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**SYSTEMIC APPROACH TO THE PROCESS OF PROFESSIONAL TRAINING
OF FUTURE MANAGERS OF SOCIO-CULTURAL ACTIVITIES**

Abstract. *Introduction.* The article proposes a new classification of the system of principles of training modern managers for the socio-cultural sphere. A synergistic approach to ideological and special training is a factor of deep understanding of processes of systemic orientation in the process of teaching managers of socio-cultural activities. The combination of classical and innovative principles allows to improve the educational process in the aspect of graduates' competitiveness. Increasing the motivational importance of obtaining the profession of a "manager of socio-cultural activities" should be related not only to increasing the prestige of this profession.

Purpose. Substantiate theoretically the content and specific features of the systemic approach to the process of professional training of future managers of socio-cultural activities.

Results. The system of principles of training modern managers of the socio-cultural sphere has been formed. To these principles we refer: 1) the principle of high spiritual ideas in the educational process of training of a manager of socio-cultural sphere; 2) the principle of complementarity of the fundamentality of scientific knowledge and practical activities in the implementation of managerial skills; 3) the principle of self-knowledge of professional and personal development of a manager of socio-cultural activities; 4) the principle of mutual dependence of a student's pedagogical and socio-cultural experience; 5) the cumulative principle in the process of development of vocational activities education.

Correspondingly, the target orientation of the first principle is increasing the level of spiritual development, orientation of content of professional training of a future manager of socio-cultural activities on personal development of spiritual-and-moral values: morality, responsibility, duty, justice, etc. The implementation specifics of the first principle are: a) the establishment and correlation of the level of a student's spiritual-and moral development; b) modeling the interrelationship of the spiritual level of a student's development with individual professional-and-personal needs in the context of value-and-semantic attitudes; c) the implementation of a student's personal involvement in the process of spiritual-and-moral upbringing and self-upbringing.

The target orientation of the second principle is ensuring the effectiveness of the structure of socio-cultural education, which is harmoniously incorporated by worldview and special training of a manager for culture and arts. The implementation specifics of the second principle are: a) organization of the educational process in the mode of development and self-development (innovative approach); b) orientation of the educational process and all its subjects on creative activities, providing the possi-

bility of self-realization in professional development; c) the organization of training focused on students' prospective development through continuous practice in the external socio-cultural environment.

The target orientation of the third principle is understanding the significance of future professional activities and awareness of professional identity. The implementation specifics of the third principle are: a) modeling the logical sequence of formation of the components of knowledge about professional activities; b) inclusion of students in project activities; c) creating conditions for approbation of the obtained knowledge in professional activities reflected in personal experience of socio-cultural activities.

The target orientation of the fourth principle is graduates' orientation is not only on the dissemination of their knowledge, but rather on the acquisition of skills to apply it taking into account the needs of the social environment. The implementation specifics of the fourth principle are: a) effective organization of practice; b) mutual learning, the exchange of ideas between a teacher and a student, in which the gap between theoretical postulates and real practice is minimized.

The target orientation of the fifth principle is "building up" new knowledge and skills in the field of professional activities, based on the experience gained when solving professional tasks at the previous stage of mastering knowledge. The implementation specifics of the fifth principle are: a) competence approach; b) the interrelation of educational-and-professional tasks, with the aim of integrating experience, learning professional functions; c) mastering methods of work of a manager of socio-cultural activities in new socio-economic conditions.

It is the systematic approach in organizing the educational process that will provide the opportunity to acquire modern knowledge and technologies in the field of socio-cultural activities and its competitiveness. If the fundamental basis of the higher education system is its consideration through reproduction of norms, models and standards of culture, then the educational process within the specialty "Management of Socio-Cultural Activities" is a peculiar channel in which the reproduction of human activities and the translation of cultural norms occur. The meaning of this process is not so much in the transfer of knowledge from a lecturer to a student, but in the modeling of an effective manager for the field of culture and arts, where culture becomes vital.

Conclusion. Consequently, the target orientation in the organization of educational activities is not so much the transfer of culture to students, reflected in the accumulated knowledge, but their own development.

