

THE BASICS OF THE SPECIALIST JOB PROFILE DIAGRAM RELATED TO THE FIELD OF SOCIO-CULTURAL ACTIVITIES

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Abstract

Purpose of the study: The focus of the article is the problems of professional self-determination of specialists involved in the organization of socio-cultural activities and the implementation of their social objectives. The international and Russian experience in the field of these activities and its main content in modern conditions are the main points of the paper.

Methodology: The paper describes the possible interrelationships of the established traditions in international and domestic socio-cultural practices and current trends in the development of socio-cultural activities.

Main findings: The analysis highlights educational, creative and social technologies involving a population in active social and cultural life.

Novelty/Originality of this study: Considerable attention emerges in the sphere of potential socio-cultural activities targeting the creative capacity of an individual in various spheres of life.

Keywords: *Profession, Facilitation, Social Engineering, Social Design, Socio-Cultural Activities, Pedagogy, Socialization.*

INTRODUCTION

There is much evidence that the profession of social and cultural activities' providers plays a critical role in the maintenance of social context related to cultural activities of people and cultural institutions. A key aspect of the social context is that it ultimately determines the existence of culture itself as the main resource of social and economic development. Consequently, the organizers of socio-cultural activities emerge as professionals with a special mission of actualization and transmission of cultural achievements in accordance with the demands of modern society ([Grigoreva, 2002](#); [Isaeva, 2010](#)).

The developed system of professional requirements for experts organizing social and cultural activities ensures the fulfillment of this mission. The important aspect of this is a professional training practice of such experts in specialized secondary and higher educational institutions. In professional training, for these experts, it is important to maintain the optimal balance between theoretical and technological knowledge necessary for the implementation of main professional tasks.

Proceeding from this assumption, it is necessary to determine the main professional functions of socio-cultural activities' organizers and determine their occupational status. To target this goal, it is important to compare this profession with other job fields responsible for social and instructional tasks, i.e., education and the social sphere primarily. The definition of these general professional requirements for social and cultural professionals and their occupational status is an actual research task.

METHODS

There is a growing body of literature that stresses the importance of a historical-genetic approach for the determination of socio-cultural activities' professional status. It is essential to identify, when this activity began, the main stages of its formation, its genesis from the past time up to the current state and its role in modern society. To do this, it is necessary to reveal its essence in the modern state with subsequent correlation with earlier periods in its historical development. Then the knowledge about the potential of socio-cultural activities and its impact on the population becomes more obvious. Such activities reflect the needs of the population ([Avanesova, 2006](#); [Kiseleva, Krasilnikov, 2001](#); [Ekonomika I menedzhment kultury, 2011](#)).

Equally important is the use of cultural studies in determining the professional status of socio-cultural activities' developers. The status emerges from the educational function of culture and the related personality enculturation which stems from the epoch of European Enlightenment. This aspect of culture as a socially significant phenomenon also requires an additional study. In this regard, of much importance is the corresponding content of educational activities, which historically had different interpretations in Russian and Western European cultures. This difference emerges from the established cultural traditions, the peculiarities of mentality, the way of life in Russia and European countries.

Another basis for identifying the features of the professional status of socio-cultural activities is the pedagogical content of the latter. This content has its own specifics and its consideration is necessary to determine the core competencies of the

relevant specialists in the field of education, enlightenment, and instruction. The combination of these approaches can provide a holistic and systemic understanding of the professional nature of modern socio-cultural activities.

RESULTS

The appeal to the genesis of socio-cultural activities shows that its European origins are present in the era of antiquity with its idea of the harmonious development of personality. This idea, in one way or another, developed in relevant educational institutions, i.e., gymnasiums and palestras. It was also evident in the contributions of ancient philosophers, artists, dramatists, religious workers.

