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EDUCATIONAL PARADIGM OF TRAINING MANAGERS IN THE SPHERE OF CULTURE: NOWADAYS CHALLENGES

Abstract. The relevance of the study is due to the fact that the modern era is a time of dynamic changes in the context of socio-economic and information processes that developing rapidly and often chaotically. The aim of the study was to establish that management in the field of culture is an integrated system based on the interaction of various structures and organizations with the state and society, the external environment and sales markets, the marketing system and PR technologies, science, education, and therefore training of managers of the socio-cultural sphere is a complex and comprehensive task of modern higher education. The study uses general scientific methods, namely: analytical, inductive, deductive, comparison and synthesis methods. In the practical section of the research, using trend analysis, it has been established that educational programs for training managers of the socio-cultural sphere are organized under defined parallel directions.

Keywords: management in the sphere of culture; educational process; training of managers of socio-cultural activity; technologies of socio-cultural activity.

Introduction

The profession of a manager in the field of culture is becoming more and more popular every year, but the system of training competent and qualified specialists in this field is imperfect and requires new innovative approaches. Despite the growing interest to the profession of manager of socio-cultural activity, there are extremely insufficient materials covering the peculiarities of this profession. Often in practice, managers working in the socio-cultural sphere rely not on professional qualifications, but on their own experience gained by trial and error. Therefore, one of the most urgent pedagogical problems is the problem of training future specialists to work in the socio-cultural sphere in the context of integration into the world general education space based on art management technologies.

Literature Review

Socio-cultural activity cannot develop successfully without professional, competent management and regulation, which requires development of new ways to train students of higher educational institutions (HEI) using the most effective teaching technologies (Bush, 2011).

Management technologies in the field of culture are based on the ideas of the technology of philosophical schools, which is professed by the "French group of new education" by F. Celesten, the ideas of free education of J. J. Rousseau, L. Tolstoy, S. Frenet, the psychology of humanism of L. Vygotsky, J. Piaget, K. Rogers. In socio-cultural management technology, the main thing is to transfer working methods, and not specific knowledge (Education and Training: Monitor, 2018).

In addition to the general scientific paradigm, which characterizes the general worldview of science as a whole, we can distinguish particular paradigms that relate to various disciplines or sections of the discipline. So, Gunn (2000) interprets the paradigm of socio-cultural science as a generalized model that includes methodology, theory and technology. The paradigm approach to personality development, according to the scientist, in the conditions of socio-cultural activity is based on the integration of cognitive, ideological, behavioral, praxiological and other components (Gunn, 2000).

According to many researchers, the cultural and social model of management ensures removal or extreme minimization, leveling of the influence of global cultural systems on the national and cultural identity of a certain people, the identity of the development of various local cultures (O'Farrell, 2006; Schein, 2004; Sudano, 2003; Harris & Moran, 1978). Cultural and social management models focus on freedom of cultural expression; emancipation of artistic life; respect for the cultural identity of national minorities; and cultural partnership based on equality (Neeru Vasisht, 2007).

In the course of the study, it was found out that the tools for implementing the cultural and social model can include:

- common cultural policy at the state, regional and local levels;
- agreements on socio-cultural partnership at all levels of cultural management;
- technological innovations that are implemented taking into account preservation of the environment, as well as the equality and identity of cultures;

strategic management based on the preservation and development of cultural identity, full-fledged cohabitation of cultural communities and organizations;

research and preparation of recommendations taking into account unified organizational development (Rollinson & Broadfield, 2002).

In order to assess the current state of culture, and in order to choose the optimal vector of development in the training of managers of socio-cultural activities, it is necessary, first of all, to consider the problems characteristic of the socio-cultural sphere. The current situation in the socio-cultural sphere is characterized by a complex of systemic problems. Firstly, the norms of the current legislation do not take into account the specifics of education in the field of culture and arts; secondly, the main directions of development of education in the field of culture and art are not defined, and its role and place in the general system of domestic education is not investigated; thirdly, there is no strategy for the development of higher socio-cultural education, both at the regional and state levels; fourthly, a system of continuous socio-cultural education has not been formed (Romanukha, 2017).

The above-mentioned problems complicate the activities of the HEI for long-term planning and training of specialists. In addition, a rather specific problem for creative industries is the "youth of the market" (Sapre, 2002).

