

## TRAINING OF FUTURE MANAGERS OF THE CULTURE SPHERE

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**Abstract:** The purpose of the research: to identify the components of the educational paradigm of bachelors and masters in HEIs of Ukraine. The main aspects of the educational paradigm for the training of bachelors and masters managers in the field of culture: participation of students in the negotiation and adoption of decisions on the development of national and cultural relations between peoples, through the activities of community associations (national and cultural centers, clubs, associations, etc.); conducting scientific and methodological activities on various national and cultural issues; use motivational and mental and cultural self-evaluation of practical activities; interaction of socio-cultural experience, understanding the meaning and value of the fundamental, applied knowledge and creative, creative, professional activities.

**Keywords:** Higher Education Institutions (HEIs), Management, Manager, Cultural Management, Educational Standards.

### 1 Introduction

The modern management paradigm, which is established in the XXI century, involves the use of socio-cultural and creative potential of managers. The dynamic world, the transformation of economic, political and cultural models lead to a gradual change in the ideal of education: from a person educated to a person culture. The system of higher education aims to form a person with a global mindset, developed intellectually, culturally, psychologically and socially. The content of higher management education is constantly expanding and updating.

The paradigm of higher education in the field of culture is a set of competencies that determine the value-motivated, personally-effective nature of knowledge of the dominants of the professional development of a manager-specialist.

When training managers for the sphere of culture in higher education institutions (HEIs) in the world in general and in Ukraine in particular, it is necessary to take into account a set of philosophical, sociological, pedagogical and psychological ideas of ethnocultural social potential to preserve the unique cultural environment in the multicultural world. The main purpose of the manager in the field of culture is to ensure ethnocultural stability and security of domestic and foreign policy of the state, which is represented by the manager. The paradigmatic non-continuing (bachelor and master) educational approach can realize this aim. The essence of the paradigmatic approach to the training of the leader of cultural environments in higher education lies in the interaction of education and culture, the possibility of influencing the development of a professional, able to transform theoretical knowledge in the practice of public interaction to achieve relevant results.

The problem of quality training of managers for the field of culture are among the current problems of higher education, which led to in-depth study of this topic.

The essence of the process of forming the professional culture of the future manager is characterized by obtaining information about the values of professional culture, its transformation, understanding the importance of the values of professional culture for successful professional development; emotional and sensory experience of the significance of values and their evaluation, exteriorization of the values of professional culture in activities and communication, the

implementation of reflection as a conscious choice of patterns of behavior and professional activities based on cultural norms.

In the context of political and economic reforms, new requirements are put forward to the education system, which must be implemented in the training of specialists. It is important to ensure a high level of professional competence, social mobility and development of creative thinking of specialists in their independent solution of professional problems, social and other life problems.

The main criteria of forming professional culture of the future manager are the culture of thinking (knowledge of the values of professional culture as the basis of ways to organize the activities of the future manager, awareness of their importance for professional development, intellectual skills), communication, reflexive skills and mental self-regulation.

Thus, the effectiveness of public management of the socio-cultural sphere manager should cover a range of professional activities (research; educational and pedagogical; production and practical; scientific and methodological), defined in the Standards of Higher Education by Ukrainian legislation to train highly qualified specialist in specialty 028 "Management socio-cultural activities "field of knowledge 02" Culture and Art".

### 2 Literature Review

According to the Standards of Higher Education (Resolution of the Cabinet of Ministers of Ukraine; Standard of Higher Education. Bachelor's degree; Standard of Higher Education of Ukraine: Second (master's) level), which are state regulatory documents that define a set of requirements for the content and results of educational activities of higher educational institutions and academic institutions at the level of higher education "bachelor", "master", within the specialty 028 "Management of socio-cultural activities" of the branch of knowledge 02 "Culture and Art", the basic principles of training of managers-specialists in the field of culture are defined.

Dobrovolska (2019) argues that the theory of social communications and the methodology of documentary research are closely related to the theoretical foundations of documentation in the field of culture. They are important for understanding the problems of documentary communications and the system of documentation in the field of culture and documentation management as a communication system that connects governing bodies, institutions and organizations, creative individuals and groups that implement cultural activities.