The concept of enlightenment in the Middle Ages stemmed mainly from the development of Christian values and theological knowledge. In the Renaissance, the triumph of anthropocentrism determined the appropriate content of the emerging educational processes, which fully developed in subsequent centuries. This is the dissemination of scientific knowledge, including knowledge of nature, society, and man, as well as enlightenment, focused on the formation of an active individual, transforming nature and social life for his own personal interests. Accordingly, in the future, in European culture, the technocratic and pragmatic bias of enlightenment became increasingly intensified. Evidence suggests the secularization of educational processes increasingly cut down spiritual and humanitarian components ([Kulturologiia: uchebnik dlia bakalavrov, 2012](#)).

Now we proceed to the established European tradition of civic activism, which serves as a prerequisite for the formation of socio-cultural activities in Western European interpretation and is called “the organization of social participation”. In this case, special professional technologies to stimulate civic initiative and the ability, if necessary, to oppose structures that impede the solution of topical social problems or enter business cooperation with them, come to the fore. If we consider that there is always, in one way or another, a cultural component, then the role of socio-cultural activities and its relevant specialist's increases ([Kamenets, 2005](#)).

In European civilization, an important place belongs to the values of labor, the status of which especially increased during the Reformation. The increased intensity of work in the capitalist societies of Western Europe and the United States, accompanied by the alienation of an individual from the production processes, led to an increase in the need for stress relief, a necessity to over-come monotony through a variety of recreational activities and relaxation. Accordingly, there emerged such a profession as an “animator”, who is a professional, responsible primarily for the organization of gaming activities and situational creative practices to relieve the stress.

Therefore, in developed countries, there is a growing body of considerable professional experience which resembles in many respects an analog of Russian socio-cultural activities' description, which is analyzed below.

In Russia, the genesis of socio-cultural activities emerged from educational activities related to the adoption of Christianity in Russia. The process resulted in spiritual enlightenment, spread in monasteries which became the centers of “book learnedness”. Although the concept of “enlightenment” did not take shape immediately, it initially brought the content that was different from the Western European era of Enlightenment. Unlike in Europe, it did not encompass the word “light”. Enlightenment in Russia focused on the word “holy.” This distinction was fundamental and suggested that the content of educational activities consisted of the spiritual perfection of a person overcoming his sin-fulness.

After the socialist revolution, the whole network of cultural and educational institutions emerged. The social context developed with unprecedented speed, i.e., clubs, libraries, museums, etc. ([Kulturno-dosugovaia deiatelnost, 1998](#)). As a result, a new anthropological type of a Soviet man evolved. The man had a specific set of social and psychological qualities that had no analog in the history of mankind. The man was a collectivist and a patriot, in whom altruism and labor for the good of society had formed a basic vital need. The man was willing to die for his country and devote his whole life to it, sacrificing his personal well-being and happiness. Some researchers of the Soviet society noted that the creation of such a person was the main achievement of Soviet society, even more, significant than its production and cultural achievements. While appreciating the consistency and viability of this image of a Soviet person, it is impossible not to note that the Soviet period showed tremendous opportunities for purposeful cultural and educational work in changing the mass consciousness in the interests of the state and society. It was this work that became the basis for the emergence of socio-cultural activities as a special profession, which was already in demand by modern society with new priorities and preferences ([Anufrieva et al., 2016](#)).

It makes sense to consider another area of cultural and educational work, pre-ceding the task of socio-cultural activities, i.e., the development of the creative potential of an individual. In the Soviet period, this task mainly emerged in the form of mass artistic initiative and technical creativity ([Baklanova, 1992](#)).

From the very beginning of its formation, amateur art in the society of the Soviet period developed mainly by analogy with professionally performed activities. Numerous amateur theaters, orchestras, ballet troupes, etc. developed. They set themselves with the task of achieving a professional level of performance. This trend continues nowadays. At the same time, the problem of combining massive performance and skill in amateur creativity emerged. It developed in an acute problem due to the growing popularity of “homemade” forms of leisure, starting from the immersion in the Internet space and ending with various “hobbies”. Another reason for the emergence of this problem is the un-justified commercialization of amateur creativities. The transformation of these activities into a paid service, obliging the leaders and teachers of

amateur groups to achieve high artistic results at any cost, eliminates many real and potential fans who are not capable of targeting these goals.