Keywords: *socio-cultural sphere; culturological education; a manager of socio-cultural activities; systematic approach.*

Identifying priority areas for the development of socio-cultural activities is one of the actual contemporary problems of higher humanitarian education. Demand of highly qualified specialists in governmental and non-governmental organizations, institutions, associations, funds of culture, education, social work still remains the sharpest. Effective workers of the socio-cultural sphere should be able to carry out professional activities (scientific-and-research, teaching, production-and-practical, scientific-and-methodical) in conditions of a complex socio-economic situation and requirements of market environment.

The problem of professional training of future managers of socio-cultural activities was the subject of scientific research of a whole cohort of researchers [1–10].

The formation and implementation of socio-cultural technologies is determined by social order, which projects the goals and objectives of socio-cultural activities for the region. Currently, in connection with the new realities in the socio-cultural sphere, it has become necessary to open this area of training. At the same time, it should be noted that the specialty “Management of Socio-Cultural Activities” is one of the top 10 specialties popular among school graduates and secondary special educational establishments graduates for a number of objective reasons. For adults who have already found themselves in the profession, the demand for higher education in this direction is still acute, but their financial capabilities are very limited, and the probability of entering a budget place is low.

By offering the student a system of knowledge in the field of socio-cultural activities, the teacher creates the conditions for the latter to cultivate its own need in change, and finds ways of transition to a new state, building a trajectory of his changes. This goal setting certainly raises the question of content of information offered in terms of studying disciplines of the curriculum. In general, one should talk about the actual problem of adapting the content of education in the field of socio-cultural activities to the socio-economic situation, to new needs of the society. In this regard, it is necessary both

a short-term forecasting (monitoring of cultural institutions of the region) and a long-term scientific forecasting of development of the socio-cultural sphere by forces within the framework of the implementation of scientific-and-research works (coursework, graduate researches). These researches provide an opportunity of operational adjustment of the educational process (for example, modernization of structural-and-logical interrelationships of curriculum disciplines), taking into account the changing requirements to a manager of socio-cultural activities in the labor market.

The specificity of the educational process for specialists in the field of socio-cultural activities, in our opinion, is expressed in the fact that the modeling process of an effective manager consists of two system directions: fundamental and applied. At the same time, these directions are synergistically interconnected, which is reflected in their interdisciplinary and interfiled significance [11]. Target orientation of such a system is in building a more general knowledge compared to any other theories about socio-cultural activities. System approach in the process of training managers of socio-cultural activities allows students to have the necessary foundation (knowledge system) on which a pyramid of special knowledge about the specifics of the socio-cultural sphere stands.

The bi-directional concept of the training system is relevant, as it enables the establishment of more effective links between different branches of scientific knowledge, synthesis and coordination of knowledge, increasing efficiency of interaction of social sciences and a number of humanities. So, the result of namely deep understanding of the processes of systemic orientation of socio-cultural training, taking into account the development prospects of all other components of scientific knowledge, with which the appropriate list, the volume and orientation of the content of the curriculum is established, obtaining the required quality and effective implementation of an educational process is advocated. In its turn, the effectiveness of such a systematic approach can be provided only if the basic cultural values that constitute the most stable element of the educational process is accepted by faculty, carrying out training in this area.

A systematic approach to the process of educational activities ensures continuous holistic development of the student's personality. Hence, the most important methodological basis of educational process in higher school is the development of abilities of all subjects of this process (teachers, employers and students) to sense creation, then the formation of knowledge and skills (competence approach) in the process of professional development acts as a way to achieve this goal. Thus, the methodology of the systemic approach to educational activities becomes leading in the process of transition from "knowledge" approach (gaining knowledge) to "cooperation and development" technology (cooperation and development) through the formation of "living knowledge-skills" (living knowledge) in the field of professional activities.

A systemic approach in the educational process of future specialists for socio-cultural sphere involves the implementation of the principles of its organization. They are formed in close connection with the socio-economic development of the region, taking into account the needs in the socio-cultural sphere. With the implementation of socio-economic reforms, the democratization of public relations, the role of vocational education raises, during which the development of the individual, i.e. the main subject involved in the improvement of all public life takes place.

