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## REALIZATION OF PROFESSIONAL-AND-MANAGERIAL ORIENTATION OF MANAGERS OF SOCIO-CULTURAL ACTIVITIES IN THE PROCESS OF THEIR PROFESSIONAL ACTIVITIES

*The professional management process in the socio-cultural sphere as a starting point for the implementation of the professional orientation of the manager of socio-cultural activities is considered in the article. A number of factors of expectation of implementation in the profession that characterize the implementation of the professional-and-managerial orientation of managers of socio-cultural activities are also highlighted. Such factors, in particular, include: improving professional status and social-and-legal protection; security of guarantees for the implementation of the qualifications; creation of optimal working conditions; the possibility of improving living conditions; decent pay. In addition, attention is focused on culture, education, leisure culture, social pedagogy, etc. as areas of activities of managers of socio-cultural activities. An attempt has been made to generalize the existing views on the concept of "socio-cultural activities", since it does not have an unambiguous interpretation due to the wide range of problems included in it. Socio-cultural activities can be considered in two ways: in a broad sense – as a way of a person's being, as a system of inherited experience, as a material and spiritual environment that contributes to a person's formation and exaltation; in the narrow sense – as a specific form of people's life, including the preservation and use of cultural-and-historical heritage (museum, library, archival, national and local traditions), art education, creativity, leisure and entertainment, amateurism, ethnography, crafts, and providing a form (management, economics, computer science, specialists' training and retraining) and the formation of their professional orientation as objects and subjects of socio-cultural activities. Structurally, socio-cultural activities proceed in three main directions: economic; humanitarian; organizational-and-managerial. The fact is emphasized that, according to the main idea of the theory of systems, an integral socio-cultural system consists of many elements that are combined by various interconnections.*

**Key words:** *professional-and-managerial process, professional-and-managerial orientation, socio-cultural activities, manager of socio-cultural activities.*

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## РЕАЛІЗАЦІЯ ПРОФЕСІЙНО-УПРАВЛІНСЬКОЇ ОРІЄНТАЦІЇ МЕНЕДЖЕРІВ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ У ПРОЦЕСІ ЇХНЬОЇ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

*У статті розглядається професійно-управлінський процес у соціокультурній сфері як відправна точка реалізації професійної спрямованості менеджера соціокультурної діяльності. Також виокремлено низку чинників очікування реалізації у професії, які характеризують реалізацію професійно-управлінської спрямованості менеджерів соціокультурної діяльності. До таких чинників, зокрема, належать: підвищення професійного статусу та соціально-правової захищеності; забезпеченість гарантіями реалізації отриманої кваліфікації; створення оптимальних умов праці; можливість поліпшення житлово-побутових умов; гідна оплата праці. Крім того, увагу зосереджено на культурі, освіті, культурі дозвілля, соціальної педагогіки тощо як напрямках діяльності менеджерів соціокультурної діяльності. Зроблено спробу узагальнити наявні погляди на саме поняття «соціокультурна діяльність», оскільки воно не має однозначного тлумачення через широкий спектр проблем, які в нього входять. Соціокультурну діяльність можна розглядати у двох планах: у широкому розумінні – як спосіб буття людини, як систему успадкованого досвіду, як матеріальне й духовне середовище, що сприятиме формуванню та піднесенню людини; у вузькому розумінні – як конкретну форму життя людей, яка включає збереження і використання культурно-історичної спадщини (музейну, бібліотечну, архівну справу, національні та місцеві традиції), художню освіту, творчість, організацію дозвілля й розваг, аматорство, етнографію, ремесла, а також таку, що забезпечує форму (управління, економіку, інформатику, підготовку й перепідготовку фахівців) і формування їхньої професійної спрямованості як об'єктів і суб'єктів соціокультурної діяльності. Структурно соціокультурна діяльність перебігає у трьох основних напрямках: економічному, гуманітарному, організаційно-управлінському. Підкреслено той факт, що згідно з основною ідеєю теорії систем цілісна соціокультурна система складається з безлічі елементів, об'єднаних різними взаємозв'язками.*

**Ключові слова:** професійно-управлінський процес, професійно-управлінська спрямованість, соціокультурна діяльність, менеджер соціокультурної діяльності.

