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THEORY, HISTORY, CULTURE AND ART OF MANAGEMENT

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Humanism as a Philosophical Category and Socio-Cultural Phenomenon in the Society's Life Management

Abstract: *Introduction.* The urgency of the humanism problem is conditioned by its great influence on the evolution of cultural and historical reality, a significant place in the society's management, and the urgent need to create favorable conditions for self-preservation of human essence, a stable balance between man and nature, man and society. *Purpose and methods.* The purpose of the article is a theoretical analysis of humanism as a philosophical category and socio-cultural phenomenon in the society's management, which will provide an opportunity to create a reliable methodological base for the construction of a humane society. The methodological basis of the study is the dialectical principle of cognition, systemic, historical, cultural approaches to the study of socio-cultural phenomena and processes in society. *Results.* The essence of humanism

as a philosophical category, ideological paradigm and the management phenomenon has been revealed; the anthropological and sociocultural conditions of the humanistic ideas evolution have been investigated and the mental features of the cultural epochs that determine the originality of humanism forms and humanistic management have been revealed; the cultural-historical types of humanism, humanistic management and the potential of their synthesis in the modern world have been determined. *Conclusions and discussions.* Scientific novelty of the research results is to deepen the understanding of the humanism essence as a philosophical category and sociocultural phenomenon in the management of society's life, as contradictory unity and mutual struggle of various humanistic opposites in the context of changing civilizational cycles, cultural and civilized differences. The practical significance of the obtained results is manifested in the possibility of their use in the management activity of society, as well as in the addition of scientific theory and philosophy of humanistic management with new provisions on humanism as the basis of modern management system.

Keywords: human, humanism, humanistic management, society.

1. Introduction

The problem formulation. The modern era has posed to humanity a number of acute social problems. This is due primarily to the fact that technological power has reached a scale that causes profound negative social and cultural transformations in all spheres of human activity. Under the influence of scientific and technological progress, not only is the threat of man-made disasters increasing, environmental problems are deepening, but also technology itself becomes that powerful force that changes a person, his physicality, mental, mental and spiritual nature. The rhythm of modern life often leaves man no time to comprehend the deep, ontological foundations of his human existence, which experts classify as an anthropological catastrophe. Therefore, the problems of self-preservation of human essence, stable equilibrium between man and nature, man and society are actualized. They are reaching global proportions today and growing into a problem for the survival of humanity as a whole.

In the sphere of social life management the crisis situation is manifested in the growth of intercultural, inter-confessional and national conflicts. In terms of the conflict's causes, there are three types of conflicts: 1) conflict of goals, when people differently see the desired state of the management object in the future; 2) conflict of views, when people disagree on ideas and ideas about ways to solve the problem; 3) sensual conflict that arises in situations where people from the outset have different feelings and emotions that underlie their relationships with each other as individuals. Unresolved conflicts can lead to devastating consequences in the life of society and its structures. In this regard, modern science offers all kinds of methods for resolving conflicts. However, as practice shows, neither of these methods is capable of completely eliminating human life conflicts.

In our opinion, the solution to this problem is possible only if we take into account the humanistic component of the process of governance, which actualizes the appeal to the theme of humanism as a system of ideas about the essence of man, his being, and humanity as a characteristic of the human essence, which is peculiar only to man.

The sociocultural relevance of such conceptualization is complemented by the philosophical and multidisciplinary relevance of understanding the place and role of humanistic governance in the modern world and the reproduction of the relevant scientific picture of its functioning and development.

First, the existing philosophical approaches to substantiating the reasonableness of man as his essential, existential characteristic, humanity, is insufficient due to the expansion of the field of inhuman social practices.

Second, the formation of postclassical rationality, with its inherent inclusion of axiological factors in the ideals of science, increases the need for a humanistic expertise in management.

Third, awareness of the need to address the problem of humanism in modern management gives rise to a series of projects and discourses aimed at restoring humanity to its essence, harmonizing the social environment as a condition for growth in humanity. The dispersion of methodological approaches exacerbates the problem of their coherence, the identification of cultural and historical conditions of the diversity of these approaches, their relevance to the modern era, necessitates the appeal to the philosophical understanding of humanism and humanistic concepts of management.

Thus, the problem of constructing a synthesizing humanistic approach to the management of society's life, which is able to solve the problems posed by modern philosophy and sociocultural practice and become a methodological basis for the development of significant decisions necessary for modern humanity for survival, to acquire its ontological right, is actualized.

State study of the problem. Philosophical analysis of humanism and its interpretations is devoted to many researches. The main emphasis is placed on the study of humanism as a system of conceptualizations of free human existence, which historically begins from the Renaissance. The further evolution of the humanist idea is connected with the formation of the activity aspect, that is, the shift of the emphasis from the understanding of humanism to the justification of the conditions, methods, mechanisms of its implementation in life practice. The initial stage in the development of Western European humanist thought can be traced in philosophy of Aurelius Augustinus (398; 2015), Ancius Boethius (524; 1999), Thomas Aquinas (1273; 2010).

The next stage in the evolution of humanistic ideas is conditioned by the socio-cultural conditions of the transition from the Middle Ages to the Renaissance and Modern Times. This phase is associated with the names

Nicolas Cusa (1440; 2016), Leonardo da Vinci (Atalay, 2014), Thomas More (1516; 2005), Tommaso Campanella (1602; 2006), Thomas Hobbes (1651; 2014), Rene Descartes (1641; 1999), Benedict de Spinoza (1662; 2003), Jean-Jacques Rousseau (1750; 2019), Immanuel Kant (1785; 2008). They are characterized by the study of humanism as a doctrine of the true existence of man and the conditions for the realization of this originality. At the same time, the ways and conditions they set out are conditioned by the appropriate cultural and historical background of philosophizing and are contemplative, largely utopian.

Recent studies of the phenomenon of humanism and humanistic approaches include works Friedrich Nietzsche (1888; 2017), Albert Camus (1935; 2008), Erich Fromm (1968; 2010), Martin Heidegger (1956; 1996). In recent times, that is, from the mid-twentieth century humanism is considered as a holistic worldview in the works Corliss Lamont (1991), Julian Huxley (1986), Paul Kurtz (2007).

The peculiarity of the humanist idea development and the relevant humanistic concepts formation in the Russian Empire is determined both by the specificity of its historical development and by its closeness to European civilization and Christian, Orthodox culture. The humanistic tradition is traced from the eighteenth to the early twentieth centuries in the works of most national thinkers: Mikhail Lomonosov (1765; 2011), Aleksandr Radishchev (1809; 2001), Petr Chaadaev (1831; 2011), Grigorii Skovoroda (1837), Panteleimon Kulish (1879), Vladimir Solovyov (1883; 2011), Semen Frank (1930; 1992), Nikolai Berdiaev (1952). These and many other thinkers of this period emphasized the high value and man's dignity, the exceptional importance of respecting his particular ontological status.

Domestic specialized studies in the field of humanism are a relatively young direction in the field of humanitarian knowledge. It began to form in the second half of the XX century after the publication in the USSR of the Karl Marx's works, in which he positioned himself as a humanist.

Among the modern domestic studies highlight the works of such scientists as Valerii Finogentov (2009), Givi Givishvili (2009), Pavel Gurevich (2018), Anna Kudishina (2005), Valerii Kuvakin (2003), Vladislav Lektorskii (2018), Volodymyr Lytvynov (2000), Nikita Moiseev (1999), Vadim Rabinovich (2008), Valentyna Voronkova (2010), Vladimir Zhukotskii (2006). These works are characterized by the humanism comprehension as a system of ideas about the purpose of man in his aspiration to the acquisition of his essence and the necessity of creating the conditions for such acquisition is substantiated.

A great deal of literature is devoted to the study of the relationship between humanism and religion: is humanism a product of religious spirituality, or did it arise in the process of conflict between man and the church, which occur-

red in an era of Renaissance thought and has not been completed to nowadays. Research in this area is characteristic of Karl Christ (1990), Bengt Hägglund (2007), Paul Kurtz (2007), Valerii Kuvakin (2003) and a number of other philosophers. They all find elements of confronting the religious and secular principles of humanism, and also consider modern secular humanism a nascent phenomenon, defined by theologian Karl Christ as "an alternative to theological despair" (1990, p. 73). The opposite view is held by Nikolai Berdiaev (1952), Semen Frank (1930; 1992), Alexander Men (2018) and many others who argue for the contribution of religion, especially Christianity, to the formation of the humanism idea**.**

The technology influence on the transformation of relations between man and nature, the noospheric formation and evolutionary humanism, as well as transhumanism are considered in the works of Albert Schweitzer (1923; 1987), Vladimir Vernadsky (1926; 2013), Jean-Paul Sartre (1953; 2007), Pierre Teilhard de Chardin (1956), Nick Bostrom (2010) and others.

The formation of a pragmatic aspect in humanistic constructions can be seen in the education sphere, which poses and solves the specific problems of forming the conditions, means and ways of realizing the human in the human being by humanizing education. So the nature and status of humanistic educational approach, the role of humanization of education in the humanistic potential development of society have been analyzed in the works of Vasilii Sukhomlinskii (1969; 2016), Shalva Amonashvili (2018), Vasyl' Kremen' (2018), Vladislav Lektorskii (2018), Yaroslav Martynyshyn, Olena Khlystun and Yelena Kovalenko (2019).

Orientation to practice is peculiar to contemporary globalist constructions that have been influenced by the sentiment in modern society. They focus on the global humanistic programs formation aimed at curbing catastrophes that threaten modern man. This aspect is represented by researches of Talcott Parsons (1964; 2007), Andrei Sakharov (1990), Nikita Moiseev (1999), Mikhail Deliagin (2003), Vladimir Dergachev (2005), Thomas Friedman (2005), Paul Kurtz (2007), Mark Juergensmeyer (2013), Steven Pinker (2018), Michael O'Sullivan (2019), Adam Sneyd (2019).

Turn to the humanism practice, the search for the implementation of humanistic principles in politics, business, psychology, management, as well as other social practices of society is traced in the works of Fritz Roethlisberger (1941; 2014), Mary Follett (1942; 2014), Elton Mayo (1945; 2008), Viktor Frankl (1947; 2006), Jospeh Cangemi (1980), David Baldwin and Robert Migneault (1996), Jürgen Habermas (2003), Francis Fukuyama (2004), Jean Baudrillard (2010), Michael Pirson (2017), Ana Honnacker (2018), Jennifer Hancock (2019) and other human scientists.

Unresolved issues. Today, there are a number of major international and national humanitarian organizations in the world: the International Humanist and Ethical Union, the European Humanist Federation, the American Humanist Association, the British Humanist Union and others. Their activities are aimed at developing strategies for the humanistic development of the world community and finding ways of interaction between people, cultures and states. These organizations collaborate with the most influential international institutions: UN, UNESCO, PACE, UNICEF, WHO and others.

Such cooperation actualizes the new programs formation and humanism paradigms, which serve as a theoretical and methodological basis for the development and adoption of adequate concrete decisions not only in certain spheres of socio-cultural activity, but in all spheres of social practice. This is connected with a certain duality of contemporary world situation. On the one hand, humanism is a planetary project that humanity is striving for. On the other hand, there is a certain contradiction between humanism as an ideal and the absence of coherent, effective international mechanisms for its implementation in human life, the absence of a comprehensive humanistic expertise of social projects (Martynyshyn & Kovalenko, 2016).

At the same time, the issues of the essence of humanism as a philosophical category, and especially of the sociocultural phenomenon in management, the social and anthropological factors of the evolution of humanistic ideas, the mental peculiarities of civilization cycles, which determine the specificity of humanism and their humanistic management, remain insufficiently solved. Philosophical understanding of these issues will solve the problems that are actualized and substantiate the need to move to humanistic management, as a general paradigm of the present, which sets the methodological guidelines for the survival and mankind development.

2. Purpose and research methods

The purpose of the article is to carry out a theoretical analysis of humanism as a philosophical category and socio-cultural phenomenon in the management of society, which will provide an opportunity to create a reliable methodological basis for the construction of a humane society. The latter will be a condition for solving various ontological, axiological and pragmatic problems of human life.

Achieving this goal involves solving these problems:

− to reveal the essence of humanism as a philosophical category, ideological paradigm and the phenomenon of management;

− to explore the anthropological and socio-cultural conditions of the evolution of humanistic ideas and to identify the mental features of cultural eras that determine the identity of forms of humanism and humanistic management;

− to identify cultural and historical types of humanism and humanistic management and potential opportunities for their synthesis in the modern world.

The methodological basis of the study is the dialectical principle of co-gnition, systemic, historical, cultural approaches to the study of socio-cultural phenomena and processes in society. The study is based on the ideas of philo-sophy on the unity of matter, motion, space and time. Based on the dialectical principle of cognition, humanism and humanistic management are considered in the process of continuous development, transformation, transformation, as well as in relation to the material objects and spiritual entities of society. At the same time, special attention is paid to the fact that today humanism as a unique phenomenon and socio-cultural phenomenon in the management of society is a contradictory unity of various opposites: rational and irrational, formal and informal, authoritarian and democratic, elitist. All these and other polar opposites of the phenomenon under study are interpenetrating, passing into each other, being simultaneously in a state of unity and struggle. Their unity means that they are mutually supportive, and struggle means that they are not only mutually conditioned but also mutually exclusive. Consequently, the collision of opposites, their mutual struggle, is the internal source of any change, development and self-development of humanism. The struggle of the polar forces ultimately leads to the contradictions resolution, which is the transition to a qualitatively new state of humanism and humanistic management.

Humanism and humanistic management are explored from the stand-point of a systematic approach, according to which they represent a complex, open, dynamic system consisting of a set of interconnected and interacting subsystems and elements, united by a common purpose, aimed at ensuring the harmonious of humanity existence.

Concepts, forms and types of humanism are studied in chronological order and viewed through the prism of culture, cultural values, meanings, intercultural differences, which allows to understand more deeply the essence of humanism as the basis of modern management, its nature and to predict possible features in the future.

Research methods. In the course of the research the following general scientific and special methods have been used: contextual-analytical is to study existing scientific provisions on the problem of research; terminological is in clarifying the content and scope of the philosophical category "humanism"; phenomenological is for revealing the essence of humanism as a pheno-menon in the management of society; structural and functional are in the analysis of forms and types of humanism and organizational mechanisms of its practical implementation; semiotic is to clarify the meanings embedded in various types of humanism; modeling is to predict possible scenarios for the humanism development and humanistic management in the future; com-parative is when comparing different forms and types of humanism, establishing their similarities and differences; observation is when collecting empirical

data about a research object; abstraction is in order to highlight the essential properties of humanism and distract from the minor; analysis and synthesis are in-depth study of the humanism nature and humanistic structures of government; theoretical generalization is to summarize.

Research information base. The information base of the research is the scientific works of the most famous domestic and foreign scientists on the theory, history and humanism philosophy and humanistic management, psychology, anthropology, sociology, religious studies and cultural studies. The empirical substantiation of the basic conceptual provisions of the humanism phenomenon also uses the results of the authors' own studies, which are obtained on the basis of socio-cultural reality observations. The chronological boundaries of the study cover all cultural and historical cycles of civilization, and territorial covers the whole world.

3. Research results

In the discourse of modern philosophy there is no unambiguous definition of humanism as a system of ideas about the person's essence, human being, the characteristic of the human in human, humanity. Perceptions of humanism, humanistic management and their interpretations, determined by different social, cultural and philosophical contexts of understanding the concepts of man, the good of man, the interpretation of his humanity, freedom and nature. Accordingly, there are many definitions of humanism as a sociocultural phenomenon in the management of society. It should agree with *Nikita Moiseev* (1999), which warns of the dangers of simplistic idea of humanity, to transfer it into everyday perspective (p. 31). Humanism orientation to achieve the good of the person, to ensure the individual development, his individual freedom is often perceived as a need of the individual, but not as his duty, and in the minds of many is not associated with the fate of society, the organization of his humane life.

A common point in explaining the concepts of "humanism" and "humanistic management" is their study in the system of philosophical and anthropological issues, i.e. in terms of essential gifts manifestation and human needs. The variability of the idea of humanity of the individual consistently leads to a change in the content of the humanism image, thereby defining its historicity.

Applying to the mental basis of different cultural and historical types, cultural epochs allows to distinguish not only the individual nature of the humanistic worldview, but also the cultural and historical background of this phenomenon as a system of value orientations, immersed in a particular culture and historical epoch.

Thus, ancient culture with its specific mental principle of intellectualism, according to which the mind is considered one of the highest instances and the most important ontological characteristics of man, is inherent in understanding humanity as reasonableness. An example of this understanding is the presentation of the ancient Greek philosopher *Aristotle* (4th cent. BC; 2004) it is about the priority of reason and the common good.

The Christian rethinking of the essence and purpose of man led to a change in the humanistic idea, which was closely connected with the ideas of the ascetic nature of human essence, of human purpose as a moral improvement, as the growth of mercy, compassion. *Aurelius Augustinus* (398; 2015), a philosopher and theologian, a saint of the Catholic, Orthodox, and Lutheran churches, who stood at the intersection of ancient and Christian culture, defines a person according to Platonic imagination as a body-possessing soul (pp. 97-98). At the same time, his soul is not only a reasonable entity, but a hierarchy of forces, the highest of which is the power of Love, which allows one to see God, to know one's self in the involvement of God. The good of man seems inextricably linked to the good of mankind.

The Renaissance is characterized by a radical transformation of anthropological principles. Man as the center of the universe becomes independent, autonomous. He exists as individuality. The last means that each person is unique and of the highest value, and together with other people, and even with God. Therefore, the basic meaning and purpose of her life is the talents development and abilities received from God, as well as the growth in humanity, that is, the realization of each of its essential foundations. Since the Renaissance, the main trend in Western European culture has been the emphasis on the individual-personal aspect of human being.

The selection of the individualizing component correlates with the idea of the person of the Renaissance as the center of the world, as a carrier only to her inherent creative and cognitive abilities, a creation that is endowed with limitless freedom. Accordingly, anything that limits these possibilities is considered to be antihuman in nature because it reduces the self-worth of a person to be correlated with the value of God (God-like). The individualizing background, defined by the mentality of the Renaissance, shapes the significance of individualism and the principle of the value of any individuality (Martynyshyn & Kovalenko, 2017).

In this way, the idea of humanism of this era includes the justification and exaltation of earthly, individual human needs, forms the principle of the right to fulfill these needs. This era also focuses attention on the conditions of realization of humanistic essence of man, on the ways and means of realization of this humanism system. An example of this sociocultural expression

of Renaissance humanism is the models of social order described by the English philosopher and saint Roman Catholic Church *Thomas More* in the work "Utopia" (1516; 2005) and the Italian philosopher and theologian *Tommaso Campanella* in the work "The City of the Sun" (1602; 2006).

For humanism of Modern Times as an epoch, determined by the avantgarde position in the science of mathematics, physics, astronomy and mechanics, it was natural revival of the cult of the ancient mind as a fundamental characteristic of man, its highest value associated with the good and therefore with humanity. It is no accident, according to the English philosopher, representative of empiricism *John Locke* (1690; 2014), that the mind as an immanent feature of human essence is the unity of intellectual ability and common sense (p. 231). Common sense is some practical principle from which all virtues derive.

The emphasis on self-determination of the individual through the mind, on the free development of subjectivity, on the assertion of true existence characterizes the further evolution of the Western European humanist idea. From the creators of German classical philosophy *Immanuel Kant* (1785; 2008) and *Georg Hegel* (1837; 2004), it takes the form of theoretical ideas. For G. Hegel, humanism means the possibility of individuality free being. The latter involves the correlation of self with substance and the assertion of selfas general (p. 259). Such growth in the community is a condition of self-discovery and self-assertion of individuality. In this way, humanism becomes a program of free self-existence with the help and in the name of the mind. Famous appeal I. Kant "Sapere aude!". The latter means having the courage to use your own mind (Martynyshyn & Kovalenko, 2018b).

