of final results, which are defined by the budgetary assignment of the chief controller of the budget funds.

Undoubtedly, in order to fulfill the given standards the specialist must know and do the following:

- Know how to analyze and to perform a comparative characteristic,
- To reveal the main criteria and indicators of the current activity,
- Know economical disciplines, fundamentals of the workflow management and culture of speech, have skills of text compilation under the given conditions (and consequently, the specialist must know not only the theory, but know how to apply the bases of stylistics, vocabulary, grammar and many other disciplines).
- These skills are also important for organization and promotion of the services, i.e. informational support in the course of public opinion formation (PR).

Since 2007, in Krasnoyarsk they have been carrying out a Week of Quality, within which frames and summarizing its results they have been running a row of actions, studying citizens' satisfaction with the quality of cultural services. This action is also run in the institutions of the cultural branch. They have also organized «the days of open doors», informational exhibitions, round tables, educational seminars, parents' conferences, presentations of cultural services, sociological inquiries. There has been organized and is still working «a hot telephone line» in the Krasnoyarsk Chief Administration of Culture. Everyone may call by it and has a possibility to leave his feedback concerning the work of cultural institutions.

Analysis of the annual sociological inquiry of visitors of the cultural institutions, which are subordinated to the Chief Administration of Culture, has revealed the following tendencies:

- In spite of the fact that the most part of the visitors has been satisfied by all the factors, the weakest point (most unsatisfactory opinion) is the technical support of institutions;
- The second factor according to the visitors' discontent is the factor of information awareness of the institutions' activity;
- The inquiry has also revealed a demand of the visitors of municipal houses of culture to widen the number of events, involving the people of senior ages and professional colleges' students, necessity to organize more service clubs, including women clubs for 45-years-old people and senior;

- Among the visitors of libraries the main discontent has been caused by the librarians' lack of skills of finding necessary information in the internet system (and, certainly, this item is closely connected with the first item of the given table)
- The visitors of museums have marked that there is a lack of new, non-standard (unique) services, motivating people to mass visitation of museums – first of all, attracting the youth and teenagers.

Now, I am not going to linger on the implementation methods of corrections, I shall only say that they have created separate plans for every item, but the main problem of their realization is absence of institution officials' flexibility in making administrative decisions and disability to change their traditional approaches in the sphere of personnel activities, first of all it concerns the employees, who have worked for more than 10 years at one and the same place. And all this is caused by the lack of knowledge and application of this knowledge in the sphere of management and self-management.

Organization of work in institutions, the work, which is targeted to improvement of the service quality, customer- and result-oriented presupposes a new, modern quality, a new level of training and a new spectrum of professional competences of the cultural institutions' employees, competences, which go far beyond the boarder of their occupational work, which has been taught in their educational institution. Today, cultural institution's employee – it can be a librarian, a teacher of the school of arts, a service club manager or a specialist of the flora and fauna park «Royev Spring» – must simultaneously know the bases of management, project culture, technology of program-objective planning, must have a developed strategic thinking and must certainly know the basis of historical dynamics of the socio-cultural processes of the city, the region, the country, and of the world. Thereat, he should possess a full spectrum of special knowledge.

We should mark that at present time and up to 2020 in the strategy of the Krasnoyarsk branch of culture, they are going to make an accent on the development and support of cultural and creative industries, which will allow to put into action an innovative socially-oriented type of branch development with a new spectrum of cultural services and goods for the Krasnoyarsk citizens. It presupposes formation of special conditions and maximally attractive environment for creative people. And today, many an institution of Krasnoyarsk includes in its program educational courses, forming creative competences of the future specialists in the sphere of culture and arts.

Today, the theme of creative industries development is rather topical in Krasnoyarsk, and in connection with this fact, on 24.04.2010 within the frames of the III Municipal Assembly «Krasnoyarsk. Technologies of the Future. The First Stage of Modernization» the Chief Administration of Culture organized and carried out a discussion with elements of presentation «creative industries: city resources, conditions of realization». In the protocol of intentions, participants of the given discussion marked that we needed specialists of new competences, and we were to train them in all the educational institutions of all the stages of preparation, beginning probably even from the preschool education.

At present time, in the branch of culture they have organized work in various directions, which have influence on development of the personnel potential of the branch, which are the following:

- Improvement of the project culture in order to receive budget funds because of participation in grant programs and collaboration with sponsors;
- collaboration with institutions employees for searching of new formats of service quality improvement on the basis of research activity; also including the work with parental

collectives in Municipal Educational Institutions of Additional Children's Education, Houses of Culture;

- Interaction with the Humanitarian Institute of SFU in joint researches of socio-cultural processes and organization of students' practice in cultural institutions of Krasnoyarsk, all this contributes to the newest approaches to earlier non-demanded practical skills of the branch employees. For example: we have already positive experience of SFU students' participation in surveying of the objects of cultural heritage, creation of the web-site of MIC «Krasnoyarsk Artistic Museum n.a. V.I. Surikov» and MIC «V.I. Surikov's Museum-Mansion», presenting their funds and halls in 3D-format. Such an interchange of knowledge and skills is a sort of master-class for both parts of the joint activity – a very perspective and resultative direction in the course of formation of a new personnel potential of the branch.

One more source of mutual enrichment of students and employees of the cultural branch could be students' practice and scientific researches, being run by the students of SFU, KSTTU, SSAU and other HEIs in the institutions of the branch by the following specializations: socio-cultural activity, sociology, industrial civil engineering, organizations' management, record management and archivistics, architecture and design.

We suggest the following research directions:

- Mapping of the Krasnoyarsk creative industries' resources;
- Researching of the existent and creation of new practices, being able to form Krasnoyarsk brands, including the brand «Siberian Character»;
- Monitoring of evaluation of customers' satisfaction by the services of cultural institutions (sociological research, there is a possibility of methodologies of information collection and processing);
- Inspection of technical conditions of the tasks, given by the Chief Administration of Culture;
- Development of paid services in the autonomic institutions;
- Development of HR service activity and usage of the method of cost-effectiveness analysis (CEA);
- Development of electronic catalogues for the Archive Files Administration (creation of electronic data-base); and so on and so forth.

Certainly, in order to carry out the announced researches we shall render maximum assistance in selection of the practical materials, in provision of the existing regulatory and legal framework, in searching of experts, we shall provide systematic consulting assistance, and if it is necessary – shall fulfill the role of a scientific supervisor. And consequently, theory and practice, topicality of diploma works will prove the main tasks of development of the SFU, and newly-issued specialists will be interested in address choice of their working places for their future activity, and this is already in the interests of the branch. Surely, we shall be glad to recruit the best student assistants at their graduation of the HEI or in the course of their study. We consider that in order to reveal the most professionally-interested students, we must have a reserve data-base, which would contain all the information about the graduates, who have shown prominent results in the course of their practice.

We are sure that in the nearest 3 years the salaries of the cultural branch employees will be raised, and consequently – the youth will be motivated to choose these very specialties and will gladly

participate in salvation of the cultural branch problems, using their new knowledge and new unique competences.

One of the main criteria, expressed in the requirements, which is faced by the cultural specialist of the new generation, is the following:

1. Efficient participation of the specialists in realization of Krasnoyarsk cultural projects and programs, including development and realization of their own events, running of their own separate programs within the frames of municipal projects, organization of students' participation in the projects and competitions (for teachers and conductors of creative amateur collectives).

2. Application of topical and innovative methods in their work (sociological, project, marketing, computer, educational methods):

- Organization of the work with visitors of various age and social groups (orphans, disabled people, families with many children, people of senior age and others);
- Application of methodologies and forms of work, allowing to attract visitors and to improve the quality of the rendering services;
- Participation in grant competitions and programs of various levels;
- Organization of scientific-research, experimental activity (first of all for museums' personnel and librarians);
- Organization of the work with students' parents (for the teachers of children's schools of arts).