**Formulation of the problem.** The process of formation and development of the professional-and-managerial orientation of managers of socio-cultural activities is carried out continuously throughout the entire life cycle of professional activities. Professional orientation, regardless of the nature of the profession, has no final limits in its completeness. The specificity of working conditions and the sphere of activities of managers of socio-cultural activities forms a special psychological warehouse of the personality of representatives of this profession, the views and ideas of which are largely developed due to the experience gained, perception, expectations, forecasts and prospects. A professional orientation connects a person not only with a profession, but also with the whole world. An important role in the structure of this process is played by meanings, specific situations, and generally acquired experience.

**Research analysis.** Professional-and-managerial orientation of managers of socio-cultural activities in the process of their professional activities has been the subject of consideration by such scholars as I. M. Bolotnikov, A. D. Zharkov, T. G. Kiselyova, Yu. D. Krasilnikov, V. Ye. Triodin, V. M. Chizhikov, V. V. Chizhikov, E. G. Yudin.

**The purpose of the article** is to describe the implementation of professional-and-managerial orientation of managers of socio-cultural activities in the process of their professional activities.

**Presenting main material.** A professional orientation as a person's subjective state can be changed in

accordance with the arisen needs, a specialist's tasks, his/her goals, value ideas under the influence of professional activities.

The starting point for the implementation of the professional orientation of the manager of socio-cultural activities is the professional management process in the sociocultural sphere, where a specialist can realize himself/herself as a person, showing his/her professional qualities as a proof of his/her professionally directed solvency.

In addition, in the real professional process, the professional stability of the manager of socio-cultural activities is growing, which ensures a decrease in turnover, an increase in a specialist's status and prestige. The implementation of the professional-and-managerial orientation, in this way, is also due to its development, which is supported by such factors of expectation of implementation in the profession, as:

- raising professional status and social security;
- security of guarantees for the implementation of the qualifications;
- creation of optimal working conditions;
- the possibility of improving living conditions;
- decent pay.

The professional activities of managers of socio-cultural activities is, therefore, the most important factor in the implementation and development of their professional-and-managerial orientation, and socio-cultural activities is the subject of the implementation of this specialist's professional orientation.

The development of market relations in socio-cultural activities has largely changed the mission, goals and objectives of its functioning, updated management methods and principles. The dynamic processes of the division of labor, manifested in the renewal of modern specialists' social functions, roles and statuses, have deepened their specialization in various areas of socio-cultural activities: managerial, intellectual, artistic, cultural and creative, leisure, communicative, etc. The trend of deepening the specialization of various lines of activities today has objectively become an important factor in the overall socio-cultural progress.

In socio-cultural activities in the process of division of labor, culture, education, leisure culture, social pedagogy, etc. are of key importance. In other words, these are the areas of activities that are the closest to the person, his/her spiritual, moral, artistic development, his/her social health and social protection.

Culture is a product of the collective life of people, and individuals are its practical creators and performers. Traditionally, each individual acts in relation to culture simultaneously in several ways: as a "product" of culture, introduced into its norms and values, trained in technologies of activities, ethics of relationships with other people in the process of their inculturation and socialization, carried out in the course of children's education, upon getting general and special education, in the process of contacts with the social environment.

Inculturation is the process of an individual's familiarization with culture, the acquisition of essential habits, norms and patterns of behavior. In the Oxford illustrated encyclopedia, socialization is interpreted as a complex process of assimilation by an individual of a system of knowledge, norms and values that enable him/her to function in society (Oxford Illustrated Encyclopedia, 2000: 270).

In socio-cultural activities, inculturation and socialization are a two-fold process – the individual's involvement in culture, the assimilation and active reproduction of social experience (cultural, social norms, values, behaviors, roles, attitudes, customs, cultural traditions, etc.). Here, the individual acts as a "consumer" of culture, since he/she uses the norms and rules of the culture he/she has learned in his social and professional practice; but at the same time – as a "producer" of culture, because it creatively generates new cultural forms, and also – as a "translator" of culture, as he/she reproduces cultural patterns in its practical actions and judgments.

Of course, the theoretical value and practical significance of each science is mainly determined by the level of development of concepts in which the

subject, goals, objectives, patterns, functionality and vitality of practical outputs are disclosed. Otherwise, cognitive thinking and the content absorbed into it turn out to be inconsistent, disordered, devoid of obligation. Considering the notion of "concept" as an explanation system that extends to tasks that have not yet been solved within a certain subject field, we present the scientific concept of socio-cultural activities as an area of knowledge that is internally organized, consciously ordered, built into the system. Having a definite but not unlimited subject field of external and internal facts and experience, the concept of socio-cultural activities in the process of its conceptualization registers, fixes, orderly describes and classifies everything that occurs in this field of facts and experience. Moreover, it potentially self-critically evaluates itself (reflection) and, due to this, is predisposed to dialogue with the concepts of other sciences, without claiming to be a complete monopoly.