German philosopher-irrationals, representative of the life philosophy *Friedrich Nietzsche* (1888; 2017) exacerbated the humanism problem. He created the ideal of a self-made personality capable of self-shaping and transcending beyond humanism. Such a personality is characterized by a constant struggle between its creative and creative personalities, between creation (all lazy, weak, seeking compassion) and the creator, the superhuman (desire for self-determination, crystallization of power, assertion of will to power, above all, over his own creative side). A person appointment is understood as the acquisition of authenticity, identity, and return to their ontological foundations. But by doing so, man was put on the brink of existence and disruption. In his writings the later developed in existentialism tradition of awareness of the constant problem of human existence, since the essence of man is not a primary data, but is a process of self-determination. Life becomes a constant desire for its own super humanity. Growing up in super humanism as superhuman it means the acquisition of freedom, in fact a human free essence, but essentially torn out of society and communication. The human personality is not just individualized, but also involves itself in loneliness, loses its like.

In more balanced forms, humanism is represented in the writings of the founder of philosophical anthropology *Max Scheler* (1928; 2009) and one of the creators of existentialism, *Karl Jaspers* (1949; 2016). Preserving the idea of human dynamism, its procedural and internal mobility, M. Scheler searches for the peculiarity of the human essence. He sees this peculiarity in the ability of the spirit to transcend beyond the limits of life (p. 82). K. Jaspers shows that the essence of the person implies the achievement of self-identity through the disclosure of the uniqueness and identity of the person himself (p. 145). Accordingly, the conceptual features of humanism and humanistic management are defined by the concepts of "self-creation", "self-formation" and "the acquisition of authenticity". Authenticity means the way of human existence in socio-cultural reality and presupposes the essential existence of life.

It should be noted that within the framework of national culture, with its collectivism, value of mercy and compassion in absolute (most often religious) values, European norms seem averaged. Humanism is unthinkable without humanity as compassion in its utmost expression, as a compassion for everything, for every person, for the fate of the people and the country. The acquisition of its essence becomes inalienable without the acquisition of God. The latter agrees with the humanism of M. Scheler, who showed that self-consciousness, the consciousness of the world and the consciousness of God are indissoluble unity and coincide with the person's property of his essence.

The Russian religious philosopher of Ukrainian descent, the existentialist *Nikolai Berdiaev* (1952), who fully fits into the intentions of a new phase of the humanism historical evolution, wrote that it is the Russian culture that is most acutely aware of the contradiction between humanism as a theory and practice. He noted that although there was no Western Renaissance humanism in Russia, the humanism crisis was particularly acute.

For the hermeneutic philosophical tradition of ascending to humanity, as the main goal of human being, means going beyond the ordinary situation, striving for transcendence, to freely constructing consciousness. Considering the leading humanistic concepts such as "education", "judgment", "common sense", "liking"; the German philosopher, the founder of philosophical hermeneutics *Hans-Georg Gadamer* (1976; 2008) came to the conclusion of cultural and historical conditionality of understanding, knowledge human (p. 94). This approach shapes other anthropological grounds; a person is understood here as conditioned by a traditionally changing. Accordingly, humanism is defined through a system of such principles relating to man, as: self-realization, self-existence, self-expression, and self-creation, self-determination, which have a cultural and historical character.

The notion of humanism as self-determination and creation is inherent in existentialism as a humanism form. These principles are borne out by the

French philosopher, Nobel Prize winner *Jean-Paul Sartre* (1953; 2007), that man is responsible not only for his personality. He is responsible for all people (p. 21). The existential approach to the human being is to treat the person as they are, rather than as being brought to them from the outside. The idea of recognizing man as the highest value and self-worth was also developed by existentialism.

The Soviet-Russian philosopher of philosophy *Valerii Kuvakin* (2003) notes that in the modern world there is a point of view that humanism is inherently a part of the philosophical elite, of people with a high level of self-awareness, of the carriers of noble democrats (p. 114). The modern understanding of humanism is characterized by a high degree of recognition of another person's self-worth. According to the definition of the philosopher of culture *Vladimir Zhukotskii* (2006), humanism is an exceptional sense of measure, an ingenious point of absolute equilibrium between thought and the object of thought, between an idea and its embodiment. This is the point where one person meets another person and the two I form the perfect and, oddly enough, completely real moment of harmonious unity (p. 38). The memory of such a moment and the ability to reproduce it over and over again form the true beginning and path of humanistic humanity and humanistic management.

The idea of becoming an ontological human personality is inherent in the synergistic paradigm. However, a person in a synergistic paradigm is an open system that interacts with other dissipative systems in the evolutionary process. Hence the focus is on solving the problems of all human systems, the focus on the good of humanity. Thus, the synergistic understanding of man leads to the dominance in the humanism system of the good of humanity as concern and participation (Fuller, 1982, pp. 721-722). In addition, people should look at their activities from the human point of view, from the standpoint of the relationship between society and nature. Synergetic generates the principle of equivalence and equivalence of all components of the evolutionary process: human, society and nature, which enriches the conceptual framework of modern humanism and humanistic management.

Recognizing as humanistic values the principles of self-fulfillment, self-realization, and acquisition of one's own existence is peculiar to anthropological thought. The modern European philosophical and anthropological paradigm gives the idea that the preservation of human life, the creation of conditions for self-realization, for the assertion of dignity of the person are the main principles of humanism. An example of such a humanistic paradigm is the concept of human potential, which is based on the following postulates: the goal of sociocultural development is a person, expanding the field of its possibilities in free self-determination, in creativity (Fowler, 1999). At the

same time, the criterion of socio-cultural development is not the development of science and technology, but the person, the level and the extent of its capabilities in creative self-realization, in the management of social relations.

The humanistic concept of human potential is oriented towards the realization of humanistic principles in all kinds of human activity, including in management. Accordingly, we can talk about the formation of this kind of humanism, which sees its purpose not so much in the justification of humanity of man, the justification of his desire for his existence, but in the explication of the conditions of the person's purpose, its essence. We should agree with the English scientist *Julian Huxley* (1986), who believes that today humanism can be called a special scientific worldview, and everyday human activity and management, which correlate with it (p. 167).

Another aspect of the comprehension of humanism is given by its juxtaposition with the concept of humanity. There are a number of points of view regarding the relation between the concepts of "humanism" and "humanity". Usually, one group of scientists puts a sign of equality between the concepts of humanism and humanity (Finogentov, 2009; Gurevich, 2018; Givishvili, 2009; Voronkova, 2010; et al.). For the other group, a characteristic understanding of humanity as an inherent positive trait of doing good, responsive, and caring towards people, etc. (Kudishina, 2005; Kuvakin, 2003; Lytvynov, 2000; Zhukotskii, 2006; et al.). Whereas humanism is understood as enhancing this natural ability to the level of human consciousness, and transforming it into a reasonable humanity. Thus, as shown, the essential features of humanism as a philosophical category and sociocultural phenomenon of management are historical in nature, suggesting an analysis of specific historical forms of humanism and humanistic paradigms.

The diversity of humanistic ideas creates certain difficulties for their analysis and identification of the socio-cultural conditionality of this or that type of humanism and humanistic management. In modern historical-philosophical and scientific studies there is a tradition of isolation of different types, forms of manifestation of the humanistic idea. Different approaches to solving this problem we find in the works of Martin Heidegger (1956; 1996), Julian Huxley (1986), Corliss Lamont (1991), Valerii Kuvakin (2003), Anna Kudishina (2005), Paul Kurtz (2007) and others. However, these approaches are so different that it is difficult to bring them together to solve the problem of systematic construction of types of humanism and humanistic management. Most likely, a rigid formalization of such a typology is impossible, but it seems possible to distinguish common formative types: Western and Eastern.

The Eastern type of humanism and humanistic management is the humanism of Eastern religious-philosophical conceptualizations. The Eastern humanism is characterized by the following features: appeal to a person's idea

of his nature; subordination to God, system, or ritual; the inability to understand man as the "center of the universe"; a certain shift of reference points from humanism to humanity as a socio-cultural category, non-violence; the absence of the possibility of individualization and personalization in the team, the presence of features of impersonal unity.

American researchers *Leslie Stevenson* and *David Haberman* in their monumental work "Ten Theories of Human Nature Third Edition" (1974; 2004) describe in detail the features of Eastern humanism. First of all, it is the subordination of the Fate, which cannot be changed or subordinated to itself, and the Heavenly Commandment, which, though difficult, but can still be conceived by man (p. 23). This is very important, because if one realizes that the material goods of life depend on Destiny, then they will realize the futility of pursuing them and will direct all their efforts to the attainment of heavenly morality.

The contemplative humanism of the East is a set of principles that is the embodiment of the oriental mindset inherent in the unity of man and nature. Man and nature in the Eastern Indo-Buddhist, Taoist worldview are the embodiment of a single spiritual entity. This conception of man is the cornerstone of the Oriental worldview, including Oriental humanism and Oriental humanistic management, when systems of principles about the human essence, the conditions for the realization of this essence are formed through the prism of unity of man and nature, human involvement in the natural and, moreover, in the social world.

If we consider humanistic worldviews related to Hinduism, Buddhism, Taoism and Confucianism, despite the significant differences, a feature that unites them is the lack of emphasis on personalization, isolation or opposition to society and nature. Primary harmony between man and nature, between man and society is disturbed when people think of personal gain, not the good of the motherland, break the connection between word and deed, and become unfriendly to other people.

Another prerequisite for the formation of humanism and humanistic management within the Eastern world is the value of the ritual and its strict submission to it. Ritual is something of value, cementing a standard norm, passed down from generation to generation and striving for the overriding goal of replacing the personal interests of man with the interests of public, state or even space.

In ancient Chinese philosophy, humanistic principles were formed in accordance with the principles of the Confucian Code, which stated: let a father be a father, son is son, subject is subject, and statesman is statesman. At the same time, reverence for the elders, dedication to the homeland combined with law-abidingness and ideas about the need to accept the traditions of society with an "open heart".

Given that by their nature all people are equal and their differences are inherent in their habits and characters, the ancient Chinese philosopher *Confucius* (5th cent. BC; 1997) associates humanism with the principle of "ren". "Ren" is a moral law that is the pinnacle of human dignity, human in human. The thinker is convinced that people can quite conquer it. "The teacher said: is humanity so inaccessible? All you have to do just want it and it is right there" (p. 49). The very essence of a perfect person is thus a benevolent heart. Confucius regretfully notes that this virtue is a rarity in the world: "I have never met a person who would find humanity attractive" (p. 86). Therefore, potential social harmony is replaced in reality by discord.

In addition, the definition of "ren" has another meaning: "To restrain oneself in order to meet the requirements of ritual in all things is humanity" (ibid, p. 87). Researchers at the fundamental principles of Confucianism, *Leslie Stevenson* and *David Haberman* (1974; 2004) note the achievement of humanity as the main goal of human life: "Humanity is the only worthy goal of life. Confucius argued for the comprehension of the essence of both Heavenly Commandment and Destiny, but for various reasons. The commandment of Heaven is the true object of the highest interest, while the Fate must be courageously accepted" (p. 28). The same is the purpose of a moral person who lives by the laws of social morality. Although Confucius did not give any detailed definition of human nature, he insisted that humans are essentially the same. All differences between people, according to the ideas of Eastern thinkers, come from a different lifestyle.

Confucius's thesis about the human (natural) basis of man as his kindness, about the innate humanity of man is developed by his disciple *Mencius* (4th cent. BC; 2016), who is called the "second sage". In his treatise on kindness, he writes: "Wherever water flows, it always flows down. So is a man – he always strives for good" (p. 62). The idea of Mencius is that a person's innate desire for good is manifested in compassion, a sense of shame and indignation over evil, a sense of rightness or wrongness in his actions, and a desire for justice.

This conception of the person's essence is supplemented by the evil conception as the immanent person's essence and the neutrality of human nature. *Gao Tzu* (5th cent. BC) writes: "Nature (human) is like a thundering stream of water: you will open it the way to the east and it will flow to the east, it will flow to the west. Human nature is not divided into good and bad, just as water does not distinguish between east and west in its current" (Fung, 2017, p. 54). *Sun Tzu* (5th cent. BC) claims that man is inherently evil. It is natural for man to strive for the "desire for profit and lust" (ibid, p. 69), with which he is born.

Thus, one can speak about a specific form of humanism and the humanism of Eastern religious-philosophical teachings, which, as well as the Western

philosophical tradition, is characterized by the formation of ideas about the person's essence as a combination or the presence in it of three qualities: positive, negative and neutral.

The principle of collective responsibility for what is happening, the departure from the cult of one's individuality towards collective well-being is characteristic of the Shinto mentality of the Japanese management culture. An example of the embodiment of the value of collectivism in this culture is the following mechanism: the selection of candidates for work in a Japanese firm is considered not the individual talent, not the ability to original thinking, but the opportunity to adapt to the climate of the collective of the firm, to adopt its traditions, its principles of work. The human individual is a brick in the wall of the nation – such a characteristic feature of the Japanese consciousness, which is a conglomerate of ideas about the unity of the nation in order to achieve the goal.

One of the most prominent physicists of the twentieth century, the Nobel Prize winner *Albert Einstein* (1940; 2012) said: "The religion of the future will be the cosmic religion. It will have to overcome the concept of God as a person, as well as avoid dogmas and theologies**.** Embracing both nature and spirit, it will be based on the religious feeling that arises from the experience of the meaningful unity of all things, they are natural and spiritual. If there is a religion that can meet modern scientific needs, it is Buddhism" (p. 89). Buddhism proposes that the individual find freedom in the inner, not the outer world, to attain enlightenment by acquiring nirvana. Orientalist *Otton Rosenberg* (1991) writes: "The truth is one, but different people have to say it in different words, the path to truth is not the same for everyone. And Buddhism does not insist on the path, only to achieve the goal" (p. 184).

One of the essential components of Buddhism is the conception of the predominance of spiritual riches over the material, the liberation from lust, slander, unnecessary fuss and other flaws. In this way, spiritual liberation becomes the humanistic norm and manifestation of the person's essence. In Buddhism, with its contemplative perception of the world, the main conceptual feature is the principle of getting out of the chain of suffering by attaining nirvana as the pinnacle of spiritual perfection. A person in Buddhism should be free from psychological experiences, suffering and perceive everything calmly, with a pure heart. In Buddhist philosophy, like Confucianism, human qualities such as charity, kindness, and tolerance occupy the first place, and there is absolutely no room for personification of man, for raising him above himself to be similar to that of Western consciousness. Warrior, conqueror, conqueror of nature, Europeans and observers, patient and peaceful Buddhist there are two completely different attitudes to the world.

The active nature of Western humanism is at odds with Buddhism, and at the same time sees Buddhism as a source of escape from the spiritual crisis. But Buddhism has rice and is incompatible with the active aspect of humanism – humility in the face of suffering that a person must patiently endure in this life, without changing anything in it, which does not allow calling Eastern humanism active. Thus, a sense of impending doom fate and the inability to change things in this life that is typical of the Buddhist mentality manifests itself in humility regarding death as the end of the next cycle of rebirth. This is all the drama of Eastern humanism. One elaborate and contradictory tangle blended the beautiful Buddhist theory of Ahimsa (not to the detriment of all living things) and complete submission to its karma as the law of rebirth.

A humble attitude towards life and taking power over yourself is also characteristic of the Indian culture based on the Vedas with their inability to get out of their social state. But one should not accept the oriental perception of human nature as something "anti-individual", suppressed by the public interest. An ancient Indian poet and philosopher *Kalidasa* (4th cent. BC; 2006) noted that "a person stands up to full height when she or he realizes the virtues and value of life" (p. 381).

Multicultural interaction with the world community has somewhat changed the traditional perception of the East about the place of suffering and compassion in human life. Thus, the idea that emerges from the idea of the need for social compassion, which means a departure from the traditional contemplation of Eastern humanism. An understanding is formed that compassion is above the law of karma.

The concept of Oriental humanism shapes the principles of maximum nonviolence and unity as the determining conditions for the realization of man's essence, as the principles of relation to man and the world. It was it what became the methodological basis of a policy of "silent" rebellion, suggesting non-violent counteraction. Today, such principles of Eastern humanism as tolerance, humanity, charity, tolerance are especially relevant for the multicultural world, for cultural communication, for managing the life of society.

In addition, Oriental contemplation, as a principle of harmony with the world, became the basis for other humanistic concepts, which stood out in independent directions of humanistic thought in various cultural and historical forms of philosophizing and managing the people's life. The contemplative component of humanism aims not at conquering and changing the world, but at the wise use of the space around it.

Contemplative humanism can be seen as a component of modern humanistic concepts, contributing to a certain harmonization of man, in one

way or another, weakening the sense of existential discontent and alienation characteristic of the European culture.

Western humanism begins to take shape in ancient culture with its inherent cult of beautiful human physicality and intellectualism, which means a cult of intellectual pursuit unrelated to practical benefit, a cult of individual improvement and, at the same time, service to the Fatherland. Ancient humanism is formed as the embodiment of the mental foundations of ancient culture, which determine the high position of man as a free citizen, preferring to engage in science, philosophy, gymnastics, and military affairs. According to the opinion of the Russian researcher of ancient socio-cultural reality *Aleksej Losev* (1989) and a number of other scholars, the original ideas of humanism (which later found a place in the European humanist tradition) were formed under the influence of the ideas of the Sophists and Socrates, which changed the course of anti-centric thought the side of anthropocentrism.

The ancient Greek philosopher *Plato* (4th cent. BC; 2018) observed that the Protagoras sophist, substantiating the thesis of man as "the measure of all things", that is, the measure of truth, morality, utility, good, emphasizes the centrality of man in the system of ancient values, which causes the appeal to a more detailed study of the human essence (p. 234). Realizing this anthropological turn, the teacher Plato *Socrates* sees the purpose of man in self-knowledge, in the affirmation of reason, virtue (p. 47), as an ontological characteristic of man, his humanity.

The humanism principles are clearly traced in the culture of the Greek polis. Here, a person deprived of virtue was considered wicked and savage. Therefore, Paideia's education has been central to this culture. It is, according to ancient thinkers, distinguished man from an animal free from slaves, a philosopher from the mob. Education was associated with all sides of the policy's life, with the formation of social traits and, according to the views of the ancient Greek philosopher-encyclopedic *Aristotle* (4th cent. BC; 2004), is one of the most important conditions of happiness for all members of society (p. 58). *Plato* (4th cent. BC; 2018), however, regarded "Paideia" as a revelation of the ontological essence of man, making it a way of discovering true being, a way of philosophizing.

A similar understanding of the humanistic consciousness of antiquity is expressed in the judgment of the ancient Greek writer *Lucian* (2th cent. AD; 2016) that the state should strive "for citizens to be beautiful in soul and strong in body: for it is these people who live well together in peacetime and during the war they save the state and protect its freedom and happiness" (p. 97).

Humanism, in the aspect of its functioning as a system of regulators in the management of human activity, remains a necessary and essential aspect

of Roman consciousness. At the same time, if the Greek philosophical tradition substantiated the ideal of "Paideia", then Roman culture emphasizes the need to reconcile individual and social values, which was conditioned by such a mental basic principle of Roman cultural and historical consciousness as practical's.

It should be noted that the Roman socio-cultural reality is characterized by the formation of an individualizing background. For the first time the Roman philosopher *Seneca* (64; 2017) focuses on the person's inner world, the service of the mind. It is in reflection that a person comes to the need for reasonable mercy, responsibility to himself (p. 388). These principles were formed both spontaneously and as a result of philosophical understanding of society by ancient consciousness.

The practice of implementing the principles of humanism presupposes the need for education as a basis for the formation of appropriate humanistic principles. Humanistic ideas inherent in the social morals and ethics of ancient thinkers were later used by humanists and enlighteners of later eras – the Renaissance and Modern Times.

The affirmation of a new socio-cultural context, of the Christian worldview, leads to a new anthropological shift and, accordingly, a new modification of humanism, which becomes another typological cultural-historical form of Western humanism.

Today, the problem of identifying the role of religion in shaping the humanistic ideas of the West remains relevant. Philosophical reflections on the place of religion can be distributed on a scale from religious (Christian) humanism, which assumes the deterministic role of religious consciousness in the formation of humanistic principles to the complete denial of such a role, which is represented in various directions of philosophical thought.

Christianity defines man as the image and likeness of God. God is the focus of all spiritual perfection, so the idea of man as an image of God sets the desire for Truth, Beauty and Good as transcendental absolutes. God represents eternal perfection; man is the likeness of perfection. Love, goodness, mercy are as the basis of human relation to other people become the basis of Christian humanism.