3. Exchange of experience on the municipal and (or) regional level:

- Development of their own methodical materials;
- Development of modified and authorial educational programs (for the teachers of children's schools of arts);
- Public reporting and speaking at round tables, seminars, conferences and forums (carrying out consultations, master-classes) and so on;
- Organization of interaction work with various creative teams, institutions of various types (educational, including schools and higher schools, museums, creative teams and others), with non-commercial organizations and units (interdepartmental interaction);
- Publications in mass media (articles in print publications, plots and TV programs).

4. Participation in competitions of professional skills and knowledge and creative competitions and festivals.

5. Systematic improvement of professional skills by means of qualification improvement (professional re-training).

These are the criteria of participants' evaluation of the competition «The best employee of the municipal cultural institutions of Krasnoyarsk», which has been held by us already for three years. Annually, we choose the most deserved representatives according to five categories (5 main activity directions of the net of institutions). And consequently, there are specialists, who are able to meet all those demands, which are required by the modern life, by our spectator, our listener, and our partner.

Of course, we need a precisely-formulated competence-based model of the specialist for efficient interuniversity interaction concerning educational programs compilation. And for that purpose, we need to gather already right now all the characteristics, and describe our expectations and necessities.

Nonstandard educational approaches will also be needed, for example, a transition to the system of modules, which allows to study not only the module of a concrete topic, but also to run plunges of

the students into the practical activity in the given topic, while teachers get an opportunity to estimate quickly the quality of students' mastering of new theoretical and practical knowledge.

I am sure that our co-joint survey for the instruments of the new generation specialist's preparation in the sphere of «culture and arts» will become an interesting and unique project with equally interesting and unique results!

Natalya P. Koptseva: Natalya Valeryevna, and the main question, which torches me, as you know, what the Russian state is. It seems to me that there is a contradiction. The Russian state is a unique state, which would like to embrace everything, including culture and arts as well. How can the state in the face of the Chief Administration of Culture or of the Regional Ministry cover by itself such wonderful phenomena as culture and arts? Recently, I have got to know with cultural anthropology, and there is such a theme – national character's study. They have run certain researches and found out that we all are anarchists deep inside. On one hand, we are constantly trying to run away from the state – we move to Siberia, to Far East, run to our country houses, and thereat, we are constantly waiting for something from our state (diplomas, merit certificates, bonuses, and ranks). It is a remarkable feature of our national character. And you act somewhere here, using this very contradiction. Do you agree with this? We would like to work creatively, but at the same time we would like to have many sanctions from the state. And one more thing, it is interesting, what your budget is?

Natalya V. Malashyuk: what concerns the contradiction – yes, I agree with you. It is really the feature of our character, and on the other hand, it is our Russian Siberian character that helps us to go on and not to lose our heart, as far as cultural budget is the smallest one. And we are trying to hold the bar mainly by means of our work with partners, arts patronage, and merchantry. That is why we must bring up those ones, who will understand us and will support us.

Natalya P. Koptseva: this way, the state support of the cultural branch will not disappear, won't it?

Natalya V. Malashyuk: Certainly, everybody sees and understands the necessity of these tasks and strategic salvations. But there are other directions. People are constantly complaining about awful conditions of our roads. Hence, the priorities are changing, and it does not mainly depend on us. That is why, we are also to bring up our own deputies, who would hear us and understand our problems. And answering to your question, I say – yes, the state understands that the branch of culture and art is needed, but they do not know how to develop it. It is very difficult to hear the customer and to be in step with the times.

Natalya P. Koptseva: and what does the Chief Administration of Culture think about the transition of some organizations to the autonomic existence?

Natalya V. Malashyuk: we do need autonomic institutions. In 2012 году our government will issue a document, according to which organizations and institutions will be divided into governmental, budget, and autonomic. At present time, Krasnoyarsk has tried only autonomic institutions. Nobody, who has changed the status (and there are a lot of institutions, which have done so – for example music schools), has yet regretted it. Though, many people are afraid of the fact that they take the risk of losing of their academician beginning. But the transformation has also a lot of advantages. If the director is ready to become a businessman, to make decisions in a mobile way, to provide the customer such services, which he won't be able to refuse from – his organization will develop and will always have a good budget.

Natalya P. Koptseva: let us speak about creative higher education institutions. As far as precisely these kind of institutions are going to prepare highest qualification personnel in the sphere of culture and arts. Today, we have two guests – two pro-rectors of the Krasnoyarsk State Academy of Music and Theatre. We would like to know how the things are in the academy concerning the transition to the two-levelled system of education.

Olga Y. Kolpetskaya,
Candidate of the Theory of Art, pro-rector of the scientific work
of the FSEI HPE «Krasnoyarsk State Academy of Music and Theatre»

Svetlana G. Voitkevich,
Candidate of the Theory of Art, pro-rector of the artistic work
of the FSEI HPE «Krasnoyarsk State Academy of Music and Theatre»

Report: «The Krasnoyarsk State Academy of Music and Theatre: peculiarities of the music education and difficulties of the transition to the new educational standards»:

The Krasnoyarsk State Institute of Art was opened in accordance of resolution № 529 of the Council of Ministers of the RSFSR d.d. 19 October, 1977 within the system of the Ministry of Culture of the RSFSR. Later, by order №675 of the Ministry of Culture of the Russian Federation d.d. 13.11.2000, the Krasnoyarsk State Institute of Art was renamed into the State Educational Institution «Krasnoyarsk State Academy of Music and Theatre». And then, by order №569 of the Ministry of Culture of the Russian Federation d.d. 25.04.2003, the State Educational Institution «Krasnoyarsk State Academy of Music and Theatre» was renamed into the Federal State Educational Institution of the Higher Professional Education «Krasnoyarsk State Academy of Music and Theatre».

There are three faculties in the Academy: musical, theatrical and extra-mural. Obviously, we should mention about our structural organizational unit – musical college, which is administered by A.D. Yakobson. In the academy, HR training is run according to the programs of higher education, secondary professional, post-graduate and additional education (pre-higher education training, qualification upgrading). Thereat, the process of education is carried out in both intra-mural and extra-mural forms, as by means of the federal budget funds, so under the contract conditions, which means full compensation of educational expenditures.

On 01.10.2009, the total number of students was 652 people. The Academy performed specialists' training in eight specialties of higher professional education in the sphere of culture and arts:

070101 65 Instrumental performances (according to the types of instruments):

Fortepiano, orchestra string instruments, orchestra brass and drum instruments, orchestra folk instruments.

070103 65 Vocal arts (according to the types of vocal): academic singing;

070105 65 Conducting (types): academic choir conducting; folk choir conducting.

070107 65 Composition.

070111 65 Theory of Music.

070201 65 Dramatic arts: Drama theatre and cinema actor

070208 65 Audio engineering of theatricalized performances and events.

070304 65 Pedagogics of ballet (qualification – ballet dance teacher).

By the way, the Krasnoyarsk State Academy of Music and Theatre is the only specialized higher education institution on the territory of East Siberia, which prepares specialists in the sphere of music and theatrical arts.

Natalya P. Koptseva: and so, you prepare scientific personnel, do you have a post-graduate centre?

Olga Y. Kolpetskaya: yes, sure. We have had the post-graduate centre (of scientific profile) in the Academy since 1994. Accompanists and tutors of the Academy, specialists from various music educational institutions and schools of Russia have raised and continue raising their scientific-pedagogical qualification. In our post-graduate centre we study the following specialty 17.00.02 – Musical art on the basis of the acting legislation concerning the post-graduate education and in correspondence with aspirants' individual plans, which are approved by the academic council of the Academy. Annually, during the last five years, the Academy post-graduate centre has been receiving from 2 to 3 specialists on the basis of the state order. Teaching of aspirants is also realized on the basis of direct contracts with organizations, being interested in their employees' qualification upgrading, and also on the basis of individual contracts. Among our aspirants there are specialists from Novosibirsk and other cities of Siberia (for example, from Kemerovo, Abakan, Bratsk, Tomsk, Omsk, Tyiva, Buryatia). Perspectives of the post-graduate centre development are determined, firstly, by the necessity to accelerate and to broaden the preparation of candidates of science, and secondly, by the growing demand in personnel preparation for HEIs of arts of the Siberian region.