We emphasize that markets are built on copying or adapting foreign models, samples, and often creative products. The consequence of the "youth" of the market is a primitive idea of the customer about creative production, which affects his expectations and the level of remuneration for creative work. Another problem is underdeveloped vocational education and a shortage of qualified personnel. With a large number of educational offers, a comprehensive practice-oriented education in the field of creative industries can be obtained mainly in the capital of the country. This is indicated by the results of almost all expert interviews (Meshko, Bulankina, 2021).

In recent years, a significant number of art history faculties have appeared in Ukraine, various curators' courses and courses dedicated to the cultural market and the socio-cultural sphere have been opened. However, educational programs focus mainly on the history of art and do not allow you to fully navigate the diversity of art markets. In this regard, there is an acute shortage of specialists in the field of marketing, sales, finance, business planning in the socio-cultural sphere in Ukraine (Didenko et al., 2020).

In addition, the creative industries sector is affected by the basic socio-economic problems characteristic of Ukraine, the most important of which are: the problem of weak development of small and medium-sized businesses; the lack of creative business incubators; the creative industry is mainly represented by small institutions (Balendr et al., 2019). Analysis and understanding of the above-mentioned problems will help to identify opportunities that open up for the cultural sector, formulate a program and technologies for training managers of socio-cultural activities.

According to some researchers (Heck & Hallinger, 2005), (Kimani, 2011), the state needs to seriously address the problem of training and retraining of managerial personnel for creative organizations. Systematic and purposeful activities in this area will help attract qualified managers to the field of art. It is necessary to develop a

special program to improve the effectiveness of management in the field of culture and art, which provides for: adjustment of curricula, foreign internships, organization of various measures to stimulate the remuneration of managers (including grants, scholarships, awards) in combination with the possible introduction of a certification and accreditation mechanism (for heads of state and municipal organizations of the socio-cultural sphere).

Without solving the management problem, the successful integration of art and the market, as well as the introduction of new, more advanced tools for state financing of culture, will remain unfulfilled. It is also obvious that the development of the creative industry in Ukraine will be slowed down until the development of small and medium-sized businesses in the socio-cultural sphere is established. The opportunity to start and run your own business project is a key and necessary condition for the growth of the creative economy. It is important to create business incubators for creative entrepreneurs, which do not yet exist in Ukraine at all. Partially creative business incubators can be considered new creative platforms (clusters) "Creative Studio" in Kyiv and Lviv, "Creative Resonance Studio" (Kyiv), "Likhtaryk" (Kyiv). All of them are generated by private initiatives and have nothing to do with the programs of support for small and medium-sized businesses that are implemented in Ukraine at the state and municipal levels (Nikiforenko, Kravchenko, 2017; Balendr et al., 2019).

Today, the problem of training personnel in the field of cultural management remains relevant, because every year with the introduction of innovative technologies, the vector of specialists' activities changes, new resources are attracted, and old methods lose their potential and become irrelevant. Therefore, the continuation of research in the field of training managers of socio-cultural activities remains an urgent problem for both educational institutions that train them and practitioners.

The purpose of the research is to establish that management in the field of culture is an integrated system based on the interaction of various structures and organizations with the state and society, the external environment and sales markets, the marketing system and PR technologies, science and education, and the training of managers of socio-cultural activities is a complex and comprehensive task of the modern educational process in the HEI in the context of integration processes.

Research Tasks

The main objectives of the article are: 1) to study the management of the cultural sphere as an integrated system; 2) to analyze the features of interaction of management of the socio-cultural sphere of various structures and organizations with the state and society, the external environment and sales markets, the marketing system and PR technologies, science and education; 3) to prove with the help of trend analysis that the training of managers of socio-cultural activity is a complex and comprehensive task of the modern educational process in the light of integration implementation; 4) to suggest possible changes in educational programs for training managers of the socio-cultural sphere.

Materials and Methods

The study uses general scientific methods, namely: analytical, inductive, deductive, comparison and synthesis methods. Using these methods, the authors of the study analyze the methodological structure, principles and mechanisms of implementation of educational programs for training managers of socio-cultural activity, and also offer to use a proven system of parameters and indicators for evaluating the effectiveness of educational programs for training managers who will work in the socio-cultural sphere. The theoretical part of the study is devoted to the key challenges facing educational institutions that train managers of socio-cultural activities. Special attention is paid to the analysis of socio-political factors and their consequences for the development of educational institutions. Finally, it is suggested to use working methods that are most often recommended by foreign educational experts and educational institutions. The features of the development of program and organizational activities of educational institutions for training managers of socio-cultural activities are also considered in detail.