In the Soviet period, a specific civic culture of most members of society developed. It was based on the ideas of patriotism and the struggle against alien bourgeois ideology in all its manifestations. At the final stage of Soviet society's existence, this culture largely transformed into a variety of organized forms of amateur activities, e.g. collection and accumulation, regional studies, literary and artistic activities and other amateur associations and clubs. Here also belong various civic initiatives arising from the inability of the state to fully solve topical social problems of society (e.g. education of "difficult" adolescents, the help for the elderly, environmental problems, etc.).

DISCUSSION

The consideration of international and Russian experiences of socio-cultural activities results in a proposed system of professional requirements for this activity.

As noted above, massive enlightenment became one of the constituent components of sociocultural activity and its significance is important nowadays, too. Obviously, it seems optimal to synthesize the international and Russian experience of enlightenment at the present stage of Russian development. Foreign experience is valuable because it offers examples of social adaptation of an individual through the familiarizing of the population with various cultural achievements. In this case, it is assumed that the assimilation of knowledge and information about the effective behaviors of a modern individual in various spheres of life is critical. This information also offers adequate ideas about the cultural norms of such behavior, given in the form of political, economic, environmental, leisure and other cultural activities.

It is this emphasis on enlightenment that allows one to overcome the common pragmatics and "economic reductionism" of many educational programs, which are often borrowed not from the best foreign experiences. Then, for example, political education means the acquisition of relevant knowledge and information for solving problems of social solidarity, and not someone's individual interests. Interestingly, economic education, instead of "dog-eat-dog competition," develops the ability to enter reasonable cooperation and associations that contribute to increased economic efficiency. Alternatively, legal education provides the ability to protect one's own and other people's rights in combination with the observance of public duties.

It is important to note that to acquire such a spiritual and ideological foundation in the system of professional knowledge by specialists of social and cultural activities, it is important to comply with the methodological requirements which are as follows.

- The adherence to the traditions of spiritual enlightenment of Russia in relation to the world experience of humanistic pedagogy. The traditions are included in the context of the national culture.
- The spiritual and ideological emphasis on the values of altruism and self-sacrifice to overcome the social deprivations of certain society members.
- The correlation of the content and forms of educational activities with the social and cultural experience of the educated students, their receptivity to this or that information and socio-cultural orientations.

The interactivity in educational activities inevitably "entails" a whole layer of technological tasks and the corresponding applied knowledge of relevant specialists in social and cultural activities. The specialists are responsible for the directing of communication processes and corresponding screenwriting, the patterns of interpersonal communication, personality psychology, etc.

The nature and content of the socio-cultural activities, which solve the problem of involving the most diverse groups of people in various creative activities, have also changed. This is because the very ideas about the notion of "creativity" have expanded, which includes all forms of human activity that can create the world "according to the laws of goodness and beauty", starting from amateur music-playing and ending with creativity in human relationships. This broad approach to creativity is due to several circumstances, which are as follows:

- Blurring the boundaries between the elite and mass culture and, accordingly, the involvement in the creative activity of an increasing number of amateurs who are far from the well-established artistic and aesthetic criteria, assessments;
- The routinization and machining of social interactions and human relationships in an informational, computerized and bureaucratic society. This process actualized the problem of individual creative self-expression of a person in any socially acceptable form;
- The widespread introduction of market relations that have also affected the sphere of amateur creative activities. This sphere claims professional status and is restrained from those who want to join the work outside market demands and any pragmatic tasks;

Meanwhile, to achieve high economic goals, there is a need for special training of experts. There is much evidence that most of the leaders and instructors of creative teams are trained mainly to ensure high artistic results in traditional forms

and genres of amateur art. Such specialists may be organizers of social and cultural activities, focused on other criteria for the effectiveness of amateur groups. These criteria are as follows.