Natalya P. Koptseva: the Academy of Music and Theatre is a creative HEI, which is firstly well-known by its musicians and actors. Which departments do they most actively lead their scientific-research works at?

Olga Y. Kolpetskaya: the major part of the Academy's scientific-research works is done at the departments of history of music, theory of music and composing, humanitarian and social sciences, choir conducting, and chamber ensemble. We create inter-departmental groups, in order to solve local and perspective scientific problems. The printing and publication department plays the leading role in scientific-research and methodological work results implementation. And all the departments take part in making of annual and perspective plans of the institution's scientific and methodological work, which is later approved by the academic council. In the Academy, there is a wide and varied spectrum of directions, which correspond to the profiles of the disciplines, representing spheres of musical science. The following directions are the most significant:

1. Poetics of the native musical theatre;
2. Theory, methodology and practice of performatory art;
3. Musical regional study;
4. Philosophic-esthetic problems of culture and arts.

All the mentioned directions have been formed in correspondence with the profile of specialists' preparation, prior directions of the modern humanitarian knowledge development, and specific tasks of the Academy as a Siberian musical higher education institution. In the scientific-research activity of the Academy we should underline its orientation to natural scientific fundamentalization of musical knowledge, musical and theatrical education.

Natalya P. Koptseva: and what is the specific of your training of graduates? What kind of difficulties do you face?

Svetlana G. Voitkevich: when we are speaking of a new model of the specialist, then representatives of creative professions experience a lot of difficulties. First of all, it concerns musicians and actors, as far as the volume of one's talent, of one's gift, and abilities is impossible to measure by the generally accepted frameworks. Speaking about our graduates, we must bear in mind that they are all exclusive, and it is impossible to measure them by the general criteria.

Experience of centuries and generations proves that a talented person often turns out to be absolutely helpless in his everyday life, routine questions, usually he is not good at modern technologies, is not able to advertise himself with a profit, and these qualities have always been and still are of much necessity, as everyone here understands. All the more it is revealed in this century! That is why pains and hopes of the teacher and strivings of the students themselves are very often broken by the reality. If we are speaking of a model of the new generation specialist, then we mean under it such a person, who equally possesses both talent and necessary complex of professional knowledge and skills to organize projects, which are directed to his creative potential realization.

Natalya P. Koptseva: will you please tell us, if there is a competition among your prospective students to be enrolled in your HEI?

Olga Y. Kolpetskaya: yes, there are specialties, where the competition is traditionally unvarying. These are theatrical faculty and a new specialty «Audio engineering of theatricalized performances and events», which is highly demanded because of active development of new technologies. At the musical faculty, the competition is smaller and smaller from year to year. It is the impact of the demographic «gap», and also the decreasing of the specialty prestige. But the main thing is certainly the state policy and that cultural space, which dictates new conditions and devaluates the value of education. What for to study vocal in the course of 9 years, if, having some minor talent, one can take part in some show program and take a chance of making «easy» money? It is a pity, but nobody shows «the other side» of such «elevations» to the young generation.

Natalya P. Koptseva: why does the system of musical education resist the introduction of the 3-d generation standard?

Svetlana G. Voitkevich: specifics of education in a creative HEI is in the following: our students are «piece-goods». Sometimes, there are only 5-6 people in the group. In the course of two centuries we have got a steady system in the musical education: school – college – HEI. Except academic vocal, all the rest performance and research specialties presuppose future students' training in musical schools and colleges. Moreover, there is a whole complex of disciplines, which are connected exclusively with individual education. There are no as much individual lessons in the curriculum of any institution, as there is in the Academy. In the developed 3-d generation standards all the specialties are «fractionized». And sometimes the complex of announced disciplines does not correspond to that, what is necessary. And what is the last drop – creative probations, which are the main examination for evaluation of the potential students of our specifics, are ascribed to the row of «additional» ones! In other words, any person, who has passed the Russian and literature USE, has a right to be enrolled in to the creative HEI to the chosen specialty, having just performed a piece of a primary-music-school level. And such important qualities as staginess, good ear, sense of rhythm, intoning skill, flexibility, emotionality and musicality will be hardly taken into consideration.

Natalya P. Koptseva: how much are the graduates of your HEI demanded?

Olga Y. Kolpetskaya, Svetlana G. Voitkevich: today, our former students represent our region on the vast territory of Russia and work in central drama and musical theatres and also abroad. Such names as Dmitry Khvorostovskiy, Nikolay Putilin, Alexander Bogdanov, Vera Baranova, and Valery Mikitskiy are well-known all over the world. Graduates from our Academy amount from 40 to 70 % of the creative collectives of the city and the region, of culture and arts institutions. On the basis of the Academy, they have formed the following collectives, which still exist and are working in the municipal status: Choir Ensemble of Soloists «Singing to you» (Artistic Director, Honored Artist of RF K. Yakobson) and Krasnoyarsk Chamber Orchestra (Artistic Director, Honored Artist of RF M. Benumov). Moreover, it has become a tradition that orchestras of the Academy take part in the celebration events, which are organized by the municipal and regional administrations. They are the symphonic orchestra (Artistic Director, Laureate of the All-Russian competition V. Shelepov), the brass orchestra (Artistic Director, Honored man of art of the Tyva Republic P. Kazimir), the folk orchestra (Artistic Director, R. Antipinsky); the Choir of Academy students (Artistic Director, Honored woman of art of RF L. Krayevaya), and the folk ensemble «Svetlitsa» (Artistic Director, Honored man of art of the RF N. Shulpekov). Since 2005, thanks to the activity of our Students' theatre, our citizens have got an opportunity to watch performances of the graduates of our theatrical faculty.

Our Academy is open to cooperation. Organization and running of seminars, similar to this one, will help to find those common themes, which will allow to enrich our graduates and to make them more able to meet competition under such complicated modern circumstances.

Nikolay V. Sosnin: it has become a revelation for me that specifics of musicians' teaching does not at all correlate with the competence-based approach and even contradicts it. And how are you going to built it in the frames of the competence-based approach, if you prepare the students so exclusively and individually?

Olga Y. Kolpetskaya: yes, Nikolay, here you are right. There is a whole row of contradictions. And we hope that we will be able to solve this contradiction that way that our system of high qualification specialists' preparation, which has been formed for centuries, won't suffer. And we also hope that such kind of seminars will be of much help for us.

Natalya P. Koptseva: I would like to introduce you one more HEI, which issue specialists of creative specialties, people of practice – the Krasnoyarsk State Institute of Arts. How do you manage to implement the requirements of the competence-based approach along with the specifics of your specialties?

Elena Y. Khudonogova,

**Candidate of Art Theory, Docent, the Head of the World Artistic Culture
and Social Disciplines of the FSEI HPE «Krasnoyarsk State Institute of Arts »**

Report «Modern artistic education: its tendencies and tasks»:

Today, in Russia we observe how slowly, but inevitably the system of the modern arts is forming. Hence, there appears a whole list of problems, being connected to the artistic society, system role of the artist, market system of the arts functioning and so on. In such a situation, education is the leading beginning, is the basis of the system of arts, which guarantees its reproduction and perspective.

Artistic education can be efficient only in case it turns out to be ready to transformations along with the others, transformations, which will be synchronous to the changing of the artistic process itself. That is why, now, we may observe a growing interest to educational concepts of various type, including the experience of Bauhaus and BXYTEMAC. One of the basic tasks of the classic education – to teach how to think, to cultivate practical skills, – becomes secondary in the given situation. We are to develop the ability to conduct a dialogue, to teach to function within the system, to assimilate to the modern processes of the artistic market. Today, the artistic market is presented not only by separate artists and museums, but also by galleries, private customers, and, on the other side, by independent creative groups.