In the practical part, using trend analysis, it is established that educational programs for training managers who will work in the socio-cultural sphere usually have several parallel directions. It is proved that a purely professional direction aims to develop the potential of future specialists. As a result, educational institutions that train managers of socio-cultural activities can achieve a state of sustainable development. In the conclusions and prospects for further research, the authors insist on creating tools and methods based on existing methods tested in countries with relatively sustainable cultural systems. It is this approach that will make it possible to develop many different approaches to solving organizational development problems and develop educational programs for training managers of socio-cultural activities.

Results

In the practical part of the study, we used trend analysis, namely, we analyzed various educational programs of the training area "Cultural sphere management / Management of socio-cultural activity". So, when preparing managers of socio-cultural activity to solve national issues, it is necessary to take into account the totality of philosophical, sociological, pedagogical and psychological ideas about the ethno-cultural potential of the modern community, its role in the development of a professional as a carrier, creator and propagandist of preserving cultural diversity in the multicultural environment of modern Ukraine. The main goal of the socio-cultural activity manager is to ensure ethno-cultural stability and security (. The essence of the paradigm approach in socio-cultural education is to understand the interaction of education and culture as an exceptional phenomenon and its ability to influence the development of a future professional who can creatively change and transform the world around him. Integration of the multicultural paradigm creates a polyparadigmatic platform for organizing pedagogical activities in higher education institutions in order to become a highly qualified manager as a participant in national cultural policy.

The appeal of the educational process to these paradigms is due to several factors. First, intensive internationalization and integration of various aspects of

society's life have actualized the role of culture in the development of Ukraine and its regions. The influence of the cultural context on the development of interethnic interaction is extremely important.

Secondly, utilizing technologies of socio-cultural activities in socio-cultural institutions ensures not only the transfer (broadcasting) of culture from generation to generation, but also the upbringing of intercultural tolerance, which can ensure the tasks of ethno-cultural security in the country. Multiculturalism at the heart of the readiness of future managers of socio-cultural activities to cooperate with representatives of national social movements and ethno-cultural institutions can provide solutions to many problems of national development. This process will become more effective if it is integrated with the ideas of management and cooperation in mastering the profession – combined in the term "Participation".

Appeal to the paradigm of Participation in the system of professional training of managers of socio-cultural activities, is caused by new requirements and models of the social structure of the reformed Ukraine. It is obvious that today national cultural policy, as a state decision, should be supported by broad strata of society and state-public structures, which include national cultural associations (associations, ethno-cultural centers, congresses of peoples and compatriots, etc.). They represent socio-cultural institutions that unite the state and civil society.

In this regard, when training managers of socio-cultural activity, there is an increasing interest in methods and forms of participation, which makes it possible to implement a democratic management model that unites specialists of different levels in solving issues related to the implementation of national cultural policy, and training specialists for this process. These methods include:

- didactic complex of methods of cooperation in the educational process;
- involvement of students in design activities;
- development of group work methods.

All collective efforts should be aimed at forming the participatory style of the future manager of socio-cultural activities, which encompass educating activity and responsibility for the assigned task. Starting from student age, future specialists of socio-cultural activity should be involved in the processes of mastering and implementing ideas and strategies of the state national policy in practice, and use the existing experience of regional interaction in the learning process. Studying in the capital's HEI allows students to get acquainted with the activities of major regional centers dealing with cultural issues.

Expanding students' participation in the practical activities of socio-cultural institutions, engaging in scientific and creative activities make it possible to realize personal responsibility for the fate of Ukrainian culture already at this stage of professional development.

The forms of participation include the involvement of specialists of institutions of socio-cultural activity in the organization of the educational process in the HEI. Participation in the educational process of higher education institutions provides for:

- cooperation of teachers, students and specialists of socio-cultural institutions in selecting the content of activities and developing modern forms and methods of

applying it in practice. Such interaction makes it possible to more effectively influence the professional development of future specialists in the socio cultural sphere;

participation of students in discussion and decision-making on the development of national and cultural relations between peoples, through the activities of public associations (national and cultural centers, clubs, associations, etc.);

conducting scientific and methodological events on national and cultural problems, designing new cultural associations;

development of new ideas and technologies for the development of interethnic relations.