In the context of the studied research issues it is possible to formulate a system of principles for training effective managers for the socio-cultural sphere.

The principle of high spiritual ideas in the educational process of training of a manager of socio-cultural sphere. In difficult socio-economic conditions, in the period of transformation of Ukrainian society, the importance of raising the level of spiritual development is actualized. Since the highest value of a person's essence is his/her spirituality, time requires the search for high humanistic and moral value grounds for the implementation of the goals of the formation, development and upbringing of the individual. This search becomes an acutely conscious necessity namely in the system of higher vocational education, since spiritual-and-moral crisis and manifestations of lack of spirituality are the most dangerous among today's youth.

Spiritual-and-moral values, determining the regulatory function of the assessed phenomena in society, can be identified to be relevant basic grounds for such a need. Inclusion in the educational process of the principle of high spiritual ideas orients content of professional training of the socio-cultural activities manager at personal development of spiritual-and-moral values: morality, responsibility, duty, justice, etc. G.I. Babushkin notes that the spiritual dominant in the process of preparing specialists for the sphere of culture and arts is possible, if it is implemented by the following methods [12, p. 192–194]: situations-exercises, situations-illustrations, situations-idealizations, situations-problems, situations of self-realization.

For the effective implementation of this principle in the educational process of training of socio-cultural activities manager the following factors are of particular relevance: setting and adjustment of the level of the student's spiritual-and-moral development in the learning process; interrelationship of a student's spiritual level development with individual professional and personal needs in the context of students' value-semantic attitudes; student's personal involvement in the process of spiritual-and-moral upbringing and self-upbringing. Implementation of the principle of high spiritual ideas is reflected in the curriculum of the specialty "Management of Socio-Cultural Activities". So, the content of such disciplines as Philosophy, Cultural Studies, Psychology, Aesthetic-and-Philosophical Studies, Church Slavonic, Ancient Greek, Visual Anthropology, Gender Anthropology; Social and Cultural Anthropology, Psychological Anthropology, Folk Art Culture, Phenomenology of Religion, History of World Cinema, History of World Theater, Theory of Religion, Philosophy of Religion is aimed at the upbringing of spiritual-and-moral values, where their place and role in human life is determined. The fact that in the spiritual values aesthetic occupies an important place, explains the involvement of the above mentioned disciplines in the curriculum. Since spiritual-and-moral values are applicable as an evaluative basis for all spheres of human activities, they are considered in these and other disciplines, in general, forming the ideological component of the world picture.

The principle of complementarity of the fundamentality of scientific knowledge and practical activities in the implementation of managerial skills. Realization of this principle in the process of training a specialist in the field of socio-cultural activities includes:

a) organizing of an educational process in a mode of development, as a solution of professional tasks involves an innovative approach. In its turn, this approach dictates the need for self-development in conditions of a changing environment;

b) the orientation of the educational process and all its subjects to the creative activities providing the possibility of self-realization in a professional development;

c) organization of training aimed at the students' future development through continuous practice in an external socio-cultural environment.

So, in the curriculum of the specialty, except for practice, within the theoretical training there may be practical classes in the form of seminars in establishments of social-and-cultural sphere, organization of specialists' master-classes in the field of socio-cultural activities, case study techniques, business games, trainings, etc. Since the socio-cultural sphere is a complex integrative unit, which is constantly developing and is directly dependent on other spheres of life of society, the introduction and implementation of innovations in this field acquires a fundamental meaning. In our opinion, namely the principle of complementarity of fundamentality of scientific knowledge and students' practical activities is aimed at training an effective manager of socio-cultural activities.

The principle of self-knowledge of professional and personal development of a manager of socio-cultural activities. This principle is connected, first of all, with the process of understanding the professional status, professional identity in the conditions of the transformation of modern culture. Within the framework of its implementation the training is carried out taking into account the differentiation of levels of knowledge and understanding in the process of mastering the ideals of professional activities.