Training cultural managers in HEIs to make appropriate management decisions helps to reduce the risks of information technology and additional costs of the organization (Tkachenko O. & Tkachenko K., 2018). To train a competent manager in the field of culture, it is necessary to use methods of forming students' communicative competencies as an important component of a manager's professional activity in the public sphere (Gromova, 2020). The public sphere is an area in which individuals and social groups publicly communicate and discuss ideas about politics, cultures and society. Thus, it is guided by the thoughts and actions of professional managers in certain industries. Equal management positions at the political and social levels are cultural management positions (Hendriks, 2017; Tietze, 2021). According to Suryaman et al. (2020), the management of manager training begins with the assessment of the need to increase the efficiency of employees in accordance with the requirements of the organization and the tasks assigned to them. In addition, the implementation of training includes content, methods and approaches, curriculum, training media and assessment systems. Kochetkov (2016) in the system of training manager of cultural activities considers social and cultural change in society, which may require adequate transformations of higher education. The scientist substantiates the main characteristics of

the spiritual and creative paradigm proposed for all levels of education of the manager.

All that is required of management education based on the hermeneutic-educational paradigm is the optimization of the management of civic skills in order to promote the development of public consciousness and civic competence (Pagano & Schiedi, 2015).

Thus, despite the large number of scientific papers in the field that describe the competence of the manager of cultural activities, the question of the components of the educational paradigm of training bachelors and masters in the HEIs of Ukraine remains unexplored.

## 2.1 Aims

The aim of the research: to identify the components of the educational paradigm of bachelors and masters in HEIs of Ukraine.

## 2.2 Research tasks

Among the main tasks of scientific work are the following:

- to conduct a sociological survey of students majoring in 028 “Management of socio-cultural activities” in the field of knowledge 02 “Culture and Art” in order to identify the degree of realization of professional educational needs;
- provide recommendations for improving the training of bachelors and masters in HEIs of Ukraine.

## 3 Materials and research methods

The methodological base is based on such a system of main and auxiliary methods. The main methods of reconnaissance:

- observation and description (description of key components of the educational paradigm);
- method of theoretical analysis of literature (for a consolidated understanding of the analyzed concepts in Ukrainian and world science);
- analysis of statistical data (to work with the answers of respondents);
- auxiliary intelligence methods:
- method of system analysis (in establishing structural relationships between elements of the paradigm);
- method of generalization (during the formation of conclusions from the theoretical study).

In order to obtain practical results of the study, 450 students from different institutions of higher education (Ukraine), where managers are trained in the specialty 028 “Management of socio-cultural activities” in the field of knowledge 02 “Culture and Art” took part in a survey. The aim of the survey: to find out the elements of the educational paradigm of training a manager of cultural activities. Duration of the survey: 1 month. Processing time of results: 2 weeks. Method of processing results: automatic with presentation of schemes, tables, diagrams. Poll platform: Google-forms. Method of providing answers: ranking, comparison. Method of distribution: by e-mail.

## 4 Results

The content of the curriculum for the specialty “management”, aimed at gaining in-depth knowledge of the main problems of cultural management, basic theoretical and methodological and practical knowledge about the nature, diagnosis and forecasting of crisis situations, development of concepts of industry management; Among the proposed list of principles of inclusion of students in practical activities in the field of culture (subjective orientation of content and technology of practice; interaction of basic sciences and practical activities; balance as a result of reflection of professional, social and individual potential of trainees; motivational-semantic and culturological self-determination cumulative principle of development of professional experience of a specialist in the field of culture) respondents had to identify three, in their opinion, the highest priority. In the first place with a result of 45% was the

teamwork in management, career management of the management communications, project management. 300 bachelor students and 150 master students took part in the survey. According to the competencies defined in the Higher Education Standard for Bachelors and Masters, respondents had to correlate the main aspects of the educational paradigm for the training of managers in the field of culture.

Bachelor respondents paired competencies and aspects in this way: 76% of them named integral competence paired with students' participation in negotiating and making decisions on the development of national and cultural relations between nations, through the activities of community organizations (national and cultural centers, clubs, associations, etc.). General competence is paired with motivational and mental and cultural self-perception of practical activities was chosen by 90% of respondents; 81% of respondents indicated social competence because of scientific and methodological activities on various national and cultural problems. The results are presented in Fig. 1a.