Socio-cultural activities cannot develop successfully without professional, competent management and regulation, which requires the development of new ways to train students of higher education institutions and the most effective teaching technologies. As already noted, traditionally the training of managers of socio-cultural activities is carried out by humanitarian universities and institutes of culture and arts. In our opinion, the aim of training managers of socio-cultural activities should be based, first of all, on the basis of fundamental economic education using the humanities elective course during the last years of study. There is a deep economic logic in the work of cultural firms and projects. It has its own specifics, but the basis is quite clear – economic. And the manager, in order to act successfully, needs to know it and understand. Humanitarian education does not focus on sources of funding, accounting, contract structure, etc., and without knowledge of these things, it is impossible to manage culture. At the same time, it is quite difficult to train managers of socio-cultural activities on the basis of economic HEI, since it is necessary to combine two basically incongruous competencies. However, there are several economic topics that you can't be a manager in the socio-cultural sphere without understanding: intellectual property protection; the structure of contracts between commerce and art; pricing problems; consumer navigation problems in the field of culture.

Training of managers of socio-cultural activity provides for two levels of Higher Education - Bachelor's and Master's. However, training should become a continuous process and continue to focus on various advanced training courses, systematic exchange of students, and internships in socio-cultural institutions in Europe. If such a program is implemented, such initiatives will allow managers of socio-cultural activity in different countries to face different approaches to solving problems and formulate new models in organizing practical work, as well as fill participants with an understanding of the importance of cooperation.

Training of socio-cultural management is based on a combination of general theoretical and specialized disciplines. It provides for a deep study of the history and theory of domestic and foreign culture, the history of art theory, the history of theater, cinema, ballet, music, socio-cultural design, information technologies in culture and education, finance and accounting, foreign languages and many other disciplines. At the same time, socio-cultural management is a business that requires serious knowledge in the field of Economics, Management, Marketing, Law, advertising, etc. The list of special disciplines may include: "Gallery business", "Investment in art", "Fundraising", "City production", "Socio-cultural Design", "Festival Management", "Film production",

"Creative Industries", "Net-art and Net-culture as new Internet industries". An important discipline of cultural management is the project method (project management), including artistic design, which is considered as one of the important methods of developing the creative imagination of students of higher education institutions in the learning process.

In this regard, innovative technologies of socio-cultural activity management in higher education institutions help to reveal the possibilities of developing professional competence of the student's personality, which are considered effective in the educational process and also create a special artistic environment, through the prism of which the value orientations and the significance of creative activity are more deeply understood. The center of such professional training of students of the HEI is the study of the basics of management of socio-cultural activity, based on the principles of content construction, problem-based, dialogical and integration learning technology.

Working on the project idea as a whole is a creative process that requires students to master the skills of analyzing the socio-cultural situation, finding effective solutions to problems that concern society, tireless work on self-development and expansion of their artistic and aesthetic experience, value-oriented orientation.

It should be noted that the method of organizing artistic and creative activities of students of higher educational institutions in the context of mastering the management of socio-cultural activities is a special factor in joint activities, which has a powerful stimulating effect. A well-designed creative project helps the manager of socio-cultural activities avoid many mistakes in its implementation, find answers to many questions related to the development and implementation of the project. It flexibly combines creative, technical, financial and market aspects of its activities:

first, the project serves as the basis for creative work and gives an assessment of the results of activities for a certain period;

secondly, the project becomes a document that defines the course of actions and forms of managing them, it fulfills both strategic goals of planning future work, and tactical ones – directing and monitoring the accomplishment of various actions for the implementation of the projected forms of activity;

third, in most cases, the project can be used as a means to obtain the necessary investments and can serve as a powerful tool for finding ways to finance it;

fourth, the project must be considered as a document with various kinds of innovations (organizational, innovative, technical, economic, etc.);

fifth, the project is a good advertisement for a promotion or program, becoming a kind of business card of the project organization. It should be compact, beautifully designed, and informative;

sixth, the project demonstrates the willingness of developers to take risks and is a detailed document that insures success;

seventh, the project is a tool for self-study, since its development is a continuous process of cognition and self-knowledge.