We are to divide the notions of commercial and creative success, as far as creation of «another world» becomes an alternative of the existing system for young people. We observe an active interest towards anti-academic systems and inclination to form independent private or commercial schools. The new format of school is absence of any kind of pressure on talented students, free development of skills and abilities in this or that direction, appliance of the modern technologies, work with various techniques and materials. This is precisely what the academic education is lacking. Artistic institutions are closed in themselves and they are practically not ready to take the challenge of the time. That is why there is a conflict between the traditional and the creative, new.

As a consequence – we lose potential students, loose the quality of our new comers and talents become rear, those, who are able to independent creative thinking. Activity and creativity of the students are very low. At present time, expansion of the cultural and social spheres demands reviewing of the educational programs of artistic specialties. The student should not «be old» and reproduce the patterns of the past. Teaching process should be formed that way that it helps the student «to disclose himself», to strive to create something new.

Most dynamic young people try to find such an educational institution, which will allow them to develop themselves in the freest way, and to be successful and creative in the system of education. Or, the second variant – it will give them an opportunity to master their craft in the fullest volume, in future it will allow them to master the skills of drawing and picturing, and to create remarkable technique imitations of the saloon academic school (as an example, it obviously prevails in the market).

Educational program of the modern student of creative faculties must form his activity and the skill of dialogue leading, and his readiness to agues and discussions. There is a necessity in the social exchange «school» → society, and also exchange with the professional society, critics and masters. We can teach to think only in such a context.

Exactness of the idea of artistic expression is very important in the modern art. Author's position, communicability and activity are the basis of the creative education. Today, advance guard is a position, defending a new social role of art, its place in the society and in new social systems.

Here, the traditional mechanism of knowledge transference does not work. It is necessary to work out the system of collaboration teacher-pupil. Dialogue, ability to defend one's ideas, and here, the main link is artistic criticism. Active involvement into the modern cultural situation demands a certain shock. Shocking education is the most efficient today. It is impossible to educate somebody, one can do it only himself. It is impossible to teach, one can only study. And the task of teaching is not to obtain a quick result, but to provoke as maximally as possible and give a possibility to be ready to take the challenge of various situations. The man should get a sum of knowledge, the system of

reacting. Difficulties in socialization are one of the main reasons of absence of demand and disability to adaptation in the professional sphere, to galleries, to the market. So, there is only one way left – to a cheap commercial saloon, to the shop, to the mixed systemless exhibitions. And in such a variant, professional prestige becomes absolutely low.

The system of artistic education persistently demands crucial changes. Expansion of the row of specialties and much more flexible involvement into the educational process, where there will be no such a leading principle as preparation «according to the types», and universality of the professional education will run the show, when the student will freely master «the language» of art in various techniques, materials, including modern technologies as well.

Such training is highly demanded in the modern society and will allow the graduate of creative faculties to find his professional place in the society.

Natalya P. Koptseva: what is the dynamics of potential students' and of the first-year students' quality?

Elena Y. Khudonogova: in the last 20 year, the cultural sphere of Krasnoyarsk has much shrink. Since the time, when P.S. Fedirko announced that there was «High Culture» in Siberia, the situation has drastically changed. Precisely at that very time they open the Krasnoyarsk State Institute of Art. It gave Siberia the artists with high education. Earlier there had been just few of them. Now, we have quite many professional painters and all of them are moving away all over Russia and abroad. Firstly, it allows other cities to open these specialties in common universities, and it influences our institute's enrollment competition. And secondly, we observe weakening of the professional level. Earlier, we have had competition of 15-20 persons per a place, today it is only 1-2. What concerns the specialty «sculpture», the situation is still worse. Sometimes, there is a lack of students for the first year of study. And if we take into account, that the percentage of students' expelling is rather high, so then only few of them get their diplomas. And thirdly, in comparison with musicians, it is very difficult to find job for painters in the city. After they graduate from the institute, all of them are in a sort of a free flight. And our system of education is unique, individual. The entire institute is only 280 people. It is the smallest institute. Though, teacher-painters are themselves in the same situation. This problem is highly topical at the present moment and it must be solved as soon as possible.

Moreover, I would like to add, that I am very glad, that such a project has appeared, the project, which, being on the basis of the SFU, will allow joining the efforts of the HEIs, preparing the specialists for the sphere of culture and arts, in order to change the formed situation. On the other hand, I think, that communication with the representatives of technical sciences, with the so-called technocrats is very important for our disciplines development. They are very good at setting the goals and defining the tasks.

Elena A. Yershova,

**Candidate of Pedagogic Sciences, the Head of the Quality Management Department
of the FSEI HPE «Krasnoyarsk State Institute of Arts »**

*Report: «Usage of Informational Technologies at the Self-Presentation
of a Student of the Creative HEI»*

Those problems, which have been mentioned in the course of Elena Y. Khudonogova's report, do really have a negative impact on the successfulness of our Institute's graduates. In my report I would

like to look at these global problems in detail, and to look at them just in one aspect – in the aspect of the creative institute student's self-presentation.

Humanitarian education is targeted not only to give the students the sum of knowledge and skills in a certain sphere, but also to widen their horizon, to develop their creative thinking, abilities of self-education, to give them understanding of inter-disciplinary links, and also to form humanistic values. Precisely these very parameters make up the specifics of the competence-based approach. For the student of the Krasnoyarsk State Institute of Arts the way to professional mastery passes through the development of professional competences, which the future painter carries through all his life and which motivate him to a constant self-perfection in his profession. The following components form the basis of the artistic education content, which is oriented to the competence-based approach realization: cognitive personal experience, emotional personal experience, experience of creation and experience of practical activity. All the given components become not only the basis for artistic activity realization, but they themselves are being formed in the course of this activity.

Indication of the student's growth as an artistic person is his constant formation of his portfolio in the course of his education.

Many artists made their creative works' portfolio even in the previous centuries. It was a collection of works, which demonstrated the style of the artist and his possibilities.

In the educational process of the Institute, we consider the student's portfolio as a sum of educational and professional achievements, their presentation and demonstration of the best individual achievements. Portfolio is a self-presentation of the student's educational achievements, which he records timely by himself.

There are 6 educational programs, which are realized in the Krasnoyarsk State Institute of Arts. They are:

- 0707901.65 «Pictorial art»
- 070902.65 «Graphics»
- 070903.65 «Sculpture»»
- 070603.65 «Interior»
- 070801.65 «Decorative and applied arts»
- 070601.65 «Design»

Since first year of study, the students of the institute take an active part in various exhibitions, competitions, conferences, plain-air and so on. That is why the student's portfolio also fulfills the functions of self-presentation, job placement.

Portfolio can be of various forms: a paper variant, an electronic version or a presentation in the web-site (web-portfolio). Portfolio paper variant contains the main information about its author, documents, certifying his educational achievements, annotations of his project and creative work results and so on. But, this type of portfolio is quite archaic; it does not provide an effective presentation and can be just an addition to the electronic portfolio, and best of all – a portfolio in the web-site.

Various scientific schools have different approaches to portfolio characteristics. Out of the whole variety of characteristics, we may single out the following three:

- The main sense of educational portfolio is to show everything, what the student is capable of, to demonstrate his strongest points and to reveal most fully his creative potential.

- To teach and to bring up the skills of the student's activity analysis, self-organization, self-control, self-evaluation, and also positive attitude to somebody's critics of his activity;
- Self-conscious and self-feeling of one's own results and understanding of the results' dynamics.

In the curriculum of all the specialties, within the frames of the discipline «Informational Technologies» the students study programs which can be used as an electronic presentation, and which allow to perform digital image processing, and create WEB – resources.

Students get to know to post their creative achievements on the Internet on various WEB – portals, dedicated to creative activity (for example artlib.ru).

Electronic portfolio contains of two main parts:

1. Portfolio of documents is a set of certified (documented) individual educational achievements. The main requirement of this component is validity of these documents. In the paper variant all the certificates, merit letters and diplomas are verified by the signatures of responsible executives and by the stamp of organization, which has issued the document.

2. Portfolio of works is a collection of various creative, project and research works of the student. The given part of the electronic portfolio does not almost differ from the paper variant. Any document, being set in the traditional paper portfolio, can be easily transferred into the electronic format.