In joint scientific works by T. G. Kiselyova and Yu. D. Krasilnikov socio-cultural activities is characterized as a certain system of ideas, reflecting the goals and functions of the state social policy in the field of culture and leisure, defining the ways, methods and means of their implementation in the context of the processes of reforming socio-economic and social life in the country (Kiselyova, Krasilnikov, 2004).

Consequently, science, education and practice are organically represented in the structure of socio-cultural activities. The subject field of this new science has a rich history associated with cultural and educational work, and new trends aimed at scientific, educational and practical activities: cultural and leisure activities, social pedagogy, sociology of culture, applied cultural studies, etc.

The very concept of "socio-cultural activities", due to the wide range of problems that enter into it, does not have an unambiguous interpretation, but each of the existing concepts enriches this multifaceted phenomenon with new faces and aspects, like a multivalued interpretation of the concept of "culture".

The term "socio-cultural activities" is associated with the concept of "cultural activities", which is interpreted as the activities to identify, preserve, form, disseminate and assimilate cultural values.

Socio-cultural activities can be considered in two ways:

- in a broad sense – as a way of a person's being, as a system of inherited experience, as a material and spiritual environment that contributes to a person's formation and exaltation;
- in a narrow sense – as a specific form of people's life, including the preservation and use of cultural and historical heritage (museum, library, archival,

national and local traditions), art education, creativity, leisure and entertainment, amateurism, ethnography, crafts, and providing a form (management, economics, computer science, specialists' training and retraining) and the formation of their professional orientation as objects and subjects of socio-cultural activities.

The etymology of the concept of "socio-cultural activities" initially implies the activity character of the processes taking place in this area, in which a professional orientation develops. Structurally, this activities, according to scientists, proceed in three main directions:

– economic, where the predominant place in the characterization of socio-cultural activities is occupied by such categories as cost accounting and profitability, costs and investment development, efficiency, self-sufficiency, material security;

– humanitarian, covering a wide range of content and modern technologies of socio-cultural activities, which includes a whole block of initial concepts of social work, leisure, socio-cultural sphere, social purpose, principles and functions, private and industry methods, domestic and foreign experience;

– organizational-and-managerial, where the basis of semantic structures are the concepts of management in the socio-cultural sphere, centralization and decentralization, democracy and self-government, control and reporting, socio-cultural diagnosis, forecasting and design.

A common feature of the manager's objects of activities in the socio-cultural sphere, in our opinion, is a high level of systemicity of these objects. In other words, the manager's activities is a holistic complex open system in which the manager's transformative and cognitive activities can and should encompass both the entire system (object) as a whole and its individual elements (individual sides of the object – collectives, institutions and organizations). At the same time, the manager's professionally directed activities should take into account the maximum system connections of the object, both intra-system and with other objects (systems). In our opinion, this is one of the characteristic properties of a professionally directed managerial activities in the socio-cultural sphere.

According to the main idea of the theory of systems, a holistic socio-cultural system consists of many elements that are combined by various relationships. It is a generalized, summary result of the state of many social and cultural components, such as finite elements (people's active and mass cultural activities); interconnections of elements (socio-cultural relations, interpersonal relations, cultural exchanges,

interactions, communication, etc.); the functions of the elements of the system as a whole (the need for certain cultural and normative actions to preserve culture); borders (expanding opportunities for inclusion of people in cultural processes); subsystems (the number of amateur art collectives, amateur associations and interest clubs and other club groups); environment (creating conditions for cultural activities, interaction with neighboring socio-cultural systems) (Chizhikov, Chizhikov, 2003: 47).

Based on this, we can conclude that it is the specificity of the object of activities that determines the content of the subject-practical activities of the manager of socio-cultural activities, and the nature of the implementation of his/her professional orientation.

A wide profile of professionally directed aspirations of the manager of socio-cultural activities is realized at the level of mastering the types of activities that are characteristic of the entire cycle of his/her interaction with the system object. In this case, psychologists use the term "type of orientation". The manager as a specialist with a high type of orientation in his/her professionally directed activities does not experience great difficulties transferring (if necessary) the main types of activities to other subject areas, previously little known to him/her.