In the course of the study, we conducted a survey of 36 future managers of socio-cultural activities, students of 1-4 courses, on the basis of the Ternopil National Pedagogical University named after Volodymyr Hnatyuk to determine the role of

factors that influence the choice of their future profession (table 1), the results of which made it possible to divide them into two groups.

Table 1: Factors influencing the choice of the future profession by managers of socio-cultural activity

Hygiene factors (Abs./%)	Motivation factors (Abs./%)
Work safety – 5 / 13.88	Leadership in the group – 13 / 36.11
Amount of freedom at work - 6 / 16.66	Ability to achieve personal goals - 22 / 61.11
Sanitary and hygienic working conditions – 4 / 11.11	Good relations with the supervisor – 17 / 47.22
Job status and prestige – 12 / 33.33	Proper assessment of work by management - 32 / 88.88
Working load - 10 / 27.77	Career promotion opportunity - 29 / 80.55
Method of calculating wages - 14 / 38.88	Professional growth opportunity - 28 / 77.77
Distribution of bonuses – 8 / 22.22	Awareness of the results of their work - 26 / 72.22

As you can see, the most motivating factors were "proper assessment of work by management" – 88.88%, "possibility of career advancement" – 80.55% and "possibility of professional growth" – 77.77 %. In turn, the lowest factors included "sanitary and hygienic working conditions" – 11.11, "work safety" – 13.88% and "freedom at work" – 16.66%, which are related to hygiene factors. These two groups of factors lead to two different results: motivation factors – to a state of satisfaction with one's work, and hygiene factors – to a state of lack of dissatisfaction. The presence of only one of the groups of factors does not lead to satisfaction of future specialists in socio-cultural activities with the choice of their future profession. The practical focus of the survey is that manipulating factors allows the organization to influence the respondents' satisfaction with their choice. By ensuring that staff are satisfied first with hygiene factors and then with motivation factors, the management of a socio-cultural institution can create a cohesive, motivated, well-trained, organized team the members of which are interested in the work performed and who are interested in the success of the organization, because employees are aware that the economic success of the organization ensures their personal well-being. The future specialist, satisfied with his work, will provide consumers with higher-quality socio-cultural services.

Summing up, it can be noted that socio-cultural management, as a phenomenon of the Information age, covers various areas of management activity: media policy of the state and the legal system, media sphere management, branding, internet marketing, advertising activities, etc. This proves that cultural management is a special multi-faceted sphere of socio-cultural activity, which requires a modern specialist to have deep knowledge in the field of not only the creative process, but also legal culture, as well as knowledge of the basics of economics, psychology, project activities and social forecasting. That is why today Higher Education faces a special task – training a universal specialist who can work in various areas of socio-cultural management, despite the challenges of a globalized world.

Discussion

In the practice of socio-cultural institutions, there are many versions of creative projects regarding the form, content, structure, etc. Along with the economic training of managers of socio-cultural activity, it is necessary to organize retraining of current personnel with humanitarian specialization. Therefore, a separate issue that must be included in the training system is the creation of a system of advanced training and training of teachers who are able to read courses using cases from different cultural industries, create their own methodological materials, reflecting the latest global trends in the development of culture (Event – und Sportmanagement, 2019). It is necessary to eliminate economic illiteracy of those who already work in this area. At the same time, the first step is to develop programs for training teachers in this area, which are sorely lacking today. It is necessary to communicate with foreign specialists, intercultural dialogue, the purpose of which is to exchange experience and achieve a new, value-significant result (product of activity) (Euler, 2013), (Martin, 2002), (Meenakshi sundaram, 2011).

In addition to individual and collective projects, creative industries need to develop international research and projects. Comparative studies of creative industry support programs in different countries are needed to develop political and legislative initiatives and invite foreign specialists to implement best educational practices (Del Carpio, Kupets, Muller & Olefir, 2017).

The experience of the authors of the study shows that there is a shortage of creative initiatives in Ukrainian cities. It is appropriate to recall the experience of China, where they decided to replace the lack of their own creative companies with the invitation of foreign entrepreneurs. This not only filled the void, but also gave local entrepreneurs the opportunity to get acquainted with new work practices and qualitatively update their activities. It should be noted that successful international projects are based on three pillars: educational initiatives, joint projects of creative people from different countries, and international research.

It should be noted that an advanced training method is not only about training highly qualified personnel, but also means a revolution in technical training tools. Investment in digital communications infrastructure is needed so that everyone can get quick access to information and internet communications (Deissinger, 2010).