- Solving social problems of various groups of the population by means of creative activity, i.e., the problems of alcohol and drug addiction, social isolation, loneliness, the lack of self-realization in society, etc.
- Rendering assistance in a full-fledged field of liberal arts and humanities, especially to the younger generation. The assistance is given through cooperation in socio-cultural interaction which balances the widespread technocracies and formalization.
- The identification and development of the creative abilities of an individual, considering its individual psychological characteristics, inclinations, innate properties given through the appropriate organization of creative activity in which these characteristics can manifest themselves.

It makes sense to consider the professional requirements of socio-cultural practices related to the development of the social activity of the population. In this regard, it seems appropriate for the organizers of social and cultural activities to possess the following technologies of “social participation specialists”, i.e., the methods of social diagnostics, social design, social management, as well as the management of nonprofit organizations ([Barulin, 1987](#); [Zerchaninova, 2017](#); [Ionin, 2004](#); [Sotsiologiya. Osnovy obshchei teorii, 2003](#)).

Social diagnostics includes the strategies, which are as follows: the description of the state of life support of local population; the socialization and communication processes held at the place of residence; the study of recreational potential of the relevant territory related to the future programs of social and cultural activities. The study must consider the specifics of the leisure activities of a specific group of the population.

Recently, a *socio-cultural project design* has become increasingly common as one of the technological socio-cultural practices for the development of relational activities. The essence of this technology is to use the results of social diagnostics of a specific region, settlement, social and age group to highlight relevant problems, to search for variations in solving these problems. The variations are linked to the mechanism of various coordinated efforts of various actors in achieving the project goals.

The development of project thinking among social and cultural professionals involves the inclusion of the following areas of knowledge: axiology (the science of values) for setting the initial values and goals of a social project; the methods of sociological research; the fundamentals of modeling and forecasting social processes, social and pedagogical experimentation ([Ariarskii, 2001](#); [Shveitser, 1973](#)).

Another basic socio-cultural activity belonging to the context of “social participation”, is *social management*, which is a combination of technologies for maintaining and developing social and interpersonal interactions. Social management provides the necessary psychological comfort and the solidarity of various teams, communities, social groups ([Kamenets, 2015](#)).

The international and Russian practices of social management show the need for professionals of social and cultural activities with such professional knowledge as sociometry, sociodrama, psychodrama, personality psychology, social psychology, basics of direction and screenwriting, etc. ([Brekht, 1960](#)). It should be noted that this type of professional activity remains in demand not only in the activities of institutions and the arts but also in the production sphere, entrepreneurial structures interested in the preservation and development of corporate culture, ineffective personnel policy. Currently, there is a shortage of such knowledge in the socio-cultural sphere. Therefore, the intensified professional training of specialists in socio-cultural activities emerging from existing developments becomes even more significant ([Ignateva, 2009](#); [Kamenets, 2016](#)).

CONCLUSION

The research provides several important findings. The consideration of the main characteristics of the socio-cultural activities relevant to the development of unambiguous job profile diagram of its experts shows that at present there are prerequisites for the further development of the following specializations (fundamentals) of the professional status, which are as follows: enlightenment (culture); facilitation (the organization of amateur creative activities in various forms); social engineering (social diagnostics, social engineering, social management, and social marketing). All these activities are going to shape the future of the industry.

Possibilities of further improvement of socio-cultural activities can conclude that it is necessary to reconstruct the content and forms of these activities for the enhancement of their social targeting. The main focus of socio-cultural activities should be placed on their sociality, as the task is to restore and develop the modern directions of interaction and solidarity, which are urgently needed in modern society.

It is necessary to continue the convergence of socio-cultural activities and social work because the success of social work depends on the development of its cultural component. In other words, it is necessary to continue the enhancement of the “sociality” of socio-cultural activities and the “cultural conformity” of the social policy. This task also involves a significant reconstruction of the training of specialists in socio-cultural activities. The main direction of professional

training should include a block of socially-oriented scientific knowledge: sociology, socio-cultural design, social engineering, social diagnostics, sociology of culture, social anthropology, social psychology, social pedagogy, etc. In this case, professional training will keep up with the spirit of the times and will be able to face today's main challenges.

AUTHORS' CONTRIBUTIONS

All authors have contributed equally

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