The principles of philanthropy, compassion, charity, which are embedded in Christianity, they are intrinsically linked to the concept of humanity that is included in our conception of humanism itself. American philosopher, one of the few globally recognized theorists of humanism, *Paul Kurtz* (2007), finds in Christianity a particular sphere of grand, figurative, emotional perception, the embodiment of poetry of good and aesthetic inspiration, the dramatic expression of our existential hopes and faith (p. 52).

Christianity embodies the morality principles and morality, which are transmitted through concepts such as humanity and mercy, tolerance and courage, love and gratitude, honesty and justice, and other signs of human humanity. Man in essence is the embodiment of the desire for transcendence. The soul of man is the design of God about man, so it is inherently inherent in the desire for God, the knowledge of God, the knowledge of one's soul through God. In particular, this understanding of the relationship between God and man is peculiar to *Nikolai Berdiaev* (1952): "Higher humanity is laid down in Christianity because it relies on godliness and Christian personalist, on the recognition of the highest value of every human personality" (p. 137). Contemporary Russian philosopher and cultural researcher *Pavel Gurevich* (2018) is convinced that the true homeland of humanism is Christianity, since it is "Christianity that has established a personal tradition in European culture, focusing on a vibrant, sensitive, sensitive, thinking personality. Christianity created the will of her thoughts, her feelings, and then we can talk about a humanistic worldview" (p. 351).

Christianity plays a decisive role in shaping strategies for the realization of man's essence. "Be perfect, therefore, as your heavenly Father is perfect" (Matthew, 5:48) i "So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets" (Matthew, 7:12) – fundamental theories of Christian morality, outlined in *Gospel of Matthew* (1th cent. AD; 2011). The Christian model of humanism is based on the understanding of man as the unity of two principles: carnal and spiritual. The soul is that which God breathed into man and gave him a share of himself. Thus, in every person there is a part of the Creator. Considering the purpose of human life's conscious desire to follow the laws of high morality, identifying them with the moral teachings of Jesus Christ, one's personal ideals and actions must conform to the moral laws of the common good, which eliminates the selfish narrowness of personal or group interests.

A new vision of humanistic principles contrary to Christianity was formed in the Age of Enlightenment under the influence of socio-cultural reality with its inherent recognition of the rule of human reason and natural human rights, the equality of all not before the law of God, but before the human.

In the XVIII century there was a rethinking of the Christianity basic concepts. French Enlightenment philosophers Diderot (1746; 2013), Rousseau (1750; 2019), d'Holbach (1756; 2008), Voltaire (1765; 2017) clearly linked humanism to materialism and atheism, proving the failure of Christianity, which, in their view, served as a church and state power instrument of domination over the ignorant people. Humanity, humanity of man is, according to humanists of the Enlightenment, in a natural way to the kind of suffering of his own kind and in natural benevolence.

Denis Diderot (1746; 2013) believed in the possibility of human knowledge that would help him "spread his wings" as soon as he could get rid of the armor that shackles him – religion and fear that eats into his soul before being punished in the form of a terrible judgment. "Take away the fear of hell from the Christian, and you will take away his faith!" (p. 683), – radically tuned Diderot.

According to *Paul-Henri d'Holbach* (1756; 2008), "Christianity became a religion of the poor because it proclaimed a poor God; the poor have preached this religion to the poor and ignorant, which is in keeping with the spirit of these miserable and unhappy people" (p. 239). The Enlightenment maintained that man would never be free until God expelled him from his thinking and mind. They believed that as long as one believes in mysticism, he can neither know the world nor master it. Instead of science and happiness, it will only become slavery, poverty and ignorance.

The ideas of liberation from religion were embodied in the social practice of the era of the French Revolution by attempting to replace the Christian religion with the cult of Reason. At the same time, social practices were accompanied by carnivals, parades, coercion of priests to renounce the dignity, churches looting. This is how the contradiction between the theory and practice of humanism turned out to be a precedent for militant atheism.

Further development of the tradition of radical free thinking is made by the German philosopher *Ludwig Feuerbach* (1841; 2018), in accordance with his anthropological concept of the materialistic origin of religious consciousness. According to this conception, the gods give rise to the fear of man against the forces of nature, the social forces on which his existence depends. In its turn, fear is caused by human needs of well-being, happiness. Recognizing the great importance of religion, it identifies true (anthropological) and false (theological) religions.

The humanist conception of the Enlightenment has been sharply challenged by representatives of Christianity. Orthodox theologian *Alexander Men* (2018) writes that "Rousseau has developed his concept of the perfection of human nature, which is distorted by the growth of urban civilization. The "natural man" was declared a martyr in need of release. As soon as he or she removes the burden of conditioning, his or her life will blossom in all its splendor and grandeur. The French Revolution (the brainchild of Rousseau) proclaimed its religion a brotherhood of people and hoped for a change in the social order to give the world the desired freedom and happiness. But in practice, as in other similar cases, the brotherhood turned into terror" (p. 211).

At the beginning of the XX century there was a split of free thinking and atheism. On the one hand, various forms of atheism are formed: fascism

and Bolshevism, on the other hand there is secular humanism, which tends to agnosticism, rationalism, indifferentism, skepticism and tolerance towards believers. The latest trend is mainly related to European social democracy and liberalism (Martynyshyn & Kovalenko, 2018a).

During the post-war period, official ideology in the USSR continued to restrict the activities of religious organizations, but gradually incorporated Christian principles and virtues into their positions. According to historians, the "Moral Code of the Builder of Communism" was created on the basis of Christian commandments, the principles of which were repeatedly rethought, reformulated, but retained their conceptual basis (Vishniakov, 1965).

Post-Soviet socio-historical reality marked by the return of religious-humanistic values. However, it is accompanied by a general and uncritical denial of the values of Soviet culture. Among them humanistic values were recognized: mutual aid and mutual assistance, collectivism, belief in science and scientific and technological progress as the basis for building a society of equality and prosperity. These values were the regulators of the way of life of the Soviet people, the basis of an optimistic attitude towards the future, confidence in the reach of a bright future. At the same time, this did not prevent the authoritarian, atheistic Soviet state from suppressing freedom of conscience, persecuting the faithful and the clergy.

The democratic upsurge, many processes that took place during the perestroika and early 1990s, despite great economic difficulties and growing chaos, were marked by feelings of "repentance". In this way, a cultural and psychological basis was prepared to move to the next stage of evolution in the relationship between religion and humanism in Ukraine.

The modern period of humanism development in Ukraine is characterized by the restoration of forgotten or forbidden pages of the national culture. First of all, the phenomenon of the so-called Spiritual or Religious Renaissance, aimed at criticizing the traditional idea of humanism of the Enlightenment, as well as Marxism, salvation for the renewal of the Gospel understanding of man, combining the liberal idea of freedom, creativity and dignity of personality with personality.

Christian humanism, forming the principles of relation to man, performs a significant regulatory and managerial function, setting the existential intentions of human existence, forming the sphere of spirit that becomes a condition for human existence, save it from the tribulations of the world, various forms of evil, both social and ideological and actually cultural. This applies above all to the values proclaimed by postmodernism as one of the newest forms of nihilism. Destroying both secular and religious systems of values, he leads to the erosion of the invariants of humanism, the deconstruction of universal

humanistic universals, to the crisis of humanism, the humanity crisis. The answer of religious humanism is a return to God, to religiosity. For the religious consciousness, it always comes with the understanding that the possibility of a post-modern human being to emerge from an existential crisis is possible only through God and his grace.

4. Conclusions and discussion

Appeal to the problem of humanism due to its large impact on the evolution of cultural and historical reality and a significant place in the management of society. Humanism is invariant in the search for the meaning of human existence, which is seen, above all, in the acquisition by man of his essence, humanity, and it is historical, since it is culturally conditioned by the understanding of the ontology of man, his humanity.

1. Humanism is a philosophical category and sociocultural phenomenon in the management of society, a system of ideas about humanity and conditions of its acquisition, which are specific-historical in nature and determined by anthropological and mental values of a cultural and historical reality.

2. Humanism as a worldview paradigm in management manifests its socio-cultural content in two ways: as an open system of values and as a toolkit for analyzing social reality in order to find the possibility or need to change social and interpersonal relationships. Therefore, humanism as a criterion for evaluating any social action is a component of virtually any management system and morality.

3. Humanism as a sociocultural phenomenon of management is realized through the objectification of its values in order to construct a humane society. The latter, in turn, is a condition for solving various ontological, axiological and pragmatic problems of human life. This creates a system of direct and inverse relationships between humanism and social practice (management).

4. Humanistic paradigms, moving from the sphere of theorizing to the practical plane, the plane of socio-cultural reality, management, become the methodology and practice of forming an effective social practice in various spheres of society.

5. Features of humanism interpretation in two aspects are as a philosophical category and socio-cultural phenomenon of management are interrelated, due to specific cultural and historical content. In the modern era, the problem of humanism is increasingly turning into the social plane. At the same time, the expert function of humanism grows, determining the correspondence of the quality of real relations between people, between man and the world in the whole humanistic norms, ideals of man and society of a particular era.

6. On the basis of historical-philosophical and comparative analysis, the two most common cultural-historical types of humanism and humanistic management have been identified: Eastern and Western.

6.1. Oriental, contemplative type of humanism refers to the humanism of Eastern religious-philosophical conceptualizations. It is characterized by: appealing to the idea of man about his nature; subordination to God, system, or ritual; the inability to understand man as the "center of the universe"; a certain shift of the orientations from humanism to humanity, non-violence; the absence of the possibility of individualization and personalization in the team, the presence of features of impersonal unity.

6.2. Western, active type of humanism, formed in line with the European cultural and historical philosophical tradition, characterized by the idea of a high position of man in society, the idea of anthropocentrism, the idea of free being, recognizing the high value of individuality and the possibility of realizing such immanent expressions of human needs, as self-creation, the acquisition of authenticity.

7. Contemplative humanism in the context of globalization can be seen as a potential component of active humanism, which finds its place in the latest forms of modern humanistic worldview. The installations of contemplative humanism become a platform for the development of environmental and noospheric humanism and humanistic management.

8. The use of the synthesis potential of Western and Eastern humanism becomes, for the globalizing world, a methodology of modernization processes in all spheres of socio-cultural reality. At the same time, an essential principle of this methodology is the idea of the co-evolution of all systems, their humanistic nature.

Scientific novelty of the research results is to deepen the understanding of the humanism essence as a philosophical category and sociocultural phenomenon in the management of society, as contradictory unity and mutual struggle of various humanistic opposites in the context of changing civilizational cycles, cultural and cultural differences.

The practical significance of the obtained results is manifested in the possibility of their use in the management activities of society, as well as in the addition of scientific theory and philosophy of humanistic management with new provisions on humanism as the basis of modern management system.

Prospects for further scientific exploration in this direction may be to justify a special state program that will provide intensive development of research in the field of humanistic management, creation of mechanisms of active human protection, society humanization, moral improvement, intellectual, mental health of the individual and society in general.

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The Manager's Competence of Socio-Cultural Activity in Measuring Socio-Cultural Effects

Abstract: *Introduction*. Transformational processes in Ukraine lead to increased public demand for the spread of innovative technologies of social and cultural activity. The measuring of the effects of social and cultural activity is a necessary element of many social and cultural technologies. Formation of the competence to measure social and cultural effects of managers of social and cultural activities requires careful theoretical, methodological and methodical substantiation. *Purpose and methods.* The purpose of the article is to substantiate the theoretical and methodological components of the educational technology of formation the competence to measure of social and cultural effects in system of abilities of future managers of social and cultural activity. In the course of the research a set of fundamental ideas of the activity approach, general systems theory, structural analysis, social, economic and psychological determinism, as well as methods of pedagogical observation, student testing, interviewing and interrogatory, text analysis of student projects were applied. *Results.* The expediency of profound formation of competence to measure of social and cultural effects in the professional training of managers of social and cultural activity is revealed. The content of social and cultural influence that makes a shift in the life activity of the individual and the society is shown. The concept of social and cultural effects, which exists as a scientific term and is accessible for scientific measurement, has been clarified. *Conclusions and discussion.* The scientific novelty of the obtained results is the confirmed

expediency of pre-emptive mastery of theoretical approaches to measuring social and cultural effects and supplementing the theory of social and cultural activity with new theoretical definitions of the concepts of "social and cultural influence", "social and cultural effect" and "measurement of social and cultural effects". The practical significance of the obtained results is reflected in their direct use in the process of training of managers of social and cultural activities.

Keywords: professional training of managers of socio-cultural activity, socio-cultural influences, socio-cultural effects, measurement of socio-cultural effects, the competence to measure of socio-cultural effects.

1. Introduction

The problem formulation. Training of higher education specialists in the specialty 028 "Management of social and cultural activity" in Ukraine has begun relatively recently. There are not many practical directions of social and cultural activity in which professional training of managers with bachelor's and master's degrees takes place. Those practical areas of social and cultural activity, which have already taken shape in Ukrainian society and have some legislative and very rarely financial support from the state, correspond to the level of development of the sphere of material production in Ukraine. The inhibition of the potential for rapid development of macro- and microeconomics over 28 years is not deliberate and arbitrarily organized. But no unplanned factors of manifestation of lack of expediency, spontaneity, unmanageability "work" not only in the fields of economy and politics. It is likely that the domestic branches of social and cultural activity are experiencing the greatest lag behind its European models.

Applicants for bachelor's and master's degrees in social and cultural management are studying in many Ukrainian higher education institutions. The courses of study at universities in different regions are almost completely repeated. Therefore, the problem today is finding new directions that would meet the needs of modern Ukrainian society and the tasks of economic and cultural European integration, reflecting the tendencies of renewal of socio-political and socio-economic reality. In addition, innovative social and cultural technologies of the modern type are able to serve as renewal tools in various spheres of political-administrative, legal, educational and civic life of society.

Objectively, there is a growing public demand for the distribution of new practical directions of social and cultural activity for Ukraine, the transformation of certain types of social and cultural activity into the sphere of business. In recent years, an avalanche of social and cultural projects with signs of innovation has emerged. Therefore, there is a growing need for rapid development of methodological approaches and theoretical generalizations

of the phenomenon of social and cultural activity in general, and in related fields of knowledge also. Numerous organizational, methodological and didactic issues of higher professional education of specialists in the management of social and cultural activity are still pending. Problems of modern methodological approaches to teaching students in the specialty "Management of social and cultural activities", have not yet received widespread discussion in professional publications. Including the methodological conditions for the formation of competence to measure of social and cultural effects in student-seekers degree "Bachelor of management of social and cultural activity" has not been discussed yet.

State study of the problem. Efforts to find out the essence of social and cultural influences, to understand the mechanisms of their actualization in the socialization and enculturation of the individual, the enculturation and humanization of society, to master the techniques and technologies of conscious control over them observe throughout the development of civilization in various theories and videos. Numerous conceptual approaches have historically been implemented in variable political-managerial, economic, legal, social-pedagogical, religious, esoteric, social-ecological, artistic, leisure, valeology and cultural practices. De facto, the problem of the essence of social and cultural influence is the main issue of a wide range of sciences of philosophical, cultural, anthropological, sociological, legal, political, religious and artistic directions.

One of the channels of insight into the essence of social and cultural influences is to research them as cognitive activity and to search for its sources. The first theorists, which tried to understand social and cultural effects as steps of the individual from unreasonable, animal existence to purposeful and conscious imitation of objective laws of nature development, logic of the Logos, physical and physiological connections of things and their eidos, attracting influence of universal Ideas or Forms was Thales (1989), Heraclitus (1989), Democritus (Lurie, 1970), Plato (1968), Aristotle (1975). It is their concept that is the origin of the understanding of the connections between the objective logic of things and ideas, the logic of language and the subjective logic of thinking as social and cultural effects, which are indicators of the level of enculturation of society and its humanization. In such concepts, where emphasis is placed on epistemology, the rationality of the human worldview is perceived by the individual as a free subject – a member of the society, who has the responsibilities of rational social and cultural activity.

Doubts about the absolutization of rationality as a free choice and duty of each individual and an alternative to the epistemological approach to interpreting the meaning of culture have repeatedly been formulated in the ethics of the Stoics, Epicureanism, the doctrine of "psychological apperception" by G. Leibniz (2013), the concept of transcendental apperception by I. Kant (1964).

The interpretation of the history of the formation of new knowledge and skills and their inheritance in separate economic and political communities as creative social and cultural events, the elucidation of the objective propagation of legal and moral ideas, the formation of nations and political institutions as indicators of social and cultural activity where realized by Sh. L. Montesquieu (1955).

Continues to elucidate the historical achievements of mankind as indicators of the universal influence of social and cultural activity, these include political, economic, legal, artistic, religious communications, writing, languages, means of poetic and intellectual creativity, moral virtues, ethnic characters, forms of political organization J.-B. Vico (1940). The the universality concept of social and cultural influences on the development of European peoples and nations is concentrated in the conceptualization of the category of civilization by F. Gizo (1860). According to him, civilization is not a synonym for the concept of culture (enculturation), as it is sometimes considered, but an indicator of the success of social and cultural activity. This category is an indicator of the quality of the result of the development of humanity and personality. Therefore, it is a productive concept, the potential of which in modern cultural, social, humanitarian sciences is far from being exhausted.

The preoccupation with the hyper-optimistic expectations of planetary civilization effects of social and cultural activity waned in the nineteenth century. An open appeal to the idea of studying the local-geographical ethnic character occurs in the work of R. Owen (1881). The efforts to reflect national and ethnic incarnations of universal social and cultural development are united by the works of M. Kostomarov (2014), M. Drahomanov (1991), and M. Hrushevsky (2010). The search for ethnic indicators in common human civilization influences and common human traits in national and ethnic cultural achievements is the unifying slogan of Ukrainian cultural thought. Following this tradition, universal cultural and anthropological indicators of the effects of social and cultural activity have been identified as the main phylogenetic and ontogenetic degrees of humanization – hominization, sapientification and personification – in S. Krymsky's philosophical reflections (1996).

Ya. Martynyshyn and O. Khlystun (2018) substantiate the view that the reflection of the real or potential content of the influences of social and cultural activity is traditionally stored in the semantic field of the category "idea". At the same time, at the fractures of social and cultural development, during periods of bifurcation renewal, the need for constructive ideas of political-ideological, political-managerial, political-economic, socio-political, moral-political, social-pedagogical content (p. 7-8) is exacerbated. The assertion that in the current conditions of the global planetary crisis and numerous risks

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it is advisable to update the philosophical, methodological and epistemological category of "idea" is quite correct. The universal philosophical and methodological category "idea" is reflected in the concepts "management idea", "political idea", "moral idea", etc. These concepts and corresponding lexical formations are transformed into the components of thinking and modern professional lexicon of relevant groups of specialists in social and cultural management. Each level of language functioning has its own creator and actor. These professional groups are able to find out new goals, perspectives, algorithms for further development and improvement of planetary life, which are concentrated in the variety of social and cultural meanings of the category "idea".

In recent decades, the definition of cognitive and socio-psychological mechanisms of social and cultural influences, the search for theoretical approaches to assess their effects in Western science, marked by the emergence of a number of publications by R. Brodie (2004), F. Heylighen (1992a; 1992b), R. Dawkins (1993), D. Rushkoff (2010). The works of these theorists are united by the problems of studying the communicative mechanisms of formation, development, preservation and imitation of such social and cultural phenomena as politics, religion, art, science, etc.

An important achievement of these theories is the emphasis on the problem of human creativity as a major source of social and cultural innovation in society. The methodological approaches and terminology of philosophy, theories of communication, psychology, sociology, neurophysiology and genetics are widely used. The product of collective creativity was the formation of a synthetic approach called "Metasystem Transition Theory", which in the media is often referred to as "memetics" in accordance with the term "meme" introduced by R. Dawkins. A biologist by profession, Dawkins formed a neologism "meme" by analogy with the term "gene" and used it as a well-understood model to popularize his reflections on the problem of social and cultural imitation of language, thinking, and models of consciousness, political and legal technologies of public administration, religious ideology, philosophical ideas and more. The concept of meme quickly became known, it was adopted as an effective tool for the theoretical study of social and cultural phenomena by experts in various fields of science. The definition of this term has appeared in many publications in the field of evolutionary biology, psychology and sociology. In addition to the concept of meme, in the following R. Dawkins also used the term "virus". Therefore, some inattentive commentators have described in the media the content of theoretical studies of proponents of memetics as a reduction of cultural development to biological evolution. In addition, R. Dawkins also used the category "God" to explain the driving forces of cultural evolution, which in his memetic reflections is nothing more than a metaphor for the universal natural and social

and cultural tendencies of self-organization and self-improvement. R. Dawkins believed that comparing mechanisms of social and cultural progress with God would help ordinary readers better understand their causes. In fact, the mass media accused the memetics of mysticism.