The practice shows that freshmen often do not understand the essence of the future profession, however, it should be noted that those, who work in this area,

have a higher level of understanding. There is also a small percentage of students who have completed 30-40 per cent of the curriculum, do not identify themselves with the future profession. The teachers' task in this case is to help the student (in case when it makes sense) by applying the principle of self-knowledge in personal development for self-identification himself/herself in the professional field.

In general, the target orientation of this principle in educational activities is understanding the significance of the future professional activities for the student himself. Awareness of the social significance of the profession of a modern manager of socio-cultural activities is conceptually proclaimed as follows: ***creating conditions for providing self-development of cultural life through the process of connecting a person to culture while preserving the cultural-and-historical heritage and the reproduction of the creative potential of the population, as well as the person's active inclusion in this process.***

The implementation of this principle is expressed in the following postulates:

1. *Logical sequence of formation of knowledge components about professional activities.* This sequence is reflected in the curriculum of the specialty "Management of Socio-Cultural Activities". In particular, there is special knowledge of such disciplines as: Theory and History of Socio-Cultural Activities, Leisure Pedagogy, Methodology of Scientific Research of Socio-Cultural Activities, Technological Bases of Socio-Cultural Activities, Foundations of Socio-Cultural Design, Technologies of Management of Socio-Cultural Activities, etc.

2. *Inclusion of students in the project activity* of the issuing department (for example, participation in grant programs of different levels). The active inclusion of students in the study of the culture system, ethno-cultural dynamics and formation of All-Ukrainian national identity is innovative in the educational process in the specialty "Management of Socio-Cultural Activities" within the framework of the project approach. The subject of scientific-and-research works within the framework of the project approach is the most urgent and topical issue in socio-cultural space.

3. *Creation of conditions for approbation of the acquired knowledge* in profes-

sional activities, reflected in personal experience of socio-cultural activities. Considering the fact that up to 70 per cent of students of extra-mural department already work in the socio-cultural sphere, the application of this principle does not cause difficulties. This provision is reflected, as a rule, in the framework of the implementation of general professional and special disciplines. Full-time students have so far the possibility of such testing in the framework of practice.

The principle of mutual dependence of a student's pedagogical and socio-cultural experience. The relevance of this principle in the process of a modern manager's training to professional activities in the socio-cultural sphere is determined by the graduates' ability to focus not only on the distribution of knowledge gained, but on obtaining skills to apply them according to the needs of social environment. We believe that this principle largely determines the quality of a graduate's professional training. However, as the practice of many years shows, often the environment itself, in particular the heads of establishments of socio-cultural sphere, desperately resist the process of applying new knowledge in real practice. Teachers have to meet constantly with students' perplexities about this, both in the learning process and after it. This contradiction in conditions of constantly changing economic and socio-cultural situation complicates the implementation of the principle of mutual dependence of pedagogical and socio-cultural experience, and the system of management of socio-cultural sphere itself requires modernization. The indicated complexity of the principle does not cancel its application, the target orientation of the implementation of which is aimed at solving professional tasks and is reflected in the process of organizing practice that implies mutual learning, the exchange of ideas between a teacher and a student, which minimizes the gap between theoretical postulates and real practice. An effective teacher always tries to control the market situation in its dynamics.

The cumulative principle in the process of development of vocational activities education. The implementation of this principle implies a competence approach, with which the conditions for the transformation of a student's personal experience in a strong professional knowledge and skills are created in the educational process. So, future managers of socio-cultural activities in the learning

process acquire the entire set of competences. Competence approach implies not mastering of separate knowledge and skills, but mastering them in complex. This allows to "build up" new knowledge and skills in the field of professional activities in the process of learning, based on the experience gained when solving professional tasks at the previous stage of learning. Acquisition of applied skills by students is also performed in dynamics, incrementally (by the extent of mastering professional experience). The cumulative principle of education is based on a system of interconnected educational-and-professional tasks with the aim of integration of experience, mastering of professional functions, methods of work of a manager of socio-cultural activities in the new socio-economic conditions.