At present time, publication of electronic portfolios of the students of KSIA is done on the individual electronic media, on the local computer net resources and we are planning to create such a resource on the web-site of KSIA.

Denis A. Antonov,
Candidate of Philosophic Sciences, deputy administrator
of the Social Policy Department of the Krasnoyarsk Administration,
Docent of the Social Work and Sociology Department
of the Siberian State Technological University

*Report: «Specialists' training for the sphere of culture and arts
in the context of the problem of social identity»*

The pathos of my report is in the following: the process of the highest qualification specialists' preparation for the sphere of culture and arts must be adequate to the historically-formed peculiarities of the native system of education and must serve to the cause of preservation of the Russian society's identity.

Every society asserts itself in special objective conditions, and taking into account that there are specific subjective factors, we see that in the result of all these there are formed certain peculiar features and characteristics of the society and in their integrity they form a certain definiteness of the society, its specifics and recognizability in the existing variety of societies. This definiteness is precisely the identity of the society. Consequently, every society has its own definiteness and, retaining its definiteness, it keeps its viability.

In this respect, the system of education gains a special status, as far as it is a historically formed social institute, being not only one of the elements of society's identity, but also, and it is especially important, a system of society' identity reproduction, including its key component – its culture. The given statement is also reflected in the researches of S.G. Kara-Murza, who marks, that «the Russian

system of the higher education has been formed for almost 300 years. It is one of the most complicated and the richest products of the native culture, but the fact that it is a matrix, wherein our culture is reproduced, is even more important».

That is why, being within the frames of the Russian higher education school, training of the highest qualification specialists for the sphere of culture and arts must be run not under the influence of the borrowed quality standards of higher education, but considering the necessity, firstly, of the further development of the native education system's productivity, secondly, of preservation of society's identity, formation of personnel potential, being able to solve topical problems in the sphere of culture and art.

Such an approach presupposes a constructive perception of the formed western system of education, i.e. it accepts its substantiality and viability under the living conditions of the western societies, and also allows to escape the imitation of the western educational system, being so harmful as for the Russian education identity, so for identity of the Russian society on the whole.

Natalya P. Koptseva: at the beginning of the seminar, I have already told you about the directions and specialties, being realized at the art theory and cultural studies faculty of the SFU and also about the necessity to reconstruct the educational process in correspondence with the federal state educational standards of the 3-d generation, having been formed in accordance with the competence-based approach, and also about the necessity to take into account our regional specifics of the specialists' training. Irina A. Panteleeva and Sergey I. Pochekutov have worked upon the formation of the graduate's model of the direction «socio-cultural activity» within the frames of the competence-based approach and taking into account our regional specifics.

Irina A. Panteleeva,
Candidate of Philosophic Sciences, Docent of the Department of Marketing
and Social-cultural activity of the art theory and cultural studies
faculty of the Humanitarian Institute of the SFU

Sergey I. Pochekutov,
Candidate of Technical Sciences, Docent of the Department of materials science
and technology of construction materials of the Polytechnic Institute of the SFU
Report: «Model of the Graduate of the Direction «Socio-Cultural Activity»
of the Siberian Federal University with respect of the regional competences»:

At present time, improvement of the quality of the higher education institution's graduate is a topical problem not only for Russia, but also for the whole world. And salvation of this problem is directly connected with modernization of the higher education content, in particular, with the transition to the new educational standards, optimization of educational process methods and technologies and rethinking of the final result of the higher education.

Today, the modern Russian education is on the stage of a crisis, which, on one hand, is determined by a certain «detachment» of the education from the quickly changing demands of the modern market of labor and its requirements to new specialists and, on the other hand, because of Russia's entering into the Bologna process and its inevitable transference to the two-leveled system of education.

This problem is especially severe in the sphere of culture and arts, where the system of education (primary, high, and higher) has been formed not simply for years, but for decades, if not for centuries.

Several modern scientists have substantiated the competence-based approach as a basis for the crisis overcoming:

- the competence-based approach gives answers to the requests of the industrial sphere (T.M. Kovaljeva);
- the competence-based approach reveals itself as a renewing of the educational content in response to the changing socio-economical reality (I.D. Frumin);
- the competence-based approach is a generalized condition of the person's ability to act efficiently beyond the borders of educational plots and situations (V.A. Bolotov);
- Competency seems to be radical means of modernization (B.D. Elkonin);
- Competency is characterized by the possibility of abilities transition into the conditions, being different from those, upon which this competency has been originally formed (V.V. Bashev).

Implementation of the competence-based approach into the modern Russian higher education is inevitable, as far as it is caused by the world-wide tendency of integration, by globalization in the sphere of economy, education and culture, and, to the opinion of A.N. Afanasjev, it is «a starting point of integration of Russia and Europe» (Afanasjev, 2003. P. 54).

In connection with all the mentioned, it seems to be topical to create a model of the graduate of the new generation in the sphere of culture and arts, which would take into consideration all the modern socio-economical and cultural realities, and precisely on the basis of the competence-based approach. And as a representative, we suggest the direction «socio-cultural activity».

Since 2000, the art theory and cultural studies faculty of the Siberian Federal University has been enrolling the students on the specialty «socio-cultural activity», which is included into the general group «culture and arts» and is the only classic university, which prepares students in the given direction. Specialty «socio-cultural activity» has been opened according to the order of the Krasnoyarsk Region Administration because of a huge deficit of specialists-managers of socio-cultural activity in the region. Less than 20% of managers in the sphere of culture and arts in the Krasnoyarsk Region had had higher education and only some part of them had education in the sphere of culture and arts. The need in the graduates of the given specialty is still urgent. Since 2010 the faculty has been enrolling students for the specialty «socio-cultural activity» in accordance with the given planned figures of enrollment.

Federal educational standard of the direction «socio-cultural activity» includes in itself general cultural and professional competences.

General cultural competences (GC), which are necessary for the graduate, presuppose to possess the culture of thinking, the skill to speak and to write logically and correctly, with necessary arguments, the skill to work in the team, the ability to work with information in global computer nets, knowledge of one of the foreign languages and so on. (Federal State..., 2010).

Professional competences (PC) of the graduate of the direction «socio-cultural activity» are given in FSES and divided according to the types of activity (*creative-industrial activity, organization-management activity, artistic direction of the cultural institution's activity, scientific-methodical activity, project activity, pedagogical activity*) and includes in itself 29 competences (Federal State..., 2010).

As far as the direction «socio-cultural activity», being realized in the art theory and cultural studies faculty of the Humanitarian Faculty of the SFU, has been originally conceived as the one, being oriented to the demands of the region; general cultural and professional competences, written in FSES, need to be added in the part of professional competences for the sphere of culture and arts of the Krasnoyarsk region. Within the frames of the educational conception, the graduate of the direction «socio-cultural activity» of the art theory and cultural studies faculty must:

- be ready to run his own professional activity on the basis of his knowledge of cultures and the peoples, living on the territory of the Krasnoyarsk region;

- to be able to take into consideration specifics of cultures of the native small-numbered nations of the Krasnoyarsk region on the basis of the notion of peculiarities of their lives, living conditions, traditional occupations, religious notions and artistic and decorative-applied creative activity;

- To work in accordance with the cultural legislation fundamentals of the Krasnoyarsk region and other normative documents, determining the specifics of socio-cultural activity in the region;

- to be ready to run professional activity on the basis of one's knowledge in the sphere of cultural policy of the Krasnoyarsk region on the whole and of its separate municipal institutions; to be able to realization of the regional policy positions in practice and its content modernization in connection with the changing realities;

- To be able to formation of creative products in the socio-cultural sphere, which are targeted to development of tolerance in the poly-cultural space of the Krasnoyarsk region;

- To be ready to assimilation and communication in the poly-cultural space of separate kinds of ethnos and on the territory of the Krasnoyarsk region; able to management activity in the socio-cultural sphere with due respect to a concrete ethno-cultural and territorial situation;

- To be ready to the scientific researches carriage, to development and realization of creative projects, targeted to promotion of the positive image of the Krasnoyarsk region in the Russian Federation and all over the world.