However, for example, a theoretical account of the problem of characterization of the essence of culture and its transmission, contained in the Stanford Encyclopaedia, after J. Prinz, written entirely with the use of memetic terminology: "Memes", "Cultural Epidemiology" (Prinz, 2011).

Unresolved issues. There is a contradiction between theoretical training and readiness for scientific research in the preparation of managers of social and cultural activity. Diagnostic and formative components of practical social and cultural technologies also typically include measurement tools. Competence to measure of the effect of social and cultural activity is formed in the search for bachelor's and master's degrees mainly in the direct process of developing a diploma research toolkit. This is where the greatest difficulties are experienced, in most cases students are not able to do this, which results in the choice of copying other anther's tools or simplifying research tasks before polling. Therefore, in our opinion, the problem of forming competence to measure of social and cultural effects in the bachelor's degree seeking higher education in the specialty "Management of social and cultural activity" deserves separate discussion in terms of its methodological, methodical and didactic aspects. Diploma and course studies are a necessary component of the preparation of bachelors and masters in the specialty "Management of social and cultural activities". Overcoming the tendency to abstract existing publications, mainly textbooks and articles, distributed in the student environment, requires their training in research. The step-by-step complication of training programs involves moving from simple forms of research to becoming more qualified. However, all forms of organization of research activities in social and cultural fields require the formation of competence to measure social and cultural effects, the ability to develop tools that are suitable for the study of the effectiveness of social and cultural influences in its diagnostic, experimental, verification stages. According to the syllabus of Sumy State University (Ukraine) in the specialty "Management of social and cultural activities", already in the second year course-oriented practical studies begin. Therefore, it is advisable to formulate a basic system of theoretical ideas and skills in the development of measurement procedures at the same time as learning the basics of social and cultural activity theory and cultural theory. From the point of view of the traditional sequence of content of theoretical disciplines and sociology and applied research techniques, this approach is proactive, aimed at the earliest possible formation of the leading professional competence of the manager of social and cultural activity.

Therefore, the main unresolved issue is the disclosure of substantive characteristics of competence to measure of social and cultural effects. At the same time, specifics of methodological conditions of mastering students of the specialty "Management of social and cultural activity" with this type of competencies should be determinate.

2. Purpose and research methods

The purpose of the article. The article reflects some results from the study of the process of formation of competence for measuring social and cultural effects in future specialists in the management of social and cultural activity. The general purpose of the research is the theoretical substantiation and experimental verification of the components of mastery of students of the specialty "Management of social and cultural activity" competence to measure of social and cultural effects. Thus, the generalization of the experience of three years of practical educational and methodological work with future managers of social and cultural activity is positioned and the level of solving the following tasks is available:

– determination of theoretical and methodological and methodological bases of formation of competence of the future manager of social and cultural activity on measurement of social and cultural effects as an initial condition of productive mastering by methods of research activity;

– statement of universality of measurement processes in social and cultural activity;

– disclosure of the content of social and cultural influence and clarification of the concept of social and cultural effects;

– proving the essence of measuring social and cultural effects as an assessment of the magnitude of the impact of a social and cultural event on the individual and on society;

– finding out social and personal indicators of the impact of social and cultural events and methods of their reflection;

– clarification of the features of the use of indicators of influence of social and cultural event in the development of measuring tools of social and cultural research.

The methodological basis of the study. The cognitive-communicative basis of the research is the conceptual paradigm of the activity approach to the study of anthrop, social and cultural phenomena. The methodological basis for the development of concepts "social and cultural influences", "social and cultural effects", "measurement of social and cultural effects", "competence to measure social and cultural effects" are:

– a set of fundamental ideas of the general theory of systems, classical philosophy and theoretical cultural studies on the social and cultural essence

of human activities, structural analysis of human activities; the concept of numerous modules of being of human activities;

– understanding the categories of social and cultural influence, the effects of social and cultural activity, the measurement of social and cultural effects requires the use of the idea of economic determinism, psychological determinism, pragmatic-phenomenological and socio-typological approaches;

– disclosing the conceptual and terminological content of the categories "social and cultural influence", "social and cultural effect", as lexemes of everyday and scientific-theoretical terminus, is made using the historical-linguistic approach, some elements of etymological and semantic analysis;

– pragmatic phenomena of social and cultural influences and social and cultural effects are covered by the ideas of structural analysis of the human world-view and the theory of communication and social and cultural regulation. Formal (algorithmic) components of social and cultural influences and effects are considered as acting social and cultural regulations; content components are revealed as existential, cognitive, axiological and praxeological concepts that determine the vital activity of the individual and the society;

– competent paradigm was used to teach students complex theoretical material to reveal the categories of social and cultural influence, the effects of social and cultural activity, the measurement of social and cultural effects. The reduction of the concepts of "influence", "effect", "method", "idea", "technology", "algorithm", "regulation" to the tokens "competence" (or "knowledge", "ability", "skills") can be considered as a useful didactic simplification. Or it can be interpreted as translating scientific-theoretical methodological language to the level of practical professional language of managers. Contemporary, Western and domestic implementation of the category "competence" in numerous management fields is likely to confirm the true scientific status of a productive "competence" approach.

Research methods. In the process of research work was used a set of various methods of scientific learning. *Theoretical methods* are used – *analysis* of philosophical, cultural, psychological, pedagogical literature, legal sources, periodicals in order to determine the state of elaboration of the problem of forming the competence of the manager of social and cultural activity to measure of social and cultural effects; *method of theoretical generalization and synthesis* – to determine the basic definitions of the study, generalization of the research results, substantiation of a complex of scientific, methodological and organizational-technological means of working with students, formulation of conclusions. *Empirical methods* used – pedagogical *observation*, *testing* of students to evaluate their attitude to particular components of the educational process, *interviewing* and *discussing* to determine the level of formation of new competence, *analysis of documents* (texts of student projects), which reflected the process of mastering students with the competence to measure of social and cultural effects on different target groups.

Research information base. The main basis of the information base of the research were own observations, which were recorded in the process of development and elaboration of organizational-technological, scientific-methodical, scientific-theoretical issues. Practical testing of research hypotheses was carried out on the basis of training of bachelors in the specialty "Management of social and cultural activity" at Sumy State University (Sumy, Ukraine). A significant component of the information base of the research were also modern developments in the organization of educational and methodological work in higher education, international documents on determining the components of the competence approach, etc.

3. Research results

In accordance with the defined purpose and tasks of the research, a complex of scientific-theoretical, scientific-methodical, organizational-technological issues was elaborated.

3.1. Determination of methodological conditions for forming the competence of the future manager of social and cultural activity to measure of social and cultural effects

The peculiarity of the organization of the educational process in the specialty "Management of social and cultural activities" at the Department of Psychology, Political Science and Social and Cultural Technologies of Sumy State University (Sumy, Ukraine) is its structuring on the basis of the original principle of "dual education". Qualitative organization of dual education requires a deep systematic integration of theoretical and practical training, with emphasis on the development of competences for the formation and implementation of practical social and cultural projects of modern type. The main methodological and theoretical approaches to substantiation, practical approval and permanent creative enrichment of the dual education system are the subject of publications by O. Davlikanova, O. Kupenko, and N. Svitaylo (2016), and I. Petrova (2019). Generalized methodological and theoretical problems of acquiring a system of professional competences by students studying in the specialty "Management of social and cultural activity" are reflected in the publications of M. Asainova (2007), I. Lysakova (2013), N. Kochubey (2017); Ya. Martynishin, O. Khlystun, Ye. Kovalenko, A. Hrushina and O. Tadlya (Martynyshyn et al., 2017); Ya. Martynyshyn and Ye. Kovalenko (2018), O. Shcherbina-Yakovleva (2019).

The results of the study of the problem of competence formation to measure of social and cultural effects completely reflect the experience of the authors, accumulated during the training sessions from the theoretical section of the discipline "History and theory of social and cultural activity". This discipline at Sumy State University (Sumy, Ukraine) is taught to students of the first year of the specialty "Management of social and cultural activities".

The initial organizational requirement for the implementation of the principle of dual education in the educational process necessitates the complete rejection of abstract acquaintance of students with the theory of social and cultural activity within its cultural or philosophical paradigm. The variant of development of the theory of social and cultural activity, which is taught to students of the specialty "Management of social and cultural activity" – is practically oriented, that is, in fact, is the initial stage of preparation for the subsequent understanding of professional technologies. Practical orientation leads to consideration of each type of social and cultural activity in terms of two main issues: "how it works" and "what the goal it has". At the same time, the university's requirement of the standard of professional education is to prepare students for the development of practical social and cultural projects. Consequently, these circumstances determine the main objectives of the discipline:

– to form into the students' consciousness a picture of social and cultural environment as a complex multilevel system, which is a product of human cultural activity;

– to bring to the students understanding of social and cultural activity as influential factor of changes, development, updating of life activity of society and personality;

– to approve professional clarification of the historical process of development of social and cultural activity as a stream of innovative attempts of various social and cultural technologies;

– to reveal the influence of social and cultural activity as its effectiveness;

– to explain the essence of measurement and measuring processes in technologies of social and cultural activity;

– to build initial cognitive foundations for students to develop competence to measure of social and cultural effects.

In the following semesters, the disciplines such as sociology, professional technology, the understanding of measurement procedures are expanded and developed. During the course and diploma studies, attempts to develop measuring instruments continue.

The basic principles of mastering professional knowledge and practical skills of a bachelor in the management of social and cultural activity are the formation of a complex of theoretical ideas about the essence of social and cultural activity, its specificity, forms of existence, mechanisms of development, etc. Students' mastery of knowledge about the historical diversity of social and cultural phenomena and their present-day abundance and multidimensionality has its difficulties. Overcoming simplistic stereotypes, that limit the understanding of the content of the social and cultural phenomena by expe-

rience of attending cafes and discos, as well as school educational activities or concert activities in a district cultural institution, is a conflict between the new knowledge, that the teacher has to prove, and the old, but personal acquired.

The most accessible to mastering students in the initial steps of vocational training is the idea of expressive phenomena of social and cultural activity as individual phenomena, interesting in terms of their technological features, historical and contemporary impact on the development of man, society, social institutions, etc. The phenomenological approach gives an opportunity to demonstrate the diversity of social and cultural activities that occur in societies of different geographical regions in successive historical epochs. The phenomenological approach qualitatively differs from the historical consideration by the wide use of comparisons, parallels, generalizations, retrospective and perspective reviews of social and cultural events, etc. This creates a cognitive basis for explaining the historical-genetic and ontological links of social and cultural life of society with nature, with emphasis on modern geopolitical, political-economic, socio-ecological, cultural-environmental, socio-pedagogical issues.

It is at the initial stage of the educational process that we try to overcome the initial contradiction of the mental development of freshmen. The unilateral notion that social and cultural activity is a sphere of leisure, entertainment, should be supplemented by knowledge of the diversity of its other types. Students are of the opinion that social and cultural phenomena in nature and content are also numerous forms of everyday, political, religious, legal, educational activities with some surprise. A standard feature of the intellectual development of graduates of the school of recent years, which we record in the educational process in the first year, is the formed opinion that social and cultural activity has nothing to do with the material aspect of society, economic and household activities. It is also stereotypical to identify the cultural and spiritual forms of activities.

Therefore, a lot of time is spent on clarifying questions about the essence of culture and its role in society, about the unity of material and spiritual in the fields of social and cultural activity. It is proved that the sphere of economic and household life in its social dimension is the basic subsystem of the existence of society in any historical era. Economic and household activity in society exists in two main dimensions: as socio-economic (organized within the whole society) and family household or individual household. In modern society, the sphere of economic and economic life has a complex structure. Its components include material production, banking and the provision of services related to the material life of society: trade, transport services, consumer services and more. Industry, agriculture are aimed at the production of material products that can meet the needs of society and each individual in the tools of labour, food, clothing, housing, household goods.

In today's society, the elementary, "basic" material needs are met under the conditions of intensive marketing, which is an important form of social and cultural activity. Rich media advertising, modern marketing projects with the use of electronic technologies and gadgets are a condition for the success of material production and trade. Effective development of material production is the basis for the dissemination of forms of social and cultural activity, such as organized tourism, sports, leisure and entertainment, hospitality and restaurant business, fashion and mass clothing industry, healthcare, museum, library and more.

An important sphere of human activity is household. It has a great influence on other spheres of social life, and above all – on work, social activity, mood and behaviour of people. The phenomenological dimension distinguishes between urban and peasant, family and individual life, life of different age groups, etc. The structure of household of different social groups can be considered in terms of the ratio of its material support and spiritual content, types of time spent (satisfaction of physiological needs, self-care, physical education and other types of valeological activities, domestic work, rest, leisure). Under the influence of social and geographical conditions in different peoples formed a complex of traditions, customs, rituals associated with everyday life. Different forms of life are formed in the city and the village. Thus, the sphere of life is a space for many types of individual and group social and cultural activities. There are deep prospects for developing projects to improve the quality of life, to shape contemporary needs and tastes, to influence the styles and lifestyles of different target groups.

Perceptions about the phenomenology of social and cultural activity are expanded when considering social and cultural problems of the existence of ethno-social and racial communities. Historical characteristics are complemented by an examination of the content and causes of conflict in contemporary racial-ethnic interactions. These issues are also related to the peculiarities of social and cultural activities of the church and religious denominations.

Gender differences of individuals and gender stratification of society in the historical and contemporary dimensions are embodied in numerous philosophical, cultural, religious ideological complexes, reflected in works of art, confirmed in the legislation. Gender phenomena are the cause of specific social and cultural and legal conflicts, an inexhaustible source of contradictory concepts and ideologies.

At present, attention is paid to the sphere of political life of society. Has the expression "political culture" been an outdated abstract in the last decades? We pay particular attention to the students that political relations in society, political consciousness, and political activity of each individual are the sphere of social and cultural activity that never loses its significance. Historical phenomenology of political activity has accumulated numerous

examples of realistic and utopian projects and models of managerial, social-transformational, communicative-regulatory directions. Today, projective social and cultural technologies of political content, focused on deepening the reflection of the basic needs of society and the individual in ordering public life, improving the functioning of state structures and legislation, are relevant. Innovative social and cultural technologies should aim at stabilizing the effects of the most acute contradictions of external and internal political activity, limiting the main risks of contemporary political activity of the population and self-expression of citizenship, counteracting the deprivation of some sections of the population in the sphere of civic activity. Social and cultural technologies of political content are able to reflect the substantive features of group and individual strategies of limiting political risks in the life of society, individual geographical regions, families, every citizen.

To deepen the theoretical knowledge, in our view, it is advisable to introduce students to the principles of a systematic view of the historical content of social and cultural activity. In the historical dimension in many forms of social and cultural activity there is continuity, repetition, copying. Therefore, in some cases it is advisable to use the term "social and cultural process". This concept deepens the methodological understanding of the process of historical development of mankind, while it complements concepts such as "culture" or "cultural development", "civilization", revealing their inner meaning. Productive is also the implication of the concept of "social and cultural process" in studies of the life of individual societies – ethno-cultural, ethno-political, ethno-psychological, cross-cultural, etc.

We seek to assert in the minds of students the notion of the actual existence of a social and cultural process in at least two of its basic dimensions – objective and subjective.

In an objective dimension, the social and cultural process is a synergistic process of self-creation of the culture of society and their mutual enrichment. The social and cultural process in terms of the methodology of synergistic self-organization is spontaneous because it happens automatically, regardless of one's will and conscious intentions. The development of culture is the product and result of the development of the society, at the same time the society "consumes" culture as an artificial material and spiritual condition and the basis of daily life and development.

From a planetary point of view, the history of mankind occurs as a conditionally total process of the formation of society, the formation of culture, the formation of man in its renewed cultural and anthropological dimensions, and humanity as a combined subject of historical, cultural, civilization activity. This view also makes it impossible to consider the social and cultural process as reasonably organized. But paleo-anthropological, cultural-anthropological, and ethnological studies prove that already in the early sta-

ges of the prehistory and history of mankind in certain cultural regions, the most educated strata of the population realized subjective aspirations to maintain social stability by cultural means. These are aspirations of social self-government, appropriate organization of safety, management of certain processes of labour, educational activity, organization of social distribution of products of material production, counteraction to moral violations connected with thefts, control over sexual behaviour of teenagers, marriage and family relations and more. It is also an effort to form a group religious ideology as a tool for social governance and control.

As a scientific category, the notion of social and cultural process has productive methodological significance. The social and cultural process is incomplete, it is constantly ongoing. Looking towards the future, the social and cultural process is the object of such sciences as cultural studies, political science. Macroeconomics, reflecting the prospects for the development of means of meeting eco-cultural, ethno-cultural, scientific-cultural, educational needs, has related problems. In the popular leisure industries, microeconomic marketing research is rapidly developing.

The subjects of the deployment of social and cultural process in its global, objective dimension are humanity as a whole community, as well as individual ethnic groups, social groups, gender communities, religious, political, civic associations, asocial and antisocial groups, etc. The movement from pre-social, pre-cultural, pre-human to social and cultural life, embodied in specific types of human personality, is the objective content of the social and cultural process. In the phenomenological, objective-historical aspect, the social and cultural process is a productive component, the basis and active driving force of ethnic formation and state formation, the emergence and disappearance of professional social groups, religious trends and artistic, philosophical, scientific, esoteric, cultural subterranean commons, etc. Therefore, when studying individual historical and modern technologies of social and cultural activity, it is advisable to distinguish them from different levels of collective and individual subjects. The subjects of the social and cultural process in its objective-historical dimension are:

– collective actors at the macro-level, every next generation of adults trying to pass on their life experiences to the next generation of young people, using all existing social institutions (education, professional division of labour, arts, religion, etc.); the state and the church at those historical stages of development where they have already been built;

– collective subjects of the mess. These are ethnic communities at the stages of history that preserve their deep integration, post-integration ethno-cultural associations, professional schools and general educational institutions, political parties, ancient priestly secret communities, and modern religious denominations;

– collective subjects of micro-level – family, which is the main carrier of everyday traditions, customs, preservation of labour and family-pedagogical regulations, socio-psychological cultural-content stereotypes, etc.;

– individual subjects – creators, inventors of new forms and types of culture, creative, "charismatic" figures of politics, religion, art, philosophy, social and natural sciences, esoteric knowledge.

In the subjective sense, the social and cultural process is the accumulation of cultural and social competences by humanity. It occurs daily, step by step, like an uncontrollable and unconscious natural process. At every stage of the historical development of mankind in creative, innovative political, religious and other social and cultural theories, there has been and is a partial awareness and concentration of knowledge and ability to purposefully influence the person and society in significant situations, the concentration of means and tools of social and cultural influence, techniques, and methods. In the movie XX and beginning XXI century there are two main trends: the emergence of many empirical, pragmatically oriented social and cultural technologies that seek business, and the effort to develop generalized theoretical approaches to specific areas of social and cultural activity and social and cultural process as a global or regional-national phenomenon.

Introducing the category of social and cultural process in the study of the theoretical section of the discipline "History and theory of social and cultural activity" is appropriate in several aspects – in terms of the development of methodological competences of students and the extension of their linguistic apparatus. Understanding the meaning of "social and cultural process" by students helps to form in their minds initial methodological ideas about the development of culture as a whole.

3.2. Finding out the content of social and cultural influence and clarifying the concept of social and cultural effects

The outlined content of the initial theoretical training causes students to realize that the existence of a person within the social and cultural process as an object of his influence and active subject is an ontological fact, everyday being of man. Thus, psycho-emotional and cognitive conditions are created for the professional perception of the flow of social and cultural influences as the environment, and inner content of the existence of the individual.

The environment formed by the active flows of numerous social and cultural influences is conditionally systemic. This is the environment of society, so it is partially orderly. It is also largely chaotic. The contradictions of chaos and orderliness in the social and cultural environment of modern society are a separate theoretical and methodological issue and the sphere of innovative applied social and cultural technologies. It is advisable for first-year students to learn this look because they are aware of social and cultural influences as diverse in origin and content, as useful and useless, constructive

and destructive. Thus, social and cultural influences are perceived by students as the meaning of each person's life and self.