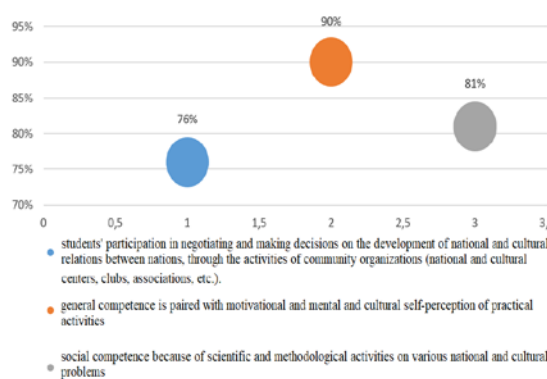


Figure 1a – The main aspects of the educational paradigm for the training of bachelor managers in the field of culture

Respondents-masters compared pairs of competencies and aspects as follows: 92% named integral competence in pairs using motivational-semantic and culturological self-determination of practical activity; general competence is paired with the interaction of socio-cultural experience of 75% of respondents; 81% defined social competence as the result of understanding the content and meaning of fundamental, applied knowledge and creative, creative, professional actions. The results are presented in Fig. 1b.

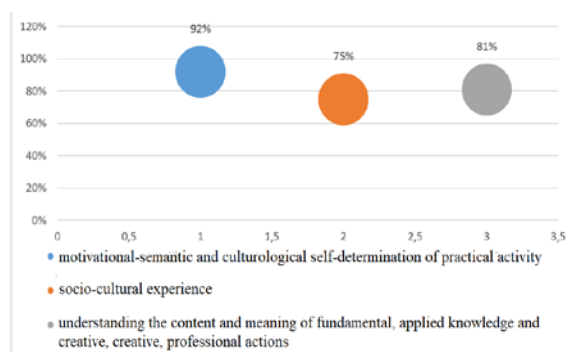


Figure 1b – The main aspects of the educational paradigm for the training of managers-masters in the field of culture

subjective orientation of the content and technology of practice; on the second place – system of motivational-semantic and culturological self-determination of practical activity of the person (38%), in the last place was the cumulative principle of development of professional experience of a specialist in the field of culture (17%). The results are presented in Fig. 2.

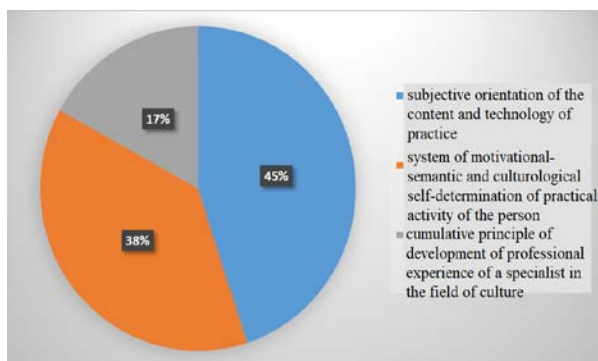


Figure 2 – Principles of involving students in practical activities in the field of culture

The next question was to determine the reasons that affect the level of efficiency of the future specialist in the field of culture. Among the list of offered: ability to model results, developed abilities; ability to outline the prospects for the realization of developed abilities; ability to compare projected and actually achieved; the ability, if necessary, to adjust their activities, the percentage was distributed as follows: 28%, 27%, 25%, 20%, respectively.

Therefore, the manager in the field of culture in accordance with the defined Standards of Higher Education must ensure the full implementation of the functions of culture and arts: to study, restore, preserve and use cultural heritage in the process of raising their needs and interests of different groups; to create and enrich cultural values, to carry out recreational and educational, recreational and educational activities; have the ability to create a cultural environment, stimulate innovative movements in the field of culture and arts (Fig. 3).

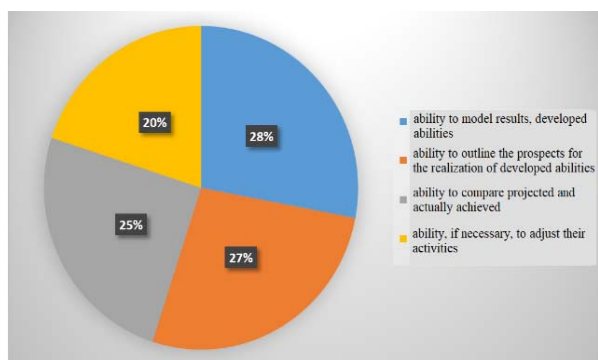


Figure 3 – Principles of involving students in practical activities in the field of culture

## 5 Discussion

The manager of cultural activities must provide public services in the field of culture, which Valevska (2021) classifies by scale of provision, subjects of provision, subjects of receipt, types of customer satisfaction, content of public service, the order of financing the provision.