Thus, the principles of a manager's training for the socio-cultural sphere in conditions of market relations are the most relevant in the current socio-economic, political, spiritual and moral situation. We believe that the implementation of the educational process of the specialty "Management of Socio-Cultural Activities" is connected with the effectiveness of the system of principles developed by us (table 1). The combination of classical and innovative principles allows us to improve the educational process and train managers of socio-cultural activities in the aspect of their relevance and competitiveness on the market of socio-cultural services.

The systemic approach to the process of training an effective manager of socio-cultural activities allows us to train him on the basis of:

- the study, preservation and use of cultural heritage, in the process of elevation of spiritual needs;
- the anthropological and culturological knowledge that allows to consider various cultural phenomena in their integrity and historical development;
- the artistic-and-aesthetic concept aimed at identifying the specifics of the socio-cultural (including leisure) sphere;
- the synthesis in the development of the content of subjects and methods of their teaching;
- the unity of the theoretical and practical aspects of teaching and upbringing;
- taking into account the regional specific features of the socio-cultural sphere, determined by ethnic traditions and historical-and-cultural ties of the pop-

ulation, based on the prevailing ethno-pedagogical traditions of the region;

– the development of a student’s personality in the context of the concept of a holistic education system;

– the participation in the development and implementation of programs for the preservation and development of culture;

– the implementation of creative thinking in the framework of scientific-and-methodological, organizational-and-practical, artistic and communicative foundations of studying, preservation and development of socio-cultural sphere.

Table 1

**The system of principles
of training modern managers of the socio-cultural sphere**

Principle	<i>The principle of high spiritual ideas in the educational process of training of a manager of socio-cultural sphere</i>	<i>The principle of complementarity of the fundamentality of scientific knowledge and practical activities in the implementation of managerial skills</i>	<i>The principle of self-knowledge of professional and personal development of a manager of socio-cultural activities</i>	<i>The principle of mutual dependence of a student’s pedagogical and socio-cultural experience</i>	<i>The cumulative principle in the process of development of vocational activities education</i>
Target orientation	increasing the level of spiritual development, orientation of content of professional training of a future manager of socio-cultural activities on personal development of spiritual-and-moral values: morality, responsibility, duty, justice, etc.	ensuring the effectiveness of the structure of socio-cultural education, which is harmoniously incorporated by worldview and special training of a manager for culture and arts	understanding the significance of future professional activities and awareness of professional identity	graduates’ orientation is not only on the dissemination of their knowledge, but rather on the acquisition of skills to apply it taking into account the needs of the social environment	“building up” new knowledge and skills in the field of professional activities, based on the experience gained when solving professional tasks at the previous stage of mastering knowledge
Implementation specifics	a) the establishment and correlation of the level of a student’s spiritual-and moral development; b) modeling the interrelationship of the spiritual level of a student’s development with individual professional-and-personal needs in the context of value-and-semantic attitudes; c) the implementation of a student’s personal involvement in the process of spiritual-and-moral upbringing and self-upbringing	a) organization of the educational process in the mode of development and self-development (innovative approach); b) orientation of the educational process and all its subjects on creative activities, providing the possibility of self-realization in professional development; c) the organization of training focused on students’ prospective development through continuous practice in the external socio-cultural environment	a) modeling the logical sequence of formation of the components of knowledge about professional activities; b) inclusion of students in project activities; c) creating conditions for approbation of the obtained knowledge in professional activities reflected in personal experience of socio-cultural activities	a) effective organization of practice; b) mutual learning, the exchange of ideas between a teacher and a student, in which the gap between theoretical postulates and real practice is minimized	a) competence approach; b) the interrelation of educational-and-professional tasks, with the aim of integrating experience, learning professional functions; c) mastering methods of work of a manager of socio-cultural activities in new socio-economic conditions

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СИСТЕМНИЙ ПІДХІД ДО ПРОЦЕСУ ПРОФЕСІЙНОГО НАВЧАННЯ МАЙБУТНІХ МЕНЕДЖЕРІВ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ

У статті запропоновано нову класифікацію системи принципів підготовки сучасних менеджерів для соціокультурної сфери. Сформовано систему принципів підготовки сучасних менеджерів соціокультурної сфери.

Ключові слова: соціокультурна сфера; культурологічна освіта; менеджер соціокультурної діяльності; системний підхід.

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