Social and cultural influences on personality, like any influential action, have their consequences. These consequences cover the areas of emotional response, sensory perception, cognitive development, intellectual attitude to the social and cultural environment, evaluative judgments and conclusions, the sphere of decision-making, the formation of individual goals and tasks, pragmatic actions, the formation of behavioural styles. They also need to be implemented as individual pragmatic social and cultural projects (in one's own life, gender, marriage and family sphere, branches of social creativity, business, etc.). This is how innovative models of social and cultural activity, diverse technologies that seek to change humanity, unite society with nature, overcome numerous contradictions, and so on, are born.

Cognitive immersion in the field of social and cultural phenomenology is very productive for the development of students' outlook, their general and professional awareness, and the impetus for imagination in creative projects in relevant fields. In general, at the end of the initial cycle of lectures and seminars, which discuss various aspects of social and cultural phenomenology and theory, previous disputes of the "school" level of professional thinking and harmful stereotypes can be considered overcome. At this stage of study, the complex of empirical ideas about the variety of types of social and cultural activity, and such theoretical concepts, as social and cultural activity, object of social and cultural activity, subject of social and cultural activity, types of social and cultural activity, technologies of social and cultural activity, the historical development of social and cultural activities, social and cultural process, etc.

3.3. Revealing the universality of measurement processes in social and cultural activity

The following set of lectures and practical classes is introduced on a sufficiently broad basis of the set of concepts from the theory of social and cultural activity and concepts of phenomenology, the general purpose of which is to prove the concept of the influence and effectiveness of social and cultural activity, the procedures for its evaluation and measurement. The practical tasks are to acquire knowledge and skills to develop simple types of tools for measuring the effectiveness of some components of available social and cultural technologies.

During the course of this cycle, the essence of assessment in social and cultural life is considered. The terms "estimate", "price", "value" are compared. Particular attention is paid to the concept of values. The problems of contradictions of the precious values of social and cultural objects and higher social and cultural values of personal and social existence are considered.

Measurement procedures are described in everyday life. The concepts of units of measurement, standards, and samples familiar to students are being activated. The role of empirical methods of measurement in the natural and exact sciences is emphasized, the relevance of the development of mathematical measuring approaches in socio-humanitarian and cultural studies are emphasized.

The effect category has been transferred to socio-humanitarian and cultural studies with technical knowledge, and literally means "action", "change", "shift". In a broad sense, the effects are in general any consequence of the action of a certain (effective) factor. The consequences of action (effects) are measured in technical knowledge, predicted and projected using vector analysis and other mathematical methods. The idea of measuring social and cultural effects is confirmed by the implication of technical ways of developing units of measurement (impact indicators) and scales of various types as instruments of empirical research.

Mastering measurement procedures in social and cultural studies depends on understanding the effectiveness of social and cultural activity. At this stage of learning, the concept of social and cultural influence is compared with the concept of effects.

The basic theoretical concept underlying further educational work on the development of competence in the development of measurement tools is the concept of the effectiveness of social and cultural influence.

Problems of evaluating the effectiveness of anthropic systems (not technical, in which human activity is an active factor) are usually addressed by specialists in various fields of management. For example, the concept of effectiveness of managerial activity is revealed by *O. Shinkevich*. By his definition, "efficiency is the ratio of result (effect) and cost. An effect is a positive or negative result of an activity, reflected in conventional units, and received within a certain period from the realization of a certain activity" (2008, p. 141). In the field of social activity, this author highlights the main types of performance that affect the life of a particular subject (individual, group, organizational). The social sphere includes such an indicator as "the fact of achieving a social goal for more people or society in less time, with less staff and less expenditure" (2008, p. 141).

Productive in considering the problem of the effectiveness of social and cultural activity is drawing parallels and highlighting creative ideas in the field of social work theory.

The notions of efficiency and basic approaches to defining its criteria in the field of social work have been repeatedly discussed in publications by *V. Popov*. This author draws attention to the ambiguity of the notion of effectiveness when it is necessary to evaluate the results of social activity, which has an official institutional base in society. The definition of effectiveness in

this case has a scientific and practical sense. Science examines the effectiveness of providing social services to the population. From a practical and institutional point of view, efficiency is a system of guidelines for the activities of a social institute. In this case, the performance indicators reflect the demands and needs of different categories of the population, serve standards and standards of their satisfaction. In our opinion, the author emphasizes the specifics of quantitative and qualitative indicators (criteria) of effectiveness. The normative indicators and standards of work of the social institute are quite quantitative. Indicators that reflect the status of social service clients (individual, family, social group) are qualitative.

The author emphasizes that quantitative indicators are objective, available for calculation and measurement.

However, reflecting on the status of social service clients occurs through opinion polls. This process, she believes, is not a measurement at all (evidence-based scientific procedure). All the statements, judgments, and reasoning of the clients, in her opinion, are subjective, certainly wrong. According to this logic, such measures are proposed to limit the level of fallacy as increasing the number of respondents, as well as the predominant survey of experts, such as managers, specialists, employees of regulatory bodies, etc. (Popov, 1999, pp. 228-229).

K. Falkowskaia publications also discuss problems related to the interpretation of social work performance and the search for its criteria. It draws attention to the requirements of international organizations regarding the general goals and objectives of social work (the World Congress of Social Workers in Montreal), according to which the object of social work are barriers, inequality, injustice; it responds to crises and emergencies, as well as daily personal and social problems. Social work has a variety of skills, technologies and methods in its arsenal, working based on a holistic approach to the individual and their environment). Therefore, according to European requirements, the criteria for the effectiveness of this type of social activity are not external quantitative indicators, but internal, qualitative characteristics of human and social life.

K. Falkowskaia believes that this definition "does not have sufficient signs of instrumentality, that is, it is impossible to formulate the parameters of evaluating the effectiveness of social work. Social needs of different categories of the population, solving their social problems by management organizations, state and non-state social services, communities associations and non-profit organizations as well as representatives of active citizens means creating languages for their development" (2010, pp. 89-91). The author's assertion that the concept of "social work effectiveness" is abstract is quite correct, unless it is correlated with the real object, subject of activity or process of solving a social problem (technologies, methods, methods, etc.).

In the domestic development of problems of management of social and cultural activity is also discussed its effectiveness. For example, the overall approach of *N. Kochubey* is convincing, which bases its vision of performance criteria on European-style outlook. Therefore, an integrative understanding of the features of social and cultural activity requires consideration of the promotion of humanistic, human characteristics of social being, the orientation of the individual and social and cultural institutions to conscious purposeful cultural creation. According to the author, these characteristics are realized in the criteria of quality (spiritual content, activity of personality, balance of different types of social and cultural activity), criteria of effectiveness (achievement of a certain goal), criteria of subjective satisfaction (2017, pp. 33-34).

In this approach, we fully support the principle of cultural creation as the main qualitative feature of technologies of social and cultural activity, the content of its influence, the qualitative feature of its main effects.

However, we must deny that the term "effects of social and cultural activity" is merely its purpose. The effects are any influence whatsoever, change, and shift. Therefore, the terminological consideration of the original concepts of the theory of the effectiveness of social and cultural activity should continue.

Also, we do not fundamentally support the identification of terms "indicators", "criteria" and "indicators", their use as synonyms expressed by some authors. But this issue should also be the subject of special theoretical discussion beyond this article.

On the whole, the logic of theoretical consideration of these problems has already been sufficiently clarified, which gives grounds for introducing a constant set of conceptual concepts: the effects of social and cultural activity (result, influence, which is the object of scientific knowledge and measured by special instruments using conventional units of measurement), the effectiveness of social and cultural influence (systematic, integrative performance available to scientific measurement); social and cultural effects (large-scale effects, that can also be measured).

3.4. Proving the essence of measuring social and cultural effects as determining the magnitude of the impact of a social and cultural event on the individual and on society

Revealing the essence of social and cultural influence and its effectiveness helps to appeal to the fundamental ideas of classical philosophical methodology. The most profound and productive in solving this theoretical problem is the system-synergistic approach. One of the options for its implementation was expressed by *K. Popper*. A key concept that reveals the meaning of any social and cultural influence formulated by this philosopher as the basis of cultural-anthropological and social and cultural theory: a person has an "innate need to invent ordering." K. Popper argues that "ordering" is a common feature of social and cultural activity, and occurs in all areas of

human thinking and practice, fields of science, technology, engineering, politics, etc. (1995, p. 118).

A person, like an artificial electronic device, is capable of forming new, more functionally optimal "structures in structures" – higher-level ordering – from previous information entities. This is precisely the function of social and cultural influences from an informational, systemic and structural point of view. Over the course of tens of millennia of the evolution of the neurophysiologic system, Homo Sapiens has developed its ability to accumulate significant amounts of information, as well as to synthesize, integrate new orderings, the basis of heuristic behaviour, creative inventions, and the like.

Some aspects of these processes are studied in psychological and pedagogical sciences, mainly in aspects of the psychology of creativity and school didactics. But holistic scientific development of this problem is yet to come.

The profound meaning of "ordering" is the accumulation of inherited social and cultural structures by each individual and the formation of their own, unique categorical-conceptual complex of means of understanding each individual thing and the environment as a whole, as well as algorithms for organizing practical actions. Logical and methodological problems and theoretical approaches to substantiate the structural view of social and cultural activity, productivity of allocation of categorical-conceptual subsystems in outlook-orienting and practical-regulatory entities in methodological, diagnostic, shaping technologies of social and cultural activities was learning by *O. Shcherbina-Yakovleva* (2017a; 2017b; 2019).

Selecting a separate category – categorizing the familiar environment – is associated with forming a subjective action program with that thing – the concept of action. The categories of things and their properties that people use as guidance in their activities answer the question "what is it, why is it". Action concepts answer the question "what does this thing do?".

Categories and concepts are the first, most straightforward level of human awareness of the world and a means of ensuring individual expediency. Formed categories are indicated by linguistic means. "In everything that appears to man by something internal, in general, in all that he does to his own, language has penetrated, and everything that he transforms into language and expresses in language, build or in annoyance, in a confused or more elaborate form, a certain category" (Hegel, 1970, p. 82).

The simplest categories that a person is guided by in everyday life are sensually-perceptual and logical (thinking) reflections of the form of things, their quantitative features, colours, textures, modes of movement, functions; dependence on the simple laws of nature and the like.

The process of "ordering" occurs mainly in unconscious forms. Conscious "ordering" is associated with creative activity. This process is primarily reflected in the verbal language. In other forms of social communication

in which a person manifests his personality, the desire for ordering is embodied in the invention of tools and technologies of work, in works of art, artistic word, and fantasy, religious and esoteric ideologies, of social and cultural utopias, rational-logical, philosophical, political-managerial, social-pedagogical projects.

The categories that an adult focuses on in everyday acts of practical life, as well as in concept, are, for the most part, unknowable, "invisible" to the average person. The exceptions to everyday life are those categories and concepts that we consider to be a reflection of the credo and usually have their verbal name.

But the search for the effects of social and cultural influences requires a deepening of their awareness and the development of research tools. The study of the effectiveness of social and cultural influences, among other methods, uses general-communicative analytical methods – thesaurus, linguistic-structural analysis, and such sociological method as content analysis. A variety of measurement tools can be developed using conceptual ideas and methods of social communication theory. The approach to the construction of measuring instruments using the concepts of general theory of social and cultural regulation, the main aspects of which is developed by *A. Shcherbina* (2013), is promising. In some efforts, one may read, see, or hear essential categories and behavioural concepts in one's own activity or in the behaviour of another person.

"… Humanity has transformed its controlled connections with the world into a means of expression. Language symbolizes have the triumph of human genius, outweighing even the advances of modern technology" (Whitehead, 1990, pp. 329-330). All kinds of social and cultural influences are involved in the formation of concepts of activity: conscious and unconscious, verbalized and non-verbalized, "managed" and "unmanaged". Concepts (as well as concepts as a system of related subject concepts) exist in individual and social (group) models of action and problem solving. Therefore, they are available for fixation in social and cultural observation and for measuring by means of specially designed scales.

Social and cultural influences on the individual are predominantly in the form of an "environment-man" connection. In this case, the individual is the object of social and cultural influence. The subjects of social and cultural influences, as always, are multimodal: these are other people and I, family, recreational, micro-cultural and professional groups, social institutions, works of art. Objective factors, such as the socio-ecological environment, urban and rural landscapes, etc., also have influential functions. The totality of social and cultural influences in their systemic unity is equal to the influences of the factors by which anthropo-formation, socialization, and enculturation occur. In terms of the role of social and cultural influences in the development of society, it is still necessary to emphasize institutionalization, social reforms, social revolutions, etc.

3.5. Characteristics of social and personal indicators of the impact of social and cultural events and methods of their reflection

The content of concepts of individual worldview is formed by social and cultural environment, formed in personal life experiences. The means of influencing a person's social and cultural systems through various channels of social communication is to limit human behaviour and its transformation from spontaneous, impulsive natural forms into socially organized orderly and relatively intelligent ones. The result of integration at the level of individuality of a multilevel complex of influencing people is its sociality – transformation into a social individual, as well as enculturation. Therefore, the result of the analysis is to clarify a leading question that is a stumbling block to our students: what are the effects of social and cultural influences. The meaningful answer to this question should indicate such real effects (consequences) of social and cultural influences as:

– embeddedness in the social hierarchies existing in the given society;
– adaptability to the existing form of social organization;
– functional integration into the social organization;
– adaptability to the social communication system;
– adoption of the existing form of social management system;
– mastering the individual social roles available to a person in a certain society;
– adaptation of the individual to material and spiritual culture, which is an attribute of the vital activity of a certain society;
– mastery of verbal language and other forms of cultural communication;
– development of cultural needs and interests;
– mastering the basic material and spiritual technologies of organization of their existence, characteristic for the level of cultural development of a given society;
– mastering the skills of productive (creative) cultural activity, etc.

Social and cultural influences that have the effects of socialization and the enculturation of the individual have been refined by society for tens of millennia. Society is able to support its own systemic existence, resist the tendencies of disorganization, self-destruction only by influential social and cultural means that are components of reliable technologies of integration of the individual with the society and with the cultural environment.

Some students who, after listening to lectures revealing the essence of categorical and conceptual structures of personality as a consequence (effects) of social and cultural influences, are still ready to use this material independently in a scientific (credit or course) study. For them, a simplified version of the theoretical approach, on the basis of which a toolkit is developed to measure the effectiveness of social and cultural influences, is a competent approach. At the same time, in outlining the basic principles of the compe-

tence approach in its implication regarding the problem of measuring social and cultural effects and effectiveness, we recommend that students interpret the meaning of competence as the ability to successfully live. As a result of various social and cultural influences, a socialized and uncultured personality is formed, which, at an early stage of its development, is taught the basic skills of various activities: cognition (ability to distinguish things from one another), communication (use of non-verbal means and verbal language to designate objects and their power), actions ("activities" in the narrowest sense of the word, that is, performing expedient and purposeful actions with things). Incompetence is a delicate synonym for everyday assessments of low levels of individual development – "ignorance", "lack of education", "low-culture".

Vital competence as the ability to cognitive, communicative and practical activity at the level of modern society demands is the basis for successful vital activity of the individual.

3.6. Clarification of features of use of indicators of influence of social and cultural event in development of measuring instruments of social and cultural research

The toolkit for measuring social and cultural effects and effectiveness is a set of tools for diagnosing the impact of a cultural activity on an individual or a social group. Students of the specialty "Management of social and cultural activity" are available to create a variety of questionnaires, observation programs, forms of self-reporting, self-observation, etc. to measure the client's cultural development. It is advisable for students to develop tools for measuring social and cultural effects such as:

– individual questionnaires for a particular problem. Such a questionnaire may be intended to ascertain the presence of interest, interest, acquaintance, customer orientation in a particular field of culture. It is mainly of diagnostic value. It measures the actual state of the client's education in a certain range of issues, as well as his individual attitude to various aspects of cultural life. Such diagnostic procedures are informative and useful for research orientation in the current social and cultural environment. The student acquires competencies in elementary sociological and cultural studies. Therefore, the process of developing such a tool and the results of its testing are reflected in the student's course work, and will also be useful in the first stage of conducting a graduate study of a bachelor's degree seeker;

– scales designed to measure the intensity of client perception of social and cultural phenomena and their psycho-emotional and cognitive-intellectual influence. Such measurement is a means of deepening the initial diagnostic survey. The student acquires new competencies, where the applied aspects of social-psychological theory are combined with knowledge of sociological methods;

– scales designed to measure the pragmatic aspects of a client's social and cultural life (diagnosis of behaviour associated with the objects of social

and cultural content, motivation of this behaviour, effects that occur in the pragmatic and behavioural sphere in the context of experimental changes in social and cultural).

At the first stage of students' competence to develop methods for measuring social and cultural effects and effectiveness, they are introduced to the concept of measurement in social, humanitarian and cultural studies. Differences between sociological research of public opinion and studies of social and cultural phenomena using measuring procedures are proved. At this stage, the general psycho-emotional and cognitive-intellectual nature of the process of daily measurement (evaluation) is explained by the subject of the quality of the object in accordance with his own needs, condition and composition of the environment and orientation of the changing interests. The origin of empirical-scientific measurement procedures from everyday measurement (estimation) is explained. The transition from everyday measurement (evaluation) to their abstraction of this activity into forms of counting, comparison, use of the notion of number, other graphical means of reflection of results of measurement-evaluation-comparison is clearly demonstrated.

At the same stage, it is learning the current in social studies different types of scales. In this case, there is a similar anticipation of studying a similar section in the training course "Sociology". But the program of this course, due to the limited study time, does not allow for a deliberate immersion in the procedures of social and cultural measurement of social and cultural effects and effectiveness. During practical classes and independent work of students, the development of skills in the development of simple measurement scales designed to reflect the attitude of a selected group of clients to a particular phenomenon of culture or social and cultural life.

At the next stage, students are encouraged to try and develop their own social and cultural project, which requires the development of a simple measuring tool and has practical relevance to their life and the activity of the department in which they study. The task involves the development of the project in accordance with modern rules, its design in the form of a printed document in Word format, as well as preparation of the corresponding presentation in Power Point format. It also discusses the level of information readiness of students, focuses on the features of Word tools for charting, the capabilities of Excel. Most first-year students are confident that they are sufficiently prepared to develop a mini-project using simple digital technologies. After completing homework, students' short reports are heard listening to their work progress and results. For example, in the last academic year (2018-2019) it was decided to direct the students' efforts to the development of the general theme "Preparation and conduct of the occupational orientation work at the school", subject to the individualization of its aspects. The individualization of the work was the choice of demonstration visual material

from a particular field of social and cultural activity, in which an individual student finds himself most familiar and interested.

Also, students individually selected a school in the regional centre, or in other cities of the region, to hold the event. To improve the expected results of the work, students were offered a general template for project development. The template includes such sections as the topic of the project, the name, surname and patronymic of the developer, the details of the educational institution and the department at which he studies, year of development, bibliographic description, abstract, keywords, substantiation of relevance of the project, formulation of it goals and objectives (including vocational, information, cognitive, advertising and communication tasks), project geography, target group, timeframe and duration of the event, considering the overall purpose and potential audience by budget, facilities for the study, team resources and more. The template involves explaining to the student who will be directly involved in the project implementation (what specialists are needed), for which each specialist within the project implementation plan is specifically responsible; involvement of any third parties and what specific work is envisaged by the project proposal; characterized by the author's own contribution (in the form of any services), what equipment is required to complete the project. The following is a description of the project activity process (scenario) and the project implementation timetable.

Expected results are required. It is proposed to characterize hypothetically the expected results of the event. It is necessary to write what changes the author plans to achieve as a result of the project implementation, how it will affect the target groups, other people, and society as a whole. It is required to take into account the gender composition of the future target group, to pay attention to vulnerable groups. It is suggested that quantitative and qualitative indicators be used. A requirement is the author's description of how the gender component will be taken into account in the implementation of the project activity.

Thus, it was precisely during the development of a particular project that each student developed and elaborated (mainly in a student audience during the practical classes) certain variants of measuring instruments.