At present time, they develop a basic education program in the direction «socio-cultural activity», which is based on Federal Educational Standard 071800 «Socio-Cultural Activity» dated January 2010. In connection with all this, they continue to define the groups of competences, which take into account the Krasnoyarsk region's specifics and which will be included into the variable part of the educational program.

References:

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A.N. Afanasjev. The Bologna Process in Germany / A.N. Afanasjev // Higher Education of Today. – 2003. – № 5. – P. 54-57.

Natalya P. Koptseva: this report is very topical; especially what concerns the aspect of the problematics, being studied at the faculty. And in continuation of it, we shall listen to the following report, which discloses the modern requirements to the specialists in the sphere of culture and arts in the respect of inter-ethnic relations.

Irina S. Lyisenko,
Assistant of the Philosophy and Social Sciences Department
of the Siberian State Aero-Cosmic University n.a. M.F. Reshetnev

*Report: «Inter-Ethnical Relations: Modern Requirements to the Specialists
in the Sphere of Culture and Arts»*

At present time, inter-ethnic relations become more urgent. It is caused by the processes of globalization, which also involve active migratory movements. Unsatisfactory economical situation, social and ethnic conflicts in the former republics of the USSR contribute only to the growth of labor migration as to the territory of Russia, so to the territory of the Krasnoyarsk region. Inter-ethnic relations are very topical for Russia not only because of the labor migration, but also because of centuries-old historical experience of existence of representatives of multi-ethnic communities on its territory.

At present time, ethnic activity can be observed in various spheres of the Krasnoyarsk region (economy, education, culture, sports) and in various forms, thus creating the conditions for inter-ethnic contacts. For example, in the sphere of culture, ethnic activity is revealed in the activity of national-cultural (NCU) unions and ethno-cultural youth movements, which organize and run public national holidays and actions, connected to ethnic traditions. In the Krasnoyarsk region there are more than 30 national-cultural unions, which are registered in the Ministry of justice of the Krasnoyarsk region.

Introduction to the traditions of various nations is an important factor of the peaceful inter-ethnic co-existence. Thus, the given idea is taken as a basis of quite a many educational projects, which are targeted to give children an opportunity to get acquainted to various cultural traditions. This idea is taken as a basis of many cultural institutions' activity (museums, palaces of culture, various esthetic centers and sports clubs).

Though, addressing to cultures, to traditions of various nations and organization of events of the given thematic direction demands theoretical knowledge and thinking over. For example, to the given knowledge we can refer the material about ethno-psychological peculiarities of the nations, about history of culture and arts of separate nations, the material concerning the theory of ethno-conflicts. General interest of the specialist himself to historical and modern events from the sphere of inter-ethnic relations also plays an important role.

Professional knowledge of the sphere of inter-ethnic relations can be needed not only in collaboration of the cultural institution with the institutions of the civil society (including NCIs), but can be also useful in the course of work with the historical heritage of Russia. For example, activity of these or those ethnic communities on the territory of the Krasnoyarsk region can influence the choice of this or that ethnic content of the cultural project.

Integration approach to the work with the participants of cultural projects can be also referred to one of the demands to the specialists of the sphere of culture and arts in the course of work with ethno-projects. At the same time, it is one more mechanism of formation of peace-loving inter-ethnic relations. In this case, the integration approach presupposes appliance of the inter-disciplinary approach, as far as knowledge itself of the inter-ethnic relations is already inter-disciplinary, including the material of psychology, history, cultural studies and sociology.

To our opinion, we should also refer evaluation of efficiency of projects functioning (projects, which are targeted to formation, development and fortification of inter-ethnic relations) to professional

requirements. Project work efficiency is revealed in fixation of specifics of the customer's relation to the content and sense, being translated outwards. To our mind, it is fixation of this relation, what allows the specialist of the sphere of culture and arts to perform the analysis of ethno-project efficiency.

And attitude towards representatives of a certain nation depends on to what extent correctly and professionally they translate the traditions of various ethnoses by means of cultural projects. Interest to cultural peculiarities also forms a positive attitude towards the ethnos itself. Positive images of the ethnos are formed by means of its culture. At present time, culture represents by itself an important instrument of formation, development and fortification of the inter-ethnic positive relations.

Thus, professionalism of the specialists of the sphere of culture and arts, working with the projects of ethnic content, depends to a certain degree on the condition of the inter-ethnic relations.

Anatoly V. Brillkov,

**Doctor of Biological Sciences, Professor of the Modern Natural Sciences Department
of the Institute of the Fundamental Training of the SFU,**

Victoria V. Dubich,

**Candidate of Technical Sciences, Docent of the Modern Natural Sciences Department
of the Institute of the Fundamental Training of the SFU**

Oleg A. Zolotov,

**Candidate of Physical and Mathematical Sciences, Docent
of the Modern Natural Sciences Department of the Institute
of the Fundamental Training of the SFU,**

Yury Y. Loginov,

**Doctor of Physical and Mathematical Sciences, Professor
of the Modern Natural Sciences Department of the Institute
of the Fundamental Training of the SFU,**

Zoja G. Kholostova,

**Docent of the Modern Natural Sciences Department of the Institute
of the Fundamental Training of the SFU.**

*Report: «The Main Conceptions of Natural Scientific Education
of the Specialists in the Sphere of Culture and Arts»*

The modern humanity lives in the world of dynamically developing technologies, very often opposing them. This antagonism is possibly the main challenge of the civilization of our time. And it is apparent that precisely the specialists in the sphere of culture and art are right on the verge of this opposition. From this point of view, conceptions of the modern natural science are presented as an indispensable part of the sphere of education of such specialists.

Moreover, if we speak about methodological skills of specialists of humanitarian directions, about their «skill of thinking», then we should say that humanitarian style of thinking must be dialectically completed by the natural-scientific way of thinking.

And finally, in the modern world of high-technology, it is impossible to imagine a modern young specialist (Master, Bachelor) simply without the skill of utilitarian usage of modern technologies in his professional activity. And as far as modern technologies are very dynamic, then in the course of specialists' teaching it is necessary not so to teach certain techniques, as to bring up technological culture and to make them understand basic conceptions.

To the mind of the authors, salvation of the mentioned above tasks is the main target of the discipline «conception of the modern natural science (CMNS)», which is given to the future specialists in the sphere of culture and arts.

The main task of the discipline is to contribute to formation of the wide basic higher education, which will in its turn contribute to farther development of the person. In the course of the study, we are to give a panorama of the most universal methods and laws of the modern natural science, demonstrate the specifics of the rational method of cognition of the surrounding world.

In the process of the discipline study, the students obtain the following competences.

Instrumental competences:

1. Mastering of scientific methods of nature cognition;
2. Learning of fundamental laws of the modern natural science;
3. Adoption of the skills and methods of concrete applied problems' salvation, being dictated by the demands of the modern world;
4. Skills of working with the modern research devices and equipment, study of mathematical methods of experimental results' processing, questionnaire surveys;
5. Formation of natural science world outlook and modern thinking.

The students will use the skills and knowledge, having been obtained in the course of their study, as a theoretical natural scientific basis in the process of their professional activity in the sphere of culture and arts.

Professional competences:

1. to possess scientific methods of cognition and to know how to apply them in the professional activity in the sphere of culture and arts;
2. to have a notion of the main achievements and perspectives of the natural science development as a fundamentals of science-intensive technologies;
3. to know fundamental laws and research methods of the modern natural science, which are lying in the basis of progressive branch technologies;
4. to possess an instrumental basis of the modern natural science and methods of processing of measurement results or questionnaire surveys in respect of the specifics of culture and arts;
5. to know how to apply the basic conceptions of the modern natural science for creation of progressive technological processes;
6. To possess scientific knowledge of healthy way of living, have skills and knowledge for self-perfection.