State educational standards, according to which specialists in socio-cultural activities are trained today, do not ensure the transition to the implementation of the model of advanced education, which is based on the idea of focusing on the long-term needs of the region, personal development, the impact of education on social processes, culture and production, taking into account the needs of the developing market. All of the above convinces of the need for an innovative approach to socio-cultural education of the XXI century.

Thus, the disciplines "Cross-cultural communications" and "Culture management" have already appeared in the educational process of many HEI. In the educational and professional training program of future specialists of specialty 028 Management of socio-cultural activity in Ternopil National Pedagogical University, the disciplines of the management cycle have been introduced: "Theoretical and applied foundations of Management", "Theory and practice of management of socio-cultural

activities", "Event management", "Time management", "Fundamentals of PR", "Social fundraising", "Economics of culture and art" and others. In addition, students study disciplines of artistic and cultural specialization, such as "Fundamentals of screenwriting skills", "Cultural and artistic programs", "Organization of cultural and leisure activities with different age groups", "Acting skills" and others. This is an organic combination of theoretical knowledge with practice-oriented activities related to the training needs of modern specialists who are able to manage the socio-cultural sphere, who have knowledge of the basics of management, technologies and skills of socio-cultural management, which can be included in the process of social modernization, without which the further development of civil society in our country is impossible.

Conclusion

Summing up, it can be noted that management in the field of culture, as a phenomenon of the information age, covers various areas of management activity: media policy of the state and the legal system, cultural management, branding, internet marketing, advertising activities, etc. This proves that management in the field of culture is a special multi-faceted sphere of socio-cultural activity, which requires a modern specialist to have deep knowledge in the field of not only the creative process, but also managerial culture, as well as knowledge of the basics of economics, psychology, project activities and social forecasting. That is why today higher education faces a special task – training a universal specialist who can work in various areas of socio-cultural management, despite the challenges of the globalized world, and therefore every year educational programs in the considered specialty need to be supplemented, in particular, what regards integration of innovative technologies into the educational process.

Ethics Approval: in order to achieve the purity of the experiment, the researchers agreed about their personal participation in the experiment procedures, analysis of its results and conducting pedagogical observation. The research was conducted in the hours of the teachers' individual work. All ethics principles were followed and personal written consent from students was obtained to participate in the research.

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ОСВІТНЯ ПАРАДИГМА ПІДГОТОВКИ МЕНЕДЖЕРІВ У СФЕРІ КУЛЬТУРИ: ВИКЛИКИ СЬОГОДЕННЯ

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Анотація. Актуальність дослідження обумовлена тим, що сучасна епоха – це час динамічних змін, соціально-економічних та інформаційних процесів, які розвиваються стрімко і часто хаотично. Метою дослідження було встановити, що менеджмент у сфері культури – це інтегрована система, що заснована на взаємодії різних структур і організацій з державою і суспільством, зовнішнім середовищем і ринками збуту, системою маркетингу і PR-технологіями, наукою і освітою, а підготовка менеджерів соціокультурної сфери є складним і комплексним завданням сучасної вищої школи. Об'єкт дослідження – особливості контенту освітніх програм з підготовки менеджерів у сфері культури. У роботі виконано такі дослідницькі завдання: 1) досліджено менеджмент сфери культури, як інтегровану систему; 2) проаналізовано особливості взаємодії менеджменту сфери культури різних структур і організацій з державою і суспільством, зовнішнім середовищем і ринками збуту, системою маркетингу і PR-технологіями, наукою і освітою; 3) доведено за допомогою трендового аналізу та опитування, що підготовка менеджерів соціокультурної сфери є складним і комплексним завданням сучасного освітнього процесу для інтеграції. Запропоновано можливі зміни для освітніх програм підготовки менеджерів соціокультурної сфери. У дослідженні використані загальнонаукові методи, а саме: аналітичний, індуктивний, дедуктивний, метод порівняння та синтезу. У практичній частині за допомогою трендового аналізу встановлено, що освітні програми з підготовки менеджерів соціокультурної сфери зазвичай мають кілька паралельних напрямів.

Ключові слова: менеджмент у сфері культури; освітній процес; підготовка менеджерів соціокультурної діяльності; технології соціокультурної діяльності; модель управління.

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