Our student developed a questionnaire for high school students, designed to evaluate their familiarity with the areas in the arts that remain popular in our time, such as modernism, cubism, futurism, avant-gardism, supremacist, dadaism, hyperrealism. The study provides for measuring the growth of students' interest in these arts after a lecture given by the designer. Another student chose a topic about the role of music in a person's cultural life and a dream – the prospect of mastering the profession of music producer during a career guidance event. In her project paper, she proposes a questionnaire to measure students' interest in music culture and to increase their familiarity

with the profession of social and cultural activity manager. A questionnaire for measuring the motivation of further continuing professional education and mastering managerial specialties in college students in the specialty "carpenter-redwood" (Lebedin, Sumy region, Ukraine) was developed by a freshman who graduated from this college.

In general, as expected, the level of theoretical preparation for the development of measurement tools for measuring social and cultural effects in first-year students of the specialty "Management of social and cultural activity" was not "automatically" supported by its practical implementation. Most students developed simple questionnaires. Also, almost everyone has mastered the skill of developing nominal, ordinal, rank, interval scales, which was demonstrated during group practical classes.

4. Conclusions and discussion

On the basis of the generalization of the results of the attempt to solve the problem of forming competence to measure of social and cultural effects in students of the first year of the specialty "Management of social and cultural activity", the following conclusions are formulated:

1. Mastering the competence to measure social and cultural effects of students of the first year of the specialty "Management of social and cultural activities" is appropriate and contributes to the deepening of the integration of theoretical and practical training of specialists, as an initial component of the system of competencies for the formation and implementation of practical social and cultural projects.

2. Educational-methodical activity on forming competence to measure of social and cultural effects occurs during the teaching of the discipline "Theory and history of social and cultural activity" in the form of 2 cycles of lectures and practical classes (forming a complex of ideas about the diversity of social and cultural activities and the concept of social and cultural activity object and subject, types, types, technologies, historical development, social and cultural process, demonstrating the concept of influence and effectiveness of social and cultural activity, mastering the goal to measure it and to make the appropriate tools.

3. Already in the first year there is a mastery of knowledge and skills to develop simple types of tools for measuring the effectiveness of some components of available social and cultural technologies. The foundations of important professional competence are laid out, which in the following courses are deepened and improved during the development of course and diploma projects.

The scientific novelty of the obtained results is a holistic understanding of measurement as a universal component of the perception of social and cultural influences by an individual and society at the everyday and scien-

tific levels; development of a system of theoretical concepts, on the basis of which the ideas of future bachelors are formed about the essence of social and cultural influences and their discretion, about the possibility of scientific measurement of social and cultural effects. The theoretical and methodological and methodological foundations of the organization of early (pre-emptive) competence formation for measuring social and cultural effects in the preparation of bachelors of the specialty "Management of social and cultural activity" are revealed. Students awareness of the essence of social and cultural influences and effects, learning the procedures of measuring the effects of social and cultural activity in the first semester of the first year helps to improve their learning in the study of the following disciplines of cultural and technological content and enables active and interested scientific and research.

The practical importance of the obtained results is manifested in the development of a practically oriented methodological approach to the teaching of the theoretical section of the discipline "History and theory of social and cultural activity", which contributes to the implementation of the principle of dual education offered at Sumy State University (Sumy, Ukraine), and to advance the competences of students.

Further research requires the improvement of certain technological components of the process of formation of professional competences in order to improve the ability to find reliable indicators used in instruments for measuring social and cultural effects.

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Professional Profile of the Nowadays Manager of the Sociocultural Activity

Abstract: *Introduction.* The relevance of management in the sociocultural field keeps growing nowadays. There's a need to explore the professional profile of the manager involved in this process, whose activity is to control the storing and distributing of the cultural assets. *Purpose and methods.* The purpose is a theoretical analysis, systematization and generalization of the scientific research on the professional profile of the sociocultural activity manager, which allows to meet the professional demands more effectively and survive at the extremely competitive market. General scientific analysis, synthesis, systematization and generalization of the theoretical knowledge have been applied during the research, as well as the experimental terminological analysis, situational, structural, functional and comparative methods. *Results.* The key duties and functions of the nowadays sociocultural activity manager have been explained. The following components of their professional competence have been defined: sociocultural, technological, managing, marketing, cultural, humanitarian, psychological and politic knowledge; general and special skills, general scientific and professional experience. The personal traits (leadership, will, moral) and communication capabilities (informative, interactive, perceptive) have been revealed. *Conclusions and discussion.* The scientific novelty of the obtained results lies in clarification of the notion of the "manager of sociocultural activity" and revealing manager's professional profile from the perspective of his duties, functions, professional competence, personality traits, communication capabilities and roles, while practical application lies in the direct use of the professional profile by the managers, operating in the sociocultural field, taking into account their individual practice.

Keywords: manager, sociocultural activity, personal profile, competence, communication.

1. Introduction

The problem formulation. In the period of social relations modernization there has arisen not only a real need, but also the possibility of transition from subject-object to subject-subject principles of relations in the sphere of culture. The social need for creating the maximum number of new institutions for socio-cultural activities of citizens has increased. This was reflected, in particular, in emergence of many fundamentally new institutions, enterprises, organizations of sociocultural sphere, which allowed to expand the range of content, forms and types of cultural and leisure activities. An important condition for activation of these processes was emergence of specialists in sociocultural activity management.

Due to significant socio-economic transformations in the system of market relations, the essence of the sociocultural activity manager's profession must be manifested through an ever-increasing set of skills, functions and competences. Our time realities require a new type of specialist who will not only have traditional knowledge and skills, but also understand innovative and entrepreneurial activities. It is important to have a professional image, i.e. a mental picture, an idea about a particular sphere. And since the sociocultural activity manager's profession has relatively recently entered the labor market and is not sufficiently revealed by the scientific community, it is necessary to create its professional profile, which is extremely important for employment.

The content the sociocultural sphere manager's activity includes management of selection, storage, production and dissemination of cultural values. A modern manager must have knowledge on organization and financial control, marketing and staffing. However, that is not all, nowadays there is some minimum of different characteristics for the modern manager of sociocultural activity. That is why the professional profile of the sociocultural activity manager, which envisages analysis of the works of domestic and foreign scientists in the field of management and sociocultural activity, is of particular importance.

State study of the problem. The issues of studying the professionalism of a modern manager of sociocultural activity in its various aspects were investigated by domestic and foreign scientists. In particular, the studies of T. Hryhorchuk (2018), I. Ignatova, T. Donskaia, N. Pliushkina (2016), N. Kochubej (2015) and others need special attention.

A number of works by such scientists as V. Adolf (1998), V. Lokshyn (2011), L. Severova (2014) and others are devoted to determining the essence, structure and content of professional competence of specialists of a socio-cultural profile. Psychological approaches to the study of the personality of the modern sociocultural activity manager were developed by such researchers as M. Bryl' (2018), T. Kiseleva, Iu. Krasilnikov (2004) and others. Professional communication and communicative competence have been fruitfully studied by O. Dyba (2018), A. Pavlenko and N. Svitajlo (2015), V. Titova (2005),

I. Schoholieva (2011) and others. The process of professional growth is revealed in the scientific works of D. Bogdanova (2016), N. Kirillova (2012), N. Iaroshenko (2007) and others.

Unresolved issues. Despite considerable amount of scientific works, the issue of studying professional profile of the sociocultural activity manager has not yet received sufficient systematic coverage, since modern research is mainly focused on education and professional training of the sociocultural sphere specialist with pronounced subjective qualities, able to self-expression and self-development. At the same time, the influence of environment on the activity of a modern manager of the sociocultural sphere, increasing his/her competitive potential, ranking of strategic tasks, taking into account the individual specificity of activity, etc., has not gained attention of scientists who worked or continue to work in this field.

Therefore, the need for effective management of the sociocultural sector; the need to organize sociocultural activities in state, sectoral, municipal cultural institutions and public organizations; the importance of creating conditions for development of creative potential of each individual and lack of scientific-methodological base on the specified issue determine the relevance of this work.

2. Purpose and research methods

The purpose of the study is theoretical analysis, systematization and generalization of scientific research on substantiation of the professional profile of the modern sociocultural activity manager that will allow to fulfill the requirements of the profession more effectively and be competitive in the harsh market conditions.

The methodological basis of the study is general provisions of the theory of scientific cognition, the principles of science, historicism, objectivity, syste-matization, unity of theory and practice. The empirical, systematic and axiological approaches, which made it possible to generalize theoretical and practical achievements accumulated by the educational community in the context of studying the professional profile of the nowadays sociocultural activity manager, have become fundamental in the work.

An advantage of the empirical approach, which is based on our own observations, in our opinion, is the opportunity to study the real status of professional activity of the manager of sociocultural sphere, to identify new factors and phenomena in this field, and on this basis to build generalizations, draw conclusions and make practical recommendations. The systems approach is used to highlight directions of creating a professional profile, the components of the modern sociocultural activity manager's professional competence. Axiological approach allows to study socio-cultural phenomena from the point of view of their opportunities to meet the needs of the individual.

Research methods. To achieve this goal, a set of methods was used, including: analysis, synthesis, systematization, generalization, which allowed to arrange scientific sources and official documents on the state educational policy of Ukraine in the field of sociocultural activity, scientific thought of domestic and foreign researchers; the method of terminological analysis was used in defining the basic concepts of the study; the situational method helped to take into account the specific conditions and circumstances of work of the modern sociocultural activity manager; systems-structural, structural-functional, comparative methods were applied to outline professional profile of the modern sociocultural activity manager in different areas.

Research information base. The obtained results are based on theoretical and methodological developments of domestic and foreign scientists in the field of management and sociocultural activity, monographs and materials of specialized periodicals, proceedings of scientific conferences, and seminars on the studied topics. In the course of research, information from the author's own observations made during teaching of professionally oriented disciplines in the specialty "Management of sociocultural activity" at Sumy State University was also used.

3. Research results

Nowadays, the issue of training modern managers and increasing competitiveness of specialists in the field of management at the labor market is becoming extremely important. These processes can also be traced in the sphere of sociocultural activity. Thus, systematization of the conceptual and terminological apparatus of our research needs specifying of its key concepts.

The key concept of our study is the concept of "manager of socio-cultural activity", the components of which should be considered in more detail. Despite the widespread use of the term "manager" in the scientific and popular literature, it needs to be defined and clarified.

According to Russian scientists *A. Semenov* and *V. Nabokov* (2008), manager is "an organizer of various works within separate units or target audience; a supervisor regarding subordinates; an administrator of any level of management, who organizes work according to modern methods of management activity" (p. 365). In their opinion, a manager occupies different positions in the organization, solves different tasks, performs different functional responsibilities.

According to the definition of a national scientist *Yu. Bovtruk* (2007), a manager is a person who has passed professional training and received profession of a manager, directs the work of other participants of the organization, coordinates activities of an existing organization and works with the team (p. 86). The scientist *V. Kravchenko* (2013), interprets the concept of "manager" as "a specialist who is professionally engaged in management activity in a

particular field of enterprise functioning, occupies a permanent management position and is empowered" (p. 20).

The general meaning of the category "manager" has its specific content in combination with the term "sociocultural activity". The definition of sociocultural activity has a fifty-year history and is considered by researchers in several scientific approaches: culturological, pedagogical and socio-philosophical. For example, about fifty years ago, French sociologists *J. Dumazedier* and *M. Imbert* (1969) interpreted this notion as conscious, deliberate, organized, even planned acculturation, optimal adaptation to the culture of all segments of the population. Researcher *N. Kochubej* (2015) believes that the concept of "sociocultural activity" is "the process of involving a person in culture and his/her active integration into this process, which is carried out by society and its social institutions" (p. 17).

The group of Russian scholars *T. Kiseleva* and *Iu. Krasilnikov* (2004) believe that sociocultural activity should be considered as a historically conditioned, pedagogically oriented and socially demanded process of trans-forming culture and cultural values into an object of interaction between the personality and social groups for the benefit of development of every member of society (p. 49).

Professor of Moscow State Institute of Culture *N. Iaroshenko* (2007) highlights the most important features that make it possible to clearly grasp the essence and specificity of this concept, in particular sociocultural activity: "it is built on the values of culture that determine its content and orientation; implemented in the field of leisure, which determines its organizational and space-time parameters; realized on the basis of activity of its participants, which determines its subjective and active nature" (p. 25).

Thus, generalizing these considerations allows us to provide the essential characteristics of one of the key terms of our study. Consequently, we characterize the manager of the sociocultural activity as a specialist, who is professionally engaged in management activities in the field of culture, the purpose of which is to involve a person in cultural values and to develop him/her actively.

In order to create a professional profile of the nowadays manager of sociocultural activity, we have analyzed the studies of domestic and foreign scientists and regulatory documents. The analysis was conducted in the areas shown in *Figure 1*.

We find it expedient to consider these areas of study in more detail.

Ensuring high quality of work of the nowadays sociocultural activity manager depends directly on consideration of his/her professional duties and functions, because they provide an opportunity to communicate with foreign colleagues, to establish cooperation in the professional field, to carry out research (in particular, sociocultural diagnostics) aimed at promotion of cultural values in society and so on.
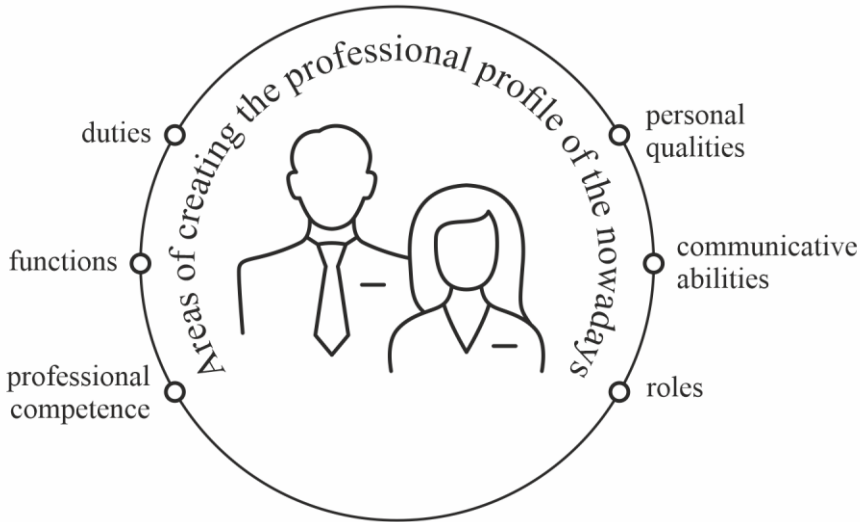
Figure 1. Scheme of the areas of creating the professional profile
of the nowadays sociocultural activity manager
Source: own development

The list of the main responsibilities of the sociocultural activity manager, according to job descriptions, includes the following (Monokl, 2019; Myrhorod City Council, 2010; Aktion-MTcFER, 2019): development of strategic tasks of the sociocultural activity of the organization; on the basis of a comprehensive study and analysis of the correlation of demand and supply of creation of current and prospective plans for organization development; provision of a range of services for the sociocultural activities of the population; control over their implementation; development of plans of artistic and entertaining programs taking into account the mode of work of the socio-cultural institutions; independent development of scenarios or involvement of specialists to create scenarios of folk entertainments, mass shows, theatrical holidays, entertaining programs, sports competitions and other demonstration performances, using in their work innovative forms and modern methods of organizing leisure of the population; signing agreements within the scope of their competence with concert and creative organizations to hold theatrical and other performances; cooperation with bodies and institutions of education, sports, social protection; organization of work on advertising and informing the population about sociocultural activities of the organization; attracting sponsors for conducting social and cultural events; preparation of cost estimates and business plans for social and cultural events; promoting self-sufficiency of socio-cultural programs of the organization of cultural and leisure type; maintenance of established reporting; participation in the monitoring of work performed by partners; provision of information and methodological services

and consultations to socio-cultural institutions with the aim of improving forms and methods of leisure organization; within the scope of its competence to issue orders and other acts, provide instructions compulsory for all employees, etc.

We find it necessary to specify the main functions of the nowadays manager of sociocultural activity, which include planning, organizing, motivating and controlling. Let us consider them in more detail (Kirillova, 2012; Siberian Federal University, 2007):

1) planning – provides clear goal setting, development and implementation of the plan. It includes: content of the activity; financing and other provision; organizational structure; requirements for staff; recruitment, placement and promotion of the personnel; accounting, reporting and control system. There are such types of planning as strategic, tactical and operational. The specified function answers the question: "What?" (What to include in the plan? What to do? What to anticipate? and so on);

2) organizing – creates conditions for effective activity of employees on the basis of coordination of their efforts in the process of sociocultural activity. This function includes authority, delegation and responsibility. The following questions are raised "Who?" and "How?" (i.e. who and how will be able to implement the plan?);

3) motivating – the process of encouraging others to work in order to achieve their goals. As urging for human behavior, motivation requires a clear idea of needs and rewards. Among the current theories of motivation, *A. Maslow's* hierarchy of needs is the leading one, which includes: physiological needs, needs for safety and confidence in the future, social needs, needs for respect and self-expression;

4) controlling – verification of the tasks fulfillment, arising from strategic and tactical goals of the organization. There are different types of controls in the practice of management, including preliminary, current, final, financial and administrative control. During the control procedure, the following questions should be answered: what have we learned? what should be done differently next time? what is the reason for deviations from the plan? was the control result positive or negative? what conclusions should be drawn to develop new goals?

It should be noted that in addition to the main functions (planning, organizing, motivating and controlling), the manager of the sociocultural branch also performs auxiliary functions in the field of activity (Ignatova et al., 2016, p. 135), in particular: project-technological, communicative, marketing, financial-economic, legal.

The analysis of research of the theorists and practitioners, the state standard, as well as the job descriptions of the managers of sociocultural activity makes it possible to identify the main components of their professional competence. We consider it expedient to elaborate the structure of the defined above competence.

The first component is sociocultural, technological, organizational, marketing, culturolgal, humanitarian, psychological and political knowledge (Dyba, 2018; Monokl, 2019; Ministry of Education and Science of Ukraine, 2019), namely: laws and other normative-legal acts of the Verkhovna Rada of Ukraine concerning sociocultural activity; forms and methods of organizing mass leisure activities of the population; scientific and technical achievements in the field of culture and art; basics of management; psychology of management; basics of economics and management in sociocultural sphere; market conditions for leisure services to the population; basics of marketing; personnel management theory and practice; basics of pedagogy and psychology; forms and methods of advertising campaigns; basics of labor law; rules of internal labor regulations; rules and regulations for occupational safety and health, industrial sanitation and fire protection; paperwork instructions; rules of business etiquette; basic principles of work on the computer; basic professional concepts; fundamental and specific information in the sociocultural field; principles of work of non-profit organizations and the market of cultural services; fundamentals in the field of image science, branding, fundraising, sponsorship, social marketing; in communication theory and practice and so on.

The next component of the professional competence of the nowadays sociocultural activity manager is general and special skills (Timofeev, 2013; Ministry of Education and Science of Ukraine, 2019; Ministry of Education of Russian Federation, 2003), among which: involvement of different segments of the population in the process of production, development, preservation and dissemination of cultural values; formation of economic, political, legal, moral, ecological, aesthetic and physical culture in the population; providing various forms of sociocultural activity with methodological tools; ideological and artistic evaluation of cultural phenomena; constructing socially important contacts, forming a culture of communication; effective use of the art of a living word, visual, technical and other means of ideological and emotional influence; providing methodological and practical assistance to public organizers of sociocultural activity; forecasting, planning and implementation of educational, artistic-creative, game, methodological and administrative-economic activity of cultural and leisure institutions; development and implementation of regional, municipal, departmental and other cultural programs; studying, generalizing, promoting, disseminating and implementing best practices of sociocultural activity; planning and time management; communication in both state and foreign languages; generating new ideas (creativity); identifying and solving problems; teamwork; evaluation and quality assurance of work performed; conducting analysis of economic, environmental, legal, political, sociological, technological aspects of cultural market formation; definition of strategic priorities; use of adequate professional tools for the development and

operational management of sociocultural projects; distribution of powers and responsibilities based on their delegation; development and implementation of modern forms of sociocultural partnership support; organizing work with various stakeholders in sociocultural activity; the use of modern methods of information processing for organization and management of sociocultural processes; adherence to professional and ethical standards when solving social, cultural and economic problems, etc.