The main target of the discipline “conception of the modern natural science” is to acquaint humanitarian specialties student with an indispensable component of the integral culture – natural science, and to form an integral world outlook. Moreover, nowadays it is necessary as far as rational

natural-scientific method is penetrating into the humanitarian sphere, takes part in the society's conscious formation and, along with it, acquires more universal language, being adequate to philosophy, psychology, social sciences and even arts. Today, we may observe the appearance of the tendency of harmonious synthesis of two components of culture, having been traditionally opposing each other, and this tendency reflects the necessity of the society in the integral world outlook and underlines the topicality of the suggested discipline.

The idea of the course is in the following: to transfer the elements of natural scientific knowledge, notions of fundamental conceptions of various natural sciences, making up an integral picture of the world, to humanitarian specialists. In spite of the fact that there are all the necessary elements of history and philosophy, the main content of the discipline presupposes to contain integral descriptions of nature and man (as a part of nature) on the basis of scientific achievements, changes of methodologies, conceptions and paradigms, in the general cultural and historical contexts.

Acquaintance of the students with the basic theoretical statements in the sphere of modern natural science forms general notions of tendencies and directions of natural sciences development. The students are presented a harmonious system of knowledge concerning the origination, organization and development of organic and inorganic nature. It is necessary to make students be sure in a right understanding and necessary application of natural laws in their everyday life. At the present course, significant attention is paid to ecological problems for ecological education development.

Since the beginning of CMNS teaching in the HEIs of the country there have been published a lot of educational books and guidances on the modern natural science conceptions. They differ from the old ones by the selection of material, by the structure and by the level of the material presentation. And to our point of view, none of them satisfies to full extend the existing state standard (the second one) of this discipline. The course structure and the order of the main topics' presentation play the leading role in realization of the targets of teaching of the discipline «conception of the modern natural science».

Introduction to the course is the theme «scientific method of the world cognition and specifics of its appearance in natural science». In the process of its existence, the mankind has worked out a lot of methods of world cognition: artistic, mythological, religious, scientific, technical, and others. Each of them has its own bases to be considered to be the right one. They concern the choice of problems, being solved, the choice of methods of their salvation and the choice of evaluation of the gained results. At present time, scientific method of world cognition dominates. Though, we should not forget that only all of them together provide human life-sustaining activity. Whatever the level of science and technology development of the society is, the man has to live, to act and to make serious decisions on the boarder of science and other ways of world cognition. The man has to pass this boarder a lot of times and consequently, he has to know where the science is and where it ends. Here, we should pay attention to the fact that scientific knowledge is essential, generalized, substantiated, and proved, and every stage of science development generates its own norms and mind sets, science is guided by the integral system of methodological approaches.

A very important theme is about scientific methods. In this theme we disclose peculiarities of the modern natural scientific observation and experiment, including elemental presentation of the experiment theory. It is also necessary to consider general objective laws of the natural science development: questions of integration of fundamental and applied research works in the modern

natural science, the role of mathematics in natural sciences, natural science development as a change of paradigms, and succession in the natural science development.

The main parts of the CMNS course are fundamental ideas and principles of physics, chemistry, biology, synergetic paradigm, origination and evolution of the Universe, and global evolutionism. It is important that in the course of CMNS study, the students would understand not only the material itself, but also the logics of its presentation.

Thus, the course “conception of the modern natural science” has been conceived as an inter-disciplinary dynamic description of the basic phenomena and laws of nature and those scientific inventions, which have given a way to revolutionary changes in technologies, social world outlook and conscious. For that purpose it has been required a strict selection of the main scientific factors, representing each branch of the natural sciences. Methodology of the course consists of the ascension along the organizational stages of the developing material world up to a man as a bio-psycho-social being, and then to interaction of the biosphere and civilization. The practical aim of the course is not only to bring up students’ natural scientific culture of thinking, but also to teach them a correct attitude to nature and all the living beings, which can be called a basic ecological culture.

The given discipline is a product of inter-disciplinary synthesis. That is why its teaching is possible only on the basis of appliance of the general evolutionary-synergetic paradigm, which is able to unite both components of culture. This way, we can illustrate the objective law of scientific knowledge development, inevitability of rotations of scientific rationality types and paradigms of natural science, and we can explain the need in integral culture in our critical time.

In connection with all the mentioned, in the course of natural science lectures delivering we are to pay attention to those moments, which raise the questions of scientific-technological progress before every member of civilized society. New technologies, informatization and ecologization have actually overwhelmed most of the spheres of human activity, which concern as professional duties, so our every day life. To our mind, the task of the natural sciences course is in the following: to teach the student to understand the tendencies of the further development of scientific-technological progress, to know the role of natural science disciplines in that progress, to apply them in every day life, if it is possible.

Now, it is obvious, that teaching of the specialist of the highest qualification, who has to live and to work in the third century, is impossible without harmonious knowledge of origination, organization and processes of nature development.

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Dmitri Y. Grigorenko,
Docent of the Philosophy and Social Sciences Department
of the Siberian State Aero-Cosmic University n.a. M.F. Reshetnev

Report: «Specialist of the New Generation as the Best Representative of the Modern Society».

Working out of the model of the specialist for the sphere of culture and arts demands theoretical understanding of criteria, which allow revealing the main definitions of his personal-professional image. As far as culture is directed, first of all, to man's perfection, and the specialist in the given sphere must possess certain qualities of personal perfection. This statement has been mainly developed in the native philosophic tradition. From the times of ancient Russ, Russian philosophers has been researching the problem of social advance guard, within which frames the following questions have been solved: who should be in its rows, what are the qualities of the representative of the social advance guard, what is the specifics of its activity and so on. The problem of the social advance guard has been concentrated with in the frames of the principle «the power of the best». Reproducing aristocratic beliefs of Plato and Aristotle, the given principle has been represented in the following idea: representatives of the social advance guard must play the leading role in the religious and cultural enlightenment of the people. In this respect, F.M. Dostoevsky marked: «People's, national teacher is made by centuries, kept by legends, and by innumerable experience». (Dostoevsky, 1980). The great thinker says in the given statement that the specialist in the sphere of culture is formed on the basis of historical national tradition and, correspondingly, carries in his personal image the best definitions of the national spirit. In confirmation of the thesis, we can recollect a statement of another eminent theoretic of the idea of aristocracy – N.A. Berdyaev: «Aristocratic idea demands real dominance of the best ... aristocracy, as government and dominance of the best, as a requirement of qualitative selection, remains to be the highest principle of the social life ... find a person, who is the most talented in the given country, appoint him to as high position as possible, esteem him steadily and you will get quite a perfect government ...». (Berdyaev, 2006)

This way, only the best representatives of the people may govern the cultural sphere of the society – this is the imperative of the national philosophical tradition of all the times. The given idea presupposes a dual-unity of principles of aristocratism and conciliarism in governance of the society, when one can observe the dialectics of management and self-management (when the best ones managing, but they are chosen by the people, subordinated to and controlled by the people).

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Yekaterina V. Karelina,
Candidate of Philosophic Sciences, Docent of the Philosophy
and History Department of the Humanitarian Institute of the SFU

*Report: «The Model of «the Perfect Man» is the Basis
of the Modern Society Development»*

Russian philosophy is one of the important stages of development of the world philosophical thought, as far as in this period they analyze the question of man's spiritual perfection, which, to the mind of Russian thinkers, appears to be the basis of successful existence and development of the society and is expressed in the ideas of conciliarism, pan-unity, and dual-unity. The given question is discussed in the teachings of N.O. Lossky, L.P. Krasavin, N.N. Alekseev. To the opinion of these philosophers, man's spiritual perfection is the basis for person's formation and development.

In his work «Value and existence», N.O. Lossky supposes, that in practical activity, positive results can be achieved by means of man's perfection on the basis of religious knowledge, by the idea of conciliarism, and with the help of upbringing of the feeling of love to the world and to God.

N.O. Lossky describes the ideas of conciliarism, of man's spiritual perfection by means of God cognition in his book «The World as an Organic Entirety».