Examples become typical when graduates of universities of culture and the arts, prepared for activities in cultural institutions, after a short adaptation, successfully work in the field of tourism, film production and rental, concert tours, office management, etc. A wide range of professionally directed interests of the manager of socio-cultural activities, meanwhile, does not mean the vagueness of his/her qualifications, ability and willingness to solve a fairly narrow and specific type of tasks without additional adaptation.

The implementation of the professional orientation of the manager of socio-cultural activities is ensured, in our opinion, by the optimal ratio of general and specific types of professional tasks to be solved, the level of stability of the professional orientation formed by the university, in accordance with the goals set by the customer (state, institutions and organizations), as well as typical for cultural universities and arts traditions of fundamental professional education.

The effective implementation of the professional orientation of the manager of socio-cultural activities is determined by such a general philosophical concept as "activities". The object-activity approach in socio-cultural activities becomes the cornerstone of the manager's professionally oriented position, his/her ability to realize himself "in a holistic system, which is the object of activities, to determine the cycle of interaction with it, the types of activities

characteristic of different stages of this cycle, types of professional tasks for each stage, the place of the direct subject of activities in the general structure of the system, as well as socio-political, economic, environmental, etc. aspects of the specialist's activities that ensure the functioning of this and other related systems" (Tatur, Mikhaleva, Pechenyuk, 1989).

"Activity is a specifically human form of active attitude to the world, – notes E. G. Yudin, – the content of which is an expedient change and transformation of this world based on the development of existing forms of culture <...> The nature of activities is determined by the complex interaction of the goal, means and result of the activities" (Yudin, 1978: 267). Based on this provision, it can be determined that socio-cultural self-organization and socio-normative activities, as two parallel but interconnected processes, imply a certain organization of activities, to a greater or lesser extent present in both processes.

In the definition of "organization", the scientists' opinion is ambiguous. Considering the "organization" in conjunction with the activities of cultural institutions, which fills this concept with vivid meanings, researchers see this problem from different perspectives. A. D. Zharkov believes that the organization of the activities of cultural institutions requires specialists to be able to distribute work, determine personal duties, rights and responsibilities, set the time for work, develop a system for monitoring the implementation of decisions made, conduct business in such a way as to see and solve fundamental issues in the future (Zharkov, 2002). V. Ye. Triodin writes that the organization is called upon to ensure the optimal state of the club as a socio-pedagogical system, that is, coordination, interaction, subordination and coordination of all its structural elements (Triodin, 2004: 94). I. M. Bolotnikov focuses on the nature of organizational-and-managerial decisions in the activities of cultural institutions (Bolotnikov, 1976).

**Conclusions.** As one can see, researchers consider the essence of the organization of institutions from

various perspectives. Of course, each position has its own rational grain, which deserves attention. However, almost all authors stand on the positions of a rigid model for organizing the activities of cultural institutions, in which there is no room for socio-cultural self-organization, because all activities are based on a socio-normative vertical scheme. From the whole variety of interpretations and definitions of the term "organization of activities" we would like to single out the definition that is given by A. I. Prigozhin, where "organization" is presented as a system of interrelated elements – subjects, objects, orderliness and activities (Prigozhin, 1983: 6–8). However, this definition is general in nature and does not reflect the essence of any particular process, especially – the activities of cultural institutions and the forms of its organization.

"Organization of activities" of cultural institutions is a process of achieving goals using such means and methods of cultural policy that are consistent with the principles of socio-cultural self-organization and socio-normative personality identification. It is no coincidence that we paid quite a lot of attention to the organization of cultural institutions, for we consider it to be important in understanding their dual functions.

The phenomenon of the duality of the activities of cultural institutions is not their "invention", it is associated with the polyphonic nature of the socio-cultural activities, which, from the point of view of researchers, can be regarded as a technology (a way of human activities) and in the personal aspect of human existence, in which "a man's essential forces", "creativity", "spiritual wealth". Despite the external opposition of the "technological" and "personal" approaches, one cannot but see dialectical unity in them. The "technological" approach is associated with the "processing of nature by people" and is manifested in the socio-normative functions of cultural institutions, and the "personal" – "processing of people by people" – with the function of the individual's socio-cultural self-organization.

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