Another component of the professional competence of the sociocultural activity manager is general scientific and professional skills (Timofeev, 2013; Severova, 2014, p. 116; Ministry of Education and Science of Ukraine, 2019), in particular: search and sociological skills – taking into account the needs of different population groups, obtaining scientific knowledge on socio-cultural phenomena; managerial skills – cultural and organizational activities; economic, legal, informational, methodological and organizational support of functioning of institutions, organizations and associations of socio-cultural sphere; decision making and implementation of all management functions; use of information and communication technologies; management of institutions (palaces of culture and art centers, profile studios and circles, libraries, museums, book publishing houses, theaters, research institutions, etc.); preparation and development of managerial decisions in the activity of cultural institutions; resource management of sociocultural activity; communication and game skills – organization of informal communication and recreational games of different population groups; psychological-pedagogical skills – differentiation and individualization of the content and forms of sociocultural activity; creating conditions for self-realization of creative potential of the personality.

In the content of the nowadays sociocultural activity manager's professional competences, personal qualities and communicative abilities are taken into account. According to the scientists (Bogdanova, 2016; Hryhorchuk, 2018, p. 102), the key personal qualities are:

1) leadership qualities – strategic vision, openness, courage, ability to listen to others, attentiveness, criticality, flexibility, sensitivity, result-centeredness, ability to admit one's own mistakes, correct self-esteem, charismaticity, ability to focus, efficiency, competence, erudition, originality, creativity;

2) volitional qualities – ability to work hard, dedication, initiative, independence, determination, courage, vigor, persistence, discipline, efficiency;

3) moral qualities – honesty, civility, benevolence, courtesy, ethics, accuracy, punctuality, confidence, justice, sociability, responsibility;

4) psychological qualities – good memory, rich imagination, ingenuity, sociability, self-control, assertiveness, adaptability, stress resistance, non-conflict, non-standard thinking, patience, developed intuition, self-confidence and confidence in decision-making, striving for constant self-development.

In our study we find it important to consider communicative abilities of the modern sociocultural activity manager in more detail, as the ability to inform the audience (collective) qualitatively, to present information is a significant component of his/her professional profile. It should be emphasized that successful realization of professional tasks by the sociocultural activity manager is impossible without providing quality of communication (Titova, 2005), which includes: skills of using methods and techniques of creating a trusting and at the same time business atmosphere, establishing channels of receiving and transmitting information, ability to express thoughts clearly and to encourage interlocutor to do the same, ability to listen to the interlocutor and his/her colleagues, conversation skills and ability to persuade, ability to perceive other people as they are and so on.

Studies conducted by domestic and foreign scholars on the content and list of communicative abilities of the modern manager of sociocultural activity, indicate that there is no single approach to their understanding. Despite this, the domestic researcher *I. Schoholieva* (2011) summarized the approaches to the systematics of communicative abilities and specified their list, which helped to divide them into informational-communicative (bringing the necessary information to the interlocutor), interactive (ensuring effective interaction with all the subjects and contact public) and perceptive abilities (making contact with the interlocutor, ensuring influence on the participants of collective activity, accurate interpretation of information) (p. 12).

In addition, the researchers *A. Pavlenko* and *N. Svitajlo* (2015) identified the main components of communication skills (pp. 118-120), which would be considered below in more detail:

1) organizational communications – occur with the authorities (self-government) at the appropriate level, with administration of certain organizations, institutions of socio-cultural sphere, public organizations or creative unions, as well as individual employees, performers in order to form an optimal organizational structure capable of providing implementation of all the components of a planned event, project or target program (is implemented in the form of a letter of request, order, agreement or memorandum);

2) development of program and methodological documentation for the event – the purpose is not only the joint work on the development of the methodology, but also the work of everyone on the adaptation of the methodology to the needs and characteristics of a specific target audience (is carried out in the form of regulatory development, preparation of scientific publications, information materials and methodological guidelines, dictionaries, reference-books);

3) ways of communicating ideas, tasks and principles – the purpose is not only to obtain information about the real state of affairs in a particular

area (institution, group), not only to inform about the importance of this work, but also to form participants' own vision of this situation, to influence their views and behavior (is performed in the form of a monologue, presentation, dialogue, round table, etc.).

Thus, communicative abilities are not inborn. They can be formed in the process of training and practical activity of the modern manager of sociocultural sphere and cover a much wider range of abilities, knowledge and skills than a somewhat simplified traditional understanding. That is why communication skills stand out among other professional competences.

The next step is to highlight the role of the nowadays manager of the sociocultural activity. There are several varieties of roles that are classified by scholars into three main groups, namely, information, interpersonal, and decision (Bovtruk, 2007, pp. 87-88; Kravchenko, 2013, p. 21-22). The information group includes the following roles: manager-observer (receives necessary information in the socio-cultural field), manager-guide (transfers information to other employees of the organization, conducts informational meetings, distributes reports, etc.) and manager-speaker (informs external stakeholders (meetings, speeches, reports)). The interpersonal group includes the following roles: manager-formal leader (symbolically directs sociocultural activity (holds ceremonies, meets guests, signs legal documents)), manager-leader (supervises and motivates subordinates, performs all responsibilities for sociocultural activity) and manager-mediator (maintains information links both inside and outside the organization). The roles of the decision group were: manager-entrepreneur (initiates new projects, new ideas), manager-firefighter (settles conflicts, disputes, adapts to environmental crises), manager-distributor (decides on resource allocation, scheduling, and budgets), and manager-representative (represents the organization at the most important negotiations).

Thus, based on the above mentioned roles of the manager of sociocultural activity, we can outline the main areas of application of his/her professional knowledge and skills. The nowadays manager of sociocultural activity can work in industry, trade, construction, transport and communication, state governance and politics, social sphere, culture, art, sports, hotel, tourist, restaurant business and so on.

4. Conclusions and discussion

The results of the study have made it possible to determine the importance of revealing the professional profile of the nowadays sociocultural activity manager and to come to the following conclusions:

1. The results of the terminological analysis of the key concepts of the studies of domestic and foreign researchers and reference literature allowed to organize the conceptual and terminological apparatus of the research. The concept of the "sociocultural activity manager", defined as a specialist, professionally engaged in management activity in the field of culture, the purpose of which is to involve a person in cultural values and active development.

2. The main areas, in which the professional profile of the nowadays sociocultural activity manager had been created, were distinguished, in particular: duties and functions, professional competence, personal qualities and communicative abilities, roles, fields of professional competence application.

3. Having considered the basic duties and functions of the modern manager of sociocultural activity, the components of his/her professional competence were distinguished, namely: sociocultural, technological, organizational, marketing, cultural, humanitarian, psychological and political knowledge; general and special skills; general scientific and professional skills. It was found out that the content of basic competences took into account both personal qualities (leadership, volitional, moral, psychological) and communication skills (informational-communicative, interactive and perceptive).

4. The roles of the modern manager of sociocultural activity, which had been classified by scientists into three main groups, were revealed, among them: information – manager-observer, manager-guide and manager-speaker; interpersonal – manager-formal leader, manager-leader and manager-mediator; decision – manager-entrepreneur, manager-firefighter, manager-distributor and manager-representative.

Scientific novelty of the obtained results lies in specifying the notion of the manager of sociocultural activity, as a specialist, professionally engaged in management activity in the field of culture, the purpose of which is to involve a person in cultural values and active development; revealing the professional profile of a manager in such areas as duties, functions, professional competence, personal qualities, communicative abilities and roles.

The practical significance of the results obtained lies in the opportunities for the nowadays managers of the sociocultural sphere to use substantiated areas of the professional profile, taking into account the specificity of their activity, which will enable them to compete successfully at the labor market.

Prospects for further scientific exploration in this direction are seen in a thorough study of the issues regarding the use of universal program tools for analyzing the possibilities of professional realization of the nowadays manager of sociocultural sphere in a specific type of activity and at the proper hierarchical level.

Acknowledgement

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PRACTICAL ASPECTS OF SOCIO-CULTURAL ACTIVITY MANAGEMENT

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Trust, Fairness and Helpfulness of Japan and Slovak University Students

Abstract: *Introduction.* Trust is becoming one of the serious problems of university education, both in terms of the quality of education itself and in terms of the quality of knowledge, skills and competences that students and graduates acquire. Based on the level of perceived trust, students decide how strong and persistent their pro-social motivation will be, i.e. their perception of fairness and helpfulness and, above all, the extent to which students will be willing to apply these attributes towards others. *Purpose and methods.* With the use of analysis, synthesis, comparison, abstraction, generalization, induction, deduction, modeling, etc., the purpose of the paper is to study trust of higher education students closely related to the topic of fair and helping behavior. All of these three phenomena are investigated from both perspectives: passive (in situations when they are received by a student from other entities) and active (in

situations when they are actively performed by the student and are addressed toward the others). The empirical part presents the results of a questionnaire survey performed on $n = 405$ Japan students and $n = 443$ Slovak students, intended to find possible interrelations in their opinions regarding the general trust, fairness and helpfulness. *Results.* In the question aimed at expressing the opinion whether people can be trusted, or people cannot be too careful, as many as 68.89 % of Japanese and 66.82 % of Slovak respondents opted for the latter. 81.72 % of Slovak and 69.14% of Japan respondents preferred the opinion that people try to be fair. In the field of providing help, two thirds of the respondents (65.01 % and 69.63 %) expressed that people are generally mostly just looking out for themselves. *Conclusions and discussions.* The novelty of the paper stems from its theoretical, empirical as well as discussion part which confirm that it is useful to search the university students' trust, fairness and help from the viewpoint of mutual dependences existing between them. The perceived trust influences the extent and quality of furtherly applied trust, fairness and helpfulness; the perceived fairness predetermines the furtherly applied fairness, trust and helpfulness, and simultaneously, the help taken from others build the student's helpfulness, trust & trustworthiness, and fairness.

Keywords: trust, fairness, helpfulness, student, survey, comparison.

1. Introduction

Problem statement. Recent years have been a period of cataclysmic change and no university, whatever its origin is, can remain untouched (Law, 2013, p. 81). Although new opportunities and challenges are permanently arising, all processes for keeping them are very dynamic. They demand new and deeper knowledge of various aspects of the university environment and, especially, knowledge of students' current characteristics, traits, changed expectations, desires, escalated necessities, etc. Within this perspective, under-standing of motivation, satisfaction, personality traits such as trust, fairness and helpfulness might be considered important. This sensitive knowledge can be applied to "promote students' classroom engagement, to foster the moti-vation to learn and develop talent, and to inform teachers how to provide a motivationally supportive classroom climate" (Reeve, 2009, p. 19).

The state of studying the problem. Trust is one of the variables that has attracted great interest in the academic community (Mulyono, 2014, p. 63). It is a firm belief in the reliability, truth, or ability of someone or something (Soanes & Stevenson, 2003, p. 1893). It is "an individual's or group's willing-ness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest and open" (Hoy & Tschannen-Moran, 1999, p. 189). According to Heffernan et al. (2018), the students' trust can be considered "as an overall judgement that captures the components of ability, benevolence and integrity" (p. 233). If students believe that they can trust their teachers, they will be more likely to cooperate with instructional goals and

to be more actively engaged and, thus, to experience greater identification with the school (Mitchell, Kensler & Tschannen-Moranm, 2018).

Recently, numerous studies were devoted to the research of students' trust. For example, Mulyono (2014) relates trust and commitment to the students' loyalty and confirms their mutual dependence. Ulewicz (2014) considers trust as one of the most important elements that affect the process of building a great university. White (2018) examines relations of authority and trust between students and academic teachers from the viewpoint of student partnership; the partnership is an element with a strong positive relation to the students' trust. Sama, Brahmasari & Ratih (2017) introduce a concept that studies the influence of marketing mix to trust and trust towards the competitive advantage of private higher education.

Although the list of the studies mentioned could continue, it points to the variability of specific research aspects which are related to the students' trust. In addition, when examined deeper, a lot of studies are more internally specified. They study the students' trust towards various forms, methods or techniques of learning. For example, trust is linked to an online learning (Wang, 2014), e-learning (Dwyer & Marsh, 2017), active learning (Cavanagh, 2018), supportive learning – especially weekly workshops and Math Café (Gill, Greenhow, 2011), collaborative learning (Nurhayati, Rosmaiyadi & Buyung, 2017), etc.

Unresolved issues. However, the investigation of trust in relation to understanding of *fairness and helpfulness* of university students is still absent in the literature. Especially, the opinions comparison of students from Japan (i.e. unique and specific country) versus students from Slovakia (i.e. Slavic country in the Central Europe) could contribute to the knowledge base in the field. With this intention, a simple thought-research model for this paper was elaborated (*Figure 1*). Dashed arrows in the Figure illustrate relations among all of the three phenomena searched in a comprehensive (mutually indivisible) view of each term, i.e. trust versus fairness versus helpfulness. Solid arrows illustrate relations among them when the active as well passive perspectives are respected in a case of each searched term: received & applied trust versus received & applied fairness versus received & applied helpfulness.

Based on the above-mentioned ideas, *the aim of the article* is to study trust of higher education students and its crucial aspects. With use of both theoretical and empirical analysis, synthesis, comparison, abstraction, generalization, etc. of knowledge and opinions, trust will be linked to fairness and helpfulness of university students. The empirical part will present the results of a questionnaire survey performed on $n = 405$ Japan students and $n = 443$ Slovak students, intended to find possible interrelations in this area. The survey's results, generalization of experience and relevance of presented inspirations will be incorporated in the paper's discussion and conclusion.
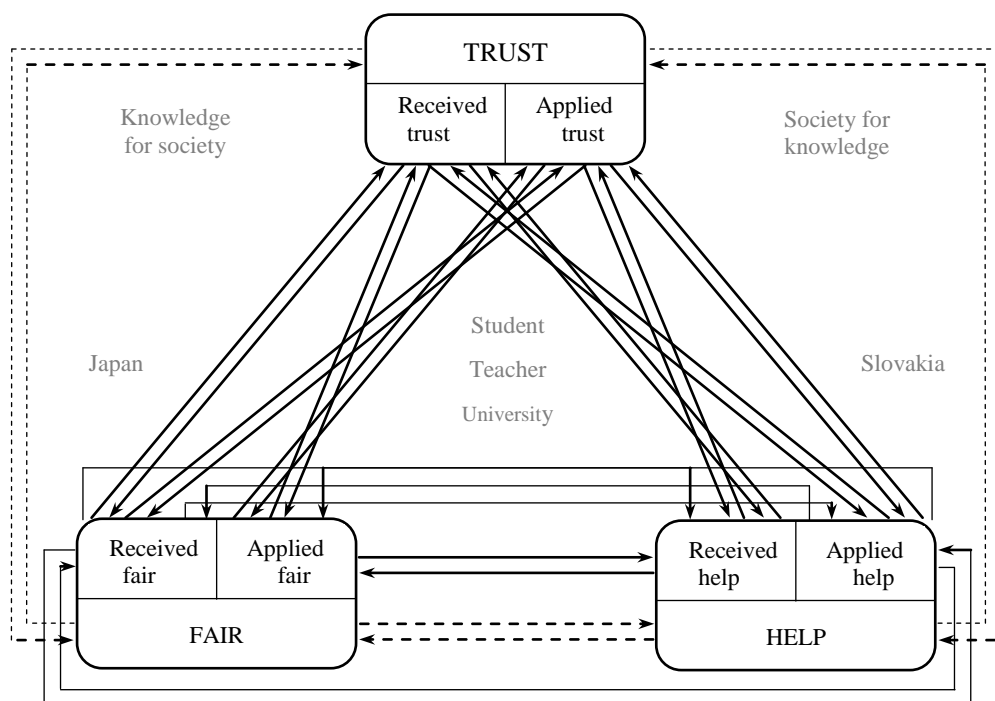
Figure 1. Thought-research model of the paper
Source: it has been developed on the basis of own study

1.1. Student trust

Trust is a dynamic phenomenon that stems from the mind and soul of an individual. It affects understanding of all social elements, values, and behavior of other individuals or groups. "Trust is influenced by many types of factors and elements, e.g. material, time, spatial, and especially, relational, intelligential, emotional, commemorational, experiential, cognitive, etc." (Blašková et al., 2015, p. 72). Since the "students almost every day keep in touch with their educational institution, this relationship can last for years" (Borges et al., 2016, p. 120).

From the perspective of higher education environment, several dimensions of students' trust might be viewed. In accordance with the paper's topic, trust dimensions defined in the following text are related to various forms of help and fairness too:

1. *Trust towards the study subjects.* When considering learning trust, it is necessary to respect the individual intellectual potential of each student. From this perspective, trust towards the study subject is the belief in the benefits of the subject for students to grow, while the benefits of

passing the subject considerably exceed the accompanying negatives (time spent preparing for seminars, accomplishing the assigned tasks, etc.). There are many students at universities who excel in all fields of study. According to Slavík et al. (2012), these can be described as students – generalists. There are also many students who excel in a specific field and have chosen their study program on a targeted basis, on the basis of "long-term self-education and/or preparation for university studies (by participating in various student competitions). For such students, studying the chosen program is a reward" (Sandanusová, 2010). Probably, many students are successful in certain areas, however, they *feel insecure and distrustful* towards some subjects. For students who usually succeed in behavioral disciplines, such subjects usually include e.g. Mathematics, Informatics, Physics, etc. "It is important to help students not only to bridge the skill gap, but also to build their mathematical confidence" (Gill, Greenhow, 2011, p. 130). In contrast, students who are successful in technical disciplines, often feel some fear or distrust towards 'soft' subjects, such as Management, Human Resource Management, Organizational Behavior, etc. Both groups of students often need *'knowledge help'* from the teacher or more clever students.

2. *Trust towards oneself*. "In addition to the interest in study, self-confidence is also important, which stems from self-knowledge and self-awareness of one's own abilities, determines the desire for employment and is a manifestation of the student's aspirations" (Slavík et al., 2012, p. 230). Self-trust means the volitional conviction of the individual in his or her own power, one's own built potential and motivation. It represents the certainty of effective students' behavior in the academic environment. The student considers these psychological and intellectual dispositions to be so strong that they give him or her a considerable internal guarantee that s/he can succeed in the university studies.

Self-trust allows students to be able to believe in the ability possessed, not easily give up in the face of every problem so that they are able to perform all tasks assigned independently and with maximal results (Nurhayati, Rosmaiyadi & Buyung, 2017, p. 57). It is the informed confidence one has in oneself (Dwyer & Marsh, 2017, p. 111) and although students should start at a university equipped for their learning, critical thinking and academic writing, and they should be able to do these tasks without much further help (Hilsdon, 2011, p. 20), the growing diversity of students makes such an assumption unrealistic (Haggis, 2006). This points to the need of *'personality help'* from others and calls for *fairness* in social relations.

3. *Trust towards the peers and friends*. Trust in one's own strength can be strengthened throughout the life by student's parents and siblings.

This is probably the most significant lifelong motivational impact. Of course, with increasing age and acquired learning experience, the share of another, wider social environment is also increasing. According to Martorell, Papalia & Feldman (2015), the interaction of inheritance and experience gained is increasingly influenced by the experience acquired by an individual. Thus, it is precisely the classmates and friends, with whom the student spends study time, that can greatly enhance his or her self-confidence.

For the existence of trust, the spirit of cooperation among students is essential (Thomas, 2012). In such a view, trust can be considered as the extent to which student delivers control to the others (students, friends) in belief that s/he will fulfill the duties and responsibilities s/he respects (Charlebois, Palmour&Knoppers, 2016). Unlike the family, the student chooses friends him/herself (initially often on the basis of felt sympathy). However, the ability to fully trust friends, the student's *fairness and helpfulness* are among the key attributes of staying in any social relationship. It follows that mutual friendly and peer support is an essential element of the student's motivation and academic success.

4. *Trust towards the teachers.* A higher education teacher should be a natural human authority, a professional mentor and a role model who his or her students fully trust. Trust towards the teacher is a belief in the correctness of the teacher's pro-social, pedagogical and scientific research anchor. "When students trust teachers and believe that they have their best interest at heart, they will be more likely to value school and school-related outcomes, to feel like they belong, and to work together with teachers to meet academic goals" (Mitchell, Kensler, Tschannen-Moranm, 2018). In this view, "empathy found its way into education and teaching" (Berkovich, 2018, p. 2). Empathy is currently not only becoming the special competence that is possessed by some of the most socially attractive teachers. This one becomes the critical necessity of each responsible academic and serves as firm pillar of professional trustworthiness for the teacher and the students. In such situations, the teacher performs the role of an advisor, counselor, facilitator, and a reliable partner in the process of the overall student's development. This evokes that apart from the *'knowledge and competence-development help'* also the *'evaluative fairness'* of teachers is important.