To the mind of N.O. Lossky, the main factor, which contributes to perfection of the man and society, is building of the Kingdom of Harmony, which is characterized by the commonness of human existence.

L.P. Krasavin expresses the idea of man's perfection in his work «Fundamentals of the Politics», discussing the specifics of the perfect and non-perfect person.

Person's perfection is realized in his integrity with God. Non-perfect conciliar person stops and closes in his becoming, and neither wish and nor achieve the fullness of unity and fullness of multitude.

Man's perfection is possible by means of God cognition (the Good, Beauty, and the Truth) and also in the process of study and thinking over of the religious-moral principals and ideals.

In his work «Anent the Person», L.P. Krasavin analyses the peculiarity of the perfect person and underlines that multitude's unity is such in the perfect person, that unity is not weaker than the multitude, while in the non-perfect person we can observe a non-full unity, as far as there is irresistibility of the multitude.

The thinker describes specifics of Divine Humanity, which includes integrity of God and man., self-perfection and creation of Divine Humanity (the true and perfect dual-unity of God and man) take place by means of God cognition.

In his work «From the Past of the Russian Thought» G.V. Florovsky characterizes the idea of perfection through the project of perfect (ideal) society, the idea of conciliarism. Perfect society is expressed by the completed fullness of perfection (an ideal condition).

Analyzing the perfect society, G.V. Florovsky writes about a universal mission of the Church, as far as the good, being carried by It, is spread over all the society, all the humanity. The Church unites people; it is the one conciliar organism, which carries the good, the blessing and the true faith to people.

So, we should conclude: the model of «perfect man», which bases are the ideas of: conciliarism, pan-unity, dual-unity, is the fundamental for the development of man and society, as far as it is targeted

to perfection of individual and social principles, because it is the necessary point in person's becoming and upbringing.

Olga V. Letunova,
Candidate of Philosophic Sciences, Docent of the Philosophy
and Social Sciences Department
of the Siberian State Aero-Cosmic University n.a. M.F. Reshetnev

*Report: «Formation of the Adequate Type of Thinking of the Specialists
of the Sphere of Culture and Arts»*

When we speak about humanitarian specialists' training in the socio-cultural, economical and political spheres in the modern system of higher education, there is a lack of attention to the questions of philosophical fundamentals, and in the result of it, the students are mainly targeted to foreign theories study. Though, future specialists need to understand not only the peculiarities of all the spheres of the western social life, but also of the life of Russia, including the spheres of culture and arts as well. At present time, the fact raises already no doubts that humanitarian disciplines study according to the western recourses brings to the loss of cultural, economical and political identity of the Russian society.

We should mark that various philosophical problems are considered from the point of view of dialectics and metaphysics. Thereat, both methodology of dialectics and methodology of metaphysics, each in its own way, are quite productive and allow to understand the logics of thinking as of Russian theoreticians of the former centuries, so the logics of the western researchers' surveys, and what is more, the culture of this country, and the culture of the western countries reveal different ways of the social life development. The given circumstance seems to be very important in the course of substantiation of the practical significance of philosophical bases of humanitarian sciences, and it is out of the question that it must be reflected in teaching of philosophy in order to form an adequate type of thinking of the future specialists.

Formation of this or that type of thinking defines the character of individual behavior, also including the sphere of culture and arts. To our mind, it is important to differentiate metaphysical and dialectical methodologies and the types of thinking, being adequate to them.

Dialectical type of thinking is revealed in accordance with the principle of the world integrity and general connection of all the phenomena. Thereat, the theory of cognition comes into effect as a theory of reflection, within which frames the image and the prototype are inseparable from each other. And in this connection, thinking, which is revealed as reflection of reality, cannot be separated from reality and acts as a process of reflection of objective reality. Knowledge is directed to obtention of objective truths, having subjective parts: absoluteness and relativity, abstractness and concreteness of one and the same truth. The truth is one, and it is expressed by an image – existence of reality essence. Images of reality are the starting points of the dialectic logics, which content is the principle of general connection of all the phenomena.

Thinking, which is realized according to the dialectical principal, is a dialectical type of thinking and is adequate to the standards of the Russian society's sociality.

Metaphysical type of thinking is revealed in accordance with the principles of dual-unity and anthropocentrism, which are the fundamental principals of the western society's development.

According to the principle of anthropocentrism they arbitrarily formulate the language, axioms and systems of proofs as the starting points of formal logics. What concerns the formal logics, knowledge is considered to be relative, imageless, as far as thinking does not reflect what exists in reality, but just represents it. And as far as the starting points of formal logics are formulated liberally, so they act as representatives, which double the reality. Correspondingly, the theory of cognition is actualized as the theory of representations.

Thus, humanitarian specialists' training in the sphere of culture and arts requires differentiation of that fact, that formation of the type of thinking can be realized according to the laws of formal logics or to the laws of dialectic logic. And the type of thinking must be adequate to the peculiarities of development and functioning of all the spheres of social life, including the social–cultural one.

Natalya P. Koptseva: Dear colleagues, we have had a very contextually-rich dialogue, it has been a real expert seminar, which will be surely published in the SFU Scientific Journal. You have generated a whole row of ideas, which demand consideration and theoretical and practical development. We invite you all to further collaboration in our work on the project «Scientific-methodological Support of the Highest Qualification Specialists' training for the Sphere of Culture and Arts of the Krasnoyarsk Region». Joining of our efforts will make it possible to solve a whole row of problems, which are faced today by the higher educational institutions, realizing specialists' training in the sphere of culture and arts.

Материалы экспертного семинара «Формирование модели специалиста нового поколения для сферы культуры и искусства»

Н.П. Копцева,
*Сибирский федеральный университет
Россия 660041, Красноярск, пр. Свободный, 79*

Представлены результаты экспертного семинара по проблеме формирования выпускника нового поколения в сфере культуры и искусства. Модератор семинара – Копцева Н.П. В качестве экспертов на семинаре выступают ведущие специалисты в сфере культуры и искусства в Красноярске: ученые-гуманитарии и преподаватели Сибирского федерального университета, специалисты Красноярского государственного художественного института, Красноярской государственной Академии музыки и театра, ученые Сибирского государственного технологического института, ведущие представители министерства культуры Красноярского края и специалисты иных областей.

Один из ключевых вопросов семинара – обсуждение стратегии подготовки современного специалиста в сфере культуры для Красноярского региона, который будет востребован на территории края, который в перспективе, возможно, сохранит свою приоритетно промышленную направленность. Отправной точкой для дискуссии выступает блок ценной статической и аналитической информации: новая двухуровневая система университетского образования (бакалавриат и магистратура), ее структура и система функционирования; организация и перспективы образовательной системы в ведущих вузах Красноярска,

занимающихся подготовкой специалистов в сфере культуры. В ходе семинара, с одной стороны, обсуждаются фундаментальные теоретические проблемы образования специалиста в области культуры для будущего – такие, как специфика мировоззрения и мышления идеального специалиста, проблемы ответственности и обязанности подобного рода специалиста. С другой стороны, очерчивается круг конкретных прикладных проблем и задач, которые предстоит решать в культуре Красноярского края в ближайшем будущем. Один из докладов экспертного семинара напрямую посвящен конкретным запросам, выдвигаемым администрацией края к специалисту, отвечающему за развитие культуры в регионе. Помимо этого, в ходе экспертного семинара специально обсуждается перспектива развития регионального компонента в образовании специалиста по культуре, а также принципы изучения естественно-научных дисциплин студентами творческих специальностей.

Ключевые слова: Красноярский край; образование в сфере культуры и искусства; мировоззрение специалиста в области культуры; прикладные задачи специалиста в области культуры; образ выпускника будущего в сфере культуры и искусства; система образования в сфере культуры и искусства; ведущие вузы Красноярского края в сфере культуры и искусства; региональный компонент в образовании специалиста в области культуры; естественные науки для специалиста в области культуры; модель выпускника нового типа в сфере культуры и искусства; государственный заказ к специалисту в области культуры в Красноярском крае.