According to Mandel et al. (2020), leaders in the arts and culture sector are increasingly required to work internationally and in different cultures, both in other countries and in their own communities. The professionalization of cultural management requires the creation and use of specialized information management systems that strengthen university education, research and professional practice itself. Currently, there are various initiatives that organize and display information resources of interest to cultural managers, but the necessary platforms and models that focus on information management in open, free and shared use are not widely used due to low rates of cooperation (Mariscal et al., 2017).

In European countries, for example, in Romania, the main focus of cultural manager education is on the implementation of three

management paradigms: space management, human resource management and “success” management (Tătar-Viștraș, 2019). The professionalization of cultural management in Spain emerged as a complex process in which the demand for professionals presupposed the existence of academic discipline to maintain skilled knowledge, which gave rise to strong epistemological discussions (del Valle Mesa et al., 2021). Management in the sphere of culture of Great Britain is considered one of the most powerful. The concept of “New Cultural Policy”, which has developed in Western Germany, is investigated. France was described as a country that considers culture to be its national superstructure, where, using the experience of other countries, more attention is given to such forms of interaction between culture and business as sponsorship and philanthropy (Mysevych & Didkovska, 2020).

In Latin America, for example, in Argentina, cultural management has become a hegemonic professional approach and an absolute synthesis of politics and culture (Escrival, 2021). In contrast, in Paraguay, despite the transition to democracy, cultural policy is still interventionist and patronizing and hinders grassroots cultural initiatives. The most developed cultural industry in terms of its management is now represented in Brazil (Suelen, 2021). Henze (2021) explains why the lack of information on the training of Latin American cultural managers is a serious shortcoming of cultural management for European research, based on future mutual exchanges between Europe and Latin America through networks and knowledge base opportunities.

In this context, China operates with the longevity of cultural management from public administration to family management, as Confucian culture has influenced all aspects of the life of the Chinese people and, of course, has a great influence on the educational paradigm (Shi Zh., 2021).

The economic liberalization of the economy has also led to an increase in the number of private higher education institutions in India, respectively, which has expanded the training of managers in the field of culture (Devi et al., 2021).

The experience of training in cultural management in the Middle East and North Africa (MENA) region concerns the application of “Western” knowledge of cultural management in the global South, in particular in the Middle East and Africa. Dragicevic & Mihaljinac (2020) offer programs in the format of cultural management based on the neoliberal Western experience.

Thus, a manager of cultural activities who has received higher education in Ukraine will be able to work in one of these countries, as he will have the appropriate knowledge base. Probably, the manager will only have to adjust regional specifics for successful management.

## 6 Conclusion

Based on the answers received and for the successful training of the manager in the field of cultural activities, it is recommended to keep a balance between the components of training. Among them we define the following: metaphysical (beliefs, inclinations, interests, needs of the leader in the field of culture); value (elements of management activities that are important to the head); applied (the specifics of the interaction of the manager of the organization with his subordinates, means and methods of forecasting, modeling, stimulation, control, management technology, the degree of development of information technology); creative (the ability to atypically perceive the problems of planning, organization and control); self-realization (the ability to reveal their own potential on the basis of adequate assessment of their resources). Additional methodological complexes that influence the formation of a body of knowledge, skills and abilities in the sphere of cultural activity management can be categories of general scientific (disciplines of social and humanistic and natural science orientation), managerial, economic (the development of appropriate competencies). The management team of the company is responsible for the

implementation of effective, economically sound management choices to reduce costs and increase the efficiency of work) and pedagogical (conditions for the training of highly qualified and qualified management professionals, management, who can achieve professional results in line with the time and social development).

It is a systematic approach in the process of mastering the profession of manager in the field of culture is based on general theoretical and special competencies. On this basis, it is also recommended to introduce continuous self-improvement and self-actualization of personal knowledge, increase the level of needs for professional growth and their implementation. The issue of improving the training of specialists in the field of culture in the system of higher professional education now needs to be discussed in the context of the quality of acquired competencies. Further research can be directed to clarify the role of auxiliary disciplines in the training of cultural managers.

The practical significance of the intelligence results is to provide recommendations for the successful training of a manager in the field of cultural activities in HEIs (Ukraine).

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#### Primary Paper Section: A

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