5. *Trust towards the university.* The university must be a dignified and honest partner of students in the process of their overall personality-cultivation progress. This type of trust represents the acceptance and positive belief of the student towards the university as an institution focused on the development of science, general knowledge, ethical and pro-social behavior and the like. Trust of students towards the univer-

sity have a lot of positive outcomes and impacts. For example, it affects the students' satisfaction and loyalty (Schlesinger, Cervera & Pérez-Cabañero, 2016); students' commitment (Mulyono, 2014), retention (Meer & Chapman, 2014), students' behavior toward transnational education partnership (Heffernan, Wilkins & Butt, 2018), etc.

Naturally, it is important to trust university in relation to the proper use of personal data of students too (Slade, Prinsloo & Khalil, 2018). However, according to Cheng (2016): "The current practice of quality evaluation has caused deterioration in the trusting relations between student and academic, as the evaluation is in favor of institutional competition and compliance, academic accountability and performativity, and value for money, and it encourages a consumerist culture" (p. 15). This calls for elimination of potentially impaired pillars of student's institutional trust and leads to the necessity of *'procedural fairness'* at the university and *'relational help'* of academic consultants provided to students.

6. *Trust towards the society*. "Social trust at the individual level is subject to first-hand experience of the social world and the people in it, and daily contacts with others, which enable a truster to make a judgment about the trustworthiness of generalized others" (Huang, van den Brink & Groot, 2011, p. 290). Stated more concretely, trust in society anchors the accumulation of all types of trust that the student feels. They combine trust in one's own strength, trust in family and friends, trust in study subjects, trust in teachers, trust in the university, etc. with overall belief in social order, morality, responsibility and fulfillment of interiorized pro-social expectations. It is therefore the result of *'so-far provided help'* and *'the received fairness'*. However, it simultaneously instigates the *'need to help others'* and *'need to be fair'* towards other individuals and groups.

The above-mentioned dimensions emphasize that trust is a very sensitive characteristic. Trust is usually very difficult to build; it is based on a myriad of reasons. Disruption or even loss of trust can be caused not only by a major failure in relation to the individual or group under consideration. It may also be caused by unintentional or merely inadvertent behavior, which in other circumstances would not be of particular importance. However, in the given situation, and based on the previously perceived perceptions or indications, a serious disruption or even loss of confidence may occur and, subsequently, impaired trust may cause various imperfections in provided fairness and/or helpfulness.

1.2. Fairness and helpfulness

As in the case of opinions on the topic of students' trust, the considerations of fairness and helpfulness could be also targeted at two directions

or perspectives. The first perspective may be to describe the nature of *fairness* and *helpfulness* when these terms/approaches are performed toward the student *from other* persons, groups and institutions. The second perspective may be to focus attention on describing *fairness* and *helpfulness* when these terms/ approaches are performed *by the student* toward other persons, groups and institutions.

1.2.1. Student fairness

A student feeling of fairness can be defined as the accumulation of such experiences, emotions, and complex forms of student treatment that s/he receives, considers cognitively, and evaluates as objective, correct and generally ethical. The attributed 'quality' of behavior decency of the others certainly affects the academic motivation of the student and largely predetermines the ethics and fairness of the student's behavior towards other individuals and groups.

Fairness is equated with justice which means integrity and excludes favoring (Zhang, 2014). It might be viewed and explained in "a context that focuses on distributional justice and equality of opportunity but also on principles of freedom and choice" (Smith, Todd & Laing, 2017, p. 336). Creating situation in which fairness is clear therefore presents a hopeful way of managing the impact of individuals' social emotions on their justice judgments and justice-related actions and reactions (Blader et al., 2010, p. 46).

Numerous recent studies are focused on researching fairness within these three dimensions: (a) distributive fairness; (b) procedural fairness; (c) interactional fairness (Greenberg, 1990; Caglar, 2013; Yilmaz, 2014; etc.). Tost & Lind (2010) have even tried to differentiate between two groups of justice theories: "Findings from research on distributive, procedural and interactional justice perceptions indicate that people readily differentiate between fair and unfair treatment, while system justification research indicates that people resist the perception of injustice, suggesting that such differentiation is unlikely" (p. 7). Of course, different characteristics may be considered as fair or unfair sources of inequality depending on the subjective or collective normative beliefs (Brunori, Peragine & Serlenga, 2013, p. 20).

From this perspective, fairness in higher education could also be considered as equality of educational opportunity that should be perceived as a widely agreed principle; this principle "merges two powerful ideas: that all young individuals should have equal chances to succeed in life and that more hardworking students should emerge in the education competition" (Brunori, Peragine & Serlenga (2012, p. 767).

Zhang points out that being a fair teacher includes especially the proper selection of the contacting objects, fair application of teaching contents, fair communicating methods, proper selection of contacting targets, and fair evaluation of the communicating effects (Zhang, 2014). These qualities or

approaches could be inspirational also for the students when trying to develop their fairness towards the others. "Indeed, the consequences of the fairness of one group member's specific encounters can reverberate throughout a group because those unaffected by particular decisions often witness, evaluate, and react to the fairness of those encounters" (Blader et al., 2010, p. 47). This means that it is necessary to measure whether a school's process is fair, with particular attention to the student's right to legal counsel (Berger & Berger, 1999).

As it is clear from the presentation of previous opinions, in the vast majority of cases, fairness is examined in relation to fair behavior applied to students. However, the purpose of this paper is to focus the attention on the opposite direction of fairness – *fairness applied by students to others* (students, teachers, parents, etc.). In this sense, the student fairness can be perceived as applying such behavior towards others, which is characterized by sincerity, an attempt to maintain honesty, adherence to the rules of decency, cooperation and belonging. Student fairness, as opposite to correctness of the expressions received from others, can be described as willingness, ability, competence, or even as a form of interpersonal intelligence, determining the moral suitability of behavior to others, keeping moral principles and respecting the rules enshrined in the envisaged environment (at the university, internship, student practice, public, etc.).

Certainly, the active students' fairness is, to a large extent, (co-) determined by the confidence and perception of fairness level of behavioral patterns and forms perceived and experienced from the other party. Differently stated, perceived trust and received fairness are critical factors as well as creators of subsequently applied trust and fairness. The quality of previous and accepted trust &fairness predetermines the quality of future trust &fairness. In this sense they also form the willingness of students to help others, i.e. students' helpfulness.

1.2.2. Student helpfulness

The help provided to students is extremely important. Despite the pretended overconfidence, many students need some form and scope of support. In this view, help given to students can be defined as providing appropriate material support or financial assistance (Isserstedt, 2007), organizational and administrative services (Ulewicz, 2017; Yatskiv & Ishmuhametov, 2016; Sokół et al., 2015;), learning support or counseling (Kim & Park, 2018; Niehaus et al., 2017; Klimova, 2015), psychological or mental aid (Lipson et al., 2019; Rueckert, 2015; Eisenberg, Golberstein & Hunt, 2009), expressing appropriate belonging (Gomez-Rey, Barbera & Fernandez-Navarro, 2017; Sarmini & Prasetyo, 2017; Blašková, Blaško & Tršková, 2015), etc. by other classmates, teachers, university administrative staff, and other entities.

It is common that students often feel overloaded and stressed (especially in the first year of their studies). They do not just have to contend with demanding university content, which is represented by lectures, seminars, new topics, the need to think critically and independently, the accented ability to learn effectively, and so on. They also have to struggle with loneliness and family isolation. Tachine, Cabrera & Yellow Bird (2017) mention that "the student centers on campus provide a 'home away from home' environment" (p. 785). It can be added that such relationship assistance often helps to overcome any difficulties associated with the demandingness of studying.

The above-mentioned *passive understanding of help,* i.e. help provided to the student, finds its reflection in an *active understanding of help,* i.e. help provided by student to the others. In this sense, students' helpfulness represents the readiness for appropriate forms of contributive behavior, altruism, care for others, willingness to assist in any situation of need, replacement of 'my and individual egoism' by 'our and societal progress', etc.

Ryan & Deci (2018) opine that „under nurturing condition, pro-sociality comes naturally to most people" (p. 630). Continuing the logical line of this paper, the opinion of Rockenbach, Hudson & Tuchmayer (2014) could be presented too: "Becoming a more compassionate and socially aware person as a result of service work is positively linked to committing oneself to a meaningful life marked by helping others, civic engagement, and service" (p. 312).

Although helping others often demands a lot of energy, time, will, sometimes also material or financial costs, etc., it is very beneficial. Moreover, the university students should have such a personality inclination and 'proactive humanness'. The reason is that helping gives benefits or yields not only to the addressee of the provided help. It also increases a value of oneself, sense of usefulness, social recognition, dignity, etc. of the helper.

According to Weinstein & Ryan (2010), helping and prosocial behaviors would satisfy all three basic psychological needs: (a) via helping others effectively, the helper is able to experience *competence;* (b) through a sense of empathy and interest in others, the helper can experience *relatedness;* (c) based on internal perceived lotus of causality, the helper's *autonomy* is engaged. Satisfaction of these needs can result in various positive outcomes such as "positive mood and vitality" (Weinstein & Ryan, 2010, p. 222). In other words, justice research has demonstrated that the way people engage with other parties is based on their evaluation of the fairness of the other parties' actions (Blader & Tyler, 2009).

2. Purpose and research methods

The purpose of the article is to research opinions of the university students about trust, disclose potential relations of trust to perceived help/fullness and fair/ness, and compare results obtained between two relatively different countries: Japan and Slovakia.

The methodological basis of the study *is* built on the main premise that the quality of helpful, trustworthy and fair approach applied by teachers, university and other forming entities predetermines students willingness 'to return by their actions' all of accepted behavioral patterns to these entities. Moreover, the positive influential effect could even cause a sharing or dissemination of such pro-social behavioral patterns toward other individuals or groups (peers, friends, colleagues, etc.). The mentioned premise can be supported or completed by following three opinions:

(1) Trust is the perceived likelihood by which an individual expects that another individual or group, at worst, will not knowingly or willingly do the individual harm, and at best, will act in the individual's interests (Huang, van den Brink & Groot, 2011). (2) According to Nurhayati, Rosmaiyadi & Buyung (2017), it is important „to instill self-confidence in students". Intentionally developed or strengthened trust leads student to the more positive acceptation of other statuses, processes, people, conditions, chances, limits, etc. It enables him or her to properly understand the importance of being contributive, fair, helping and socially high-recognized. (3) In addition: "The activation of neural alarm system by social events or personal uncertainty switches the justice judgment process from the uncritical assimilation of justice information that characterizes the system justification mode to the system critique mode, in which individuals abandon their initial fairness heuristic and instead they vigilantly evaluate the justice of the outcomes, procedures, and treatment, which occur in their social environments" (Tost & Lind, 2010, p. 13).

Methods of research. *Sociological research,* performed via a *questionnaire technique,* was chosen as the most proper from the perspective of time, cost and return expected. Apart from identifiers of the respondents (course, gender, and age), the questionnaire consisted of three items (questions). As mentioned above, the focus of items was on trust, fairness and helpfulness, while each of the items has provided two predefined statements/responses, as follows. Item-1: Generally speaking, would you say that most people can be trusted or that you cannot be too careful in dealing with people? ([A] Can be trusted; [B] Cannot be too careful); Item-2: Do you think that most people would try to take advantage of you if they got the chance, or would they try to be fair? ([A] Try to be fair; [B] Take advantage); Item-3: Would you say that most of the time, people try to be helpful, or that they are mostly just looking out for themselves? ([A] Try to be helpful; [B] Look out for themselves), (Kokubo, 2016).

Information base of research. In detail, surveys in both countries – Japan and Slovakia – were performed in 2019. The number of Japan respondents was $n = 405$ of which 144 were males and 261 were females. Respondents were students of three universities, specifically: Atomi University, Meiji University, and Wako University.

The number of Slovak respondents was $n = 443$ of which there were 300 males and 143 females. The respondents were students of the University of Žilina and attended four study programs: Management, Informatics, Information Management and Computer Engineering.

Table 1 documents the characteristics of Japan and Slovak respondents. This shows that Slovak respondents were older on average (21 versus 19 years of age). Another small difference is the distribution of respondents by gender: in the set of Japan students, there were much more females than males, while in the set of Slovak students, the situation is opposite. Disproportion of Slovak respondents was influenced by the fact that two of addressed study programs have more technical character, one program is a combination of management and informatics and only one program is fully behaviorally orientated.

Table 1. Basic characteristics of respondents

Country	Japan ($n = 405$)		Slovakia ($n = 443$)	
Sex	Male	Female	Male	Female
	144	261	300	143
Average age	19	18	21	21
	19		21	

Source: it has been developed on the basis of own study

3. Research results

For the purposes of this paper, the attention was focused on evaluating three issues associated with trust. The data obtained were primarily investigated by quantifying the frequencies (*Table 2*). In the first question, aimed on **trust,** respondents had the opportunity to comment on whether *(A) People can be trusted* or *(B) People cannot be too careful*. Up to 68.89 % of Japanese respondents and 66.82 % of Slovak respondents favored the latter, i.e. answer *B*. If generalized expressions will be impersonated and related directly to the personality of the respondents (because many respondents look at and comment on the generalized behavior of other people through the perspective of their own behavior – the perspective of their own reassessment), it can be stated that participated students generally *do not trust others*. This result suggests a deepening relationship crisis that affects the global society, including the academic environment.

The second question examined **fairness.** Respondents were to decide whether *(A) People try to be fair* or *(B) People take advantage*. Again, the opinions of both Japanese and Slovak respondents were similar. Both groups

tended to choose the first answer, i.e. statement *A*. In detail, 81.72 % of Slovak students think that people behave fairly. On the other hand, for Japanese respondents, the response rate is significantly lower: 69.14 %. Compared to the answers to the first question (and subsequently to the third question), the results are much more positive. Despite the preference not to care too much about others, fortunately, in the area of fairness, respondents maintained their positive behavioral perspective. In other words, they are ethically tuned and resolutely reject pure egoism.

Table 2. Responses on trust, fairness and helpfulness

Question	Option	Japan		Slovakia	
		Freq.	[%]	Freq.	[%]
1. Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?	(A) Can be trusted	126	31.11	146	32.96
	(B) Can't be too careful	279	68.89	296	66.82
2. Do you think that most people would try to take advantage of you if they got the chance, or would they try to be fair?	(A) Try to be fair	280	69.14	362	81.72
	(B) Take advantage	125	30.86	80	18.06
3. Would you say that most of the time, people try to be helpful, or that they are mostly just looking out for themselves?	(A) Try to be helpful	123	30.37	153	34.54
	(B) Look out for themselves	282	69.63	288	65.01

Source: it has been developed on the basis of own study

For higher imagery, the values from Table 2 were subsequently processed into graphs (*Figure 2* and *3*).

The last question focused on the willingness to provide **help.** Most Slovak (65.01 %) and Japanese (69.63 %) respondents are in favor of statement *B* (second answer). Generally, they characterize people's behavior by *taking care of themselves*. If these results are transferred to student personalities, i.e. if their general vision of others' behavior are transferred to their own behavior, both Slovak and Japanese students show less willingness to help others. This can be attributed to some degree of undermined trust, often inflicted on incorrect behavior by other individuals and groups.
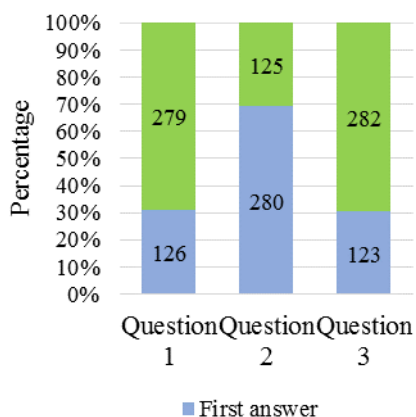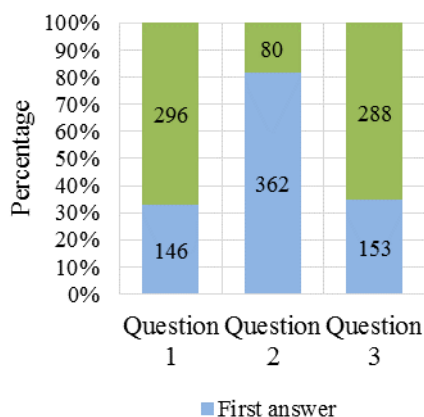
Figure 2. Responses to questions – Japan

Figure 3. Responses to questions – Slovakia

Source: it has been developed on the basis of own study

For a more detailed analysis of the data collected, the ***interrelations between the answers*** to all three questions and the possible dependence of the answers on the respondents' gender (using Wizard software) were examined. In addition to the general dependency (as measured by the Chi-Square Test), specific correlations were also examined, in relation to the designation of option *(A)* for each of the questions (*Table 3* and *4*).

Table 3. Correlation between items – Japan

Combinations analysed	Chi-Square Test		Product-Moment Correlation	
1st versus 2nd question (trust versus fair)	z	5.086	r	0.253
	P-value	<0.001	P-value	<0.001
	Significance	yes	Significance	yes
1st versus 3rd question (trust versus help)	z	2.505	r	0.124
	P-value	0.012	P-value	0.012
	Significance	yes	Significance	yes
2nd versus 3rd question (fair versus help|	z	3.032	r	0.151
	P-value	0.002	P-value	0.002
	Significance	yes	Significance	yes

Source: it has been developed on the basis of own study

The results of the analysis of *Japanese data* differ significantly from the Slovak ones. The statistically significant dependence was confirmed among all the issues examined (*Table 3*). Characteristics for *Chi-Square Test:* C = 1.96; admissible error = 5 %; confidence interval = 95 %; if: z > C => not independent; if: z < C => independent. Characteristics for *Product-Moment Correlation:* C = 0.097; admissible error = 5%; confidence interval = 95 %; if: /r/ > C => not independent; if: /r/ < C => independent.

Table 4. Correlation between items – Slovakia

Combinations analysed	Chi-Square Test		Product-Moment Correlation	
1st versus 2ndquestion (trust versus fair)	z	1.147	r	0.055
	P-value	0.251	P-value	0.252
	Significance	no	Significance	no
1st versus 3rdquestion (trust versus help)	z	2.599	r	0.123
	P-value	0.009	P-value	0.009
	Significance	yes	Significance	yes
2nd versus 3rdquestion (fair versus help)	z	0.47	r	0.022
	P-value	0.639	P-value	0.640
	Significance	no	Significance	no

Source: it has been developed on the basis of own study

An analysis of the data from *Slovakia* (*Table 4*) showed the dependence between the first and third question. The dependencies between questions 1 and 2 and between questions 2 and 3 were not statistically significant. It can be stated that up to 43.2 % of respondents who marked option *(A)* in the first question also tended to choose option *(A)* in the third question. It follows that these students are inclined to trust people while trying to be helpful. Characteristics for *Chi-Square Test:* C = 1.96; admissible error = 5 %; confidence interval = 95 %; if: z > C => not independent; if: z < C => independent. Characteristics for *Product-Moment Correlation:* C = 0.093; admissible error = 5 %; confidence interval = 95 %; if: /r/ > C => not independent; if: /r/ < C => independent.

In addition to the interdependence of individual statements, the authors of the paper also decided to examine the potential dependence of respondents' statements on their *gender*. Gender influenced only the choices of Japanese respondents in the second question, i.e. question on fair/ness: answer *(A)*

was reported by 73.95 % of females and 60.42 % of males. Among the Slovak respondents, the dependence on gender was not proven at all (*Table 5*). Characteristics for *Chi-Square Test:* C = 1.96; admissible error = 5 %; confidence interval = 95 %; if: z > C => not independent; if: z < C => independent.

Table 5. Correlation between gender and responses – Slovakia and Japan

Dependence by gender	Japan		Slovakia	
	Chi-Square Test		Chi-Square Test	
1[st]question (trust)	z	1.39	z	0.893
	P-value	0.164	P-value	0.372
	Significance	no	Significance	no
2[nd]question (fair)	z	2.822	z	1.01
	P-value	0.005	P-value	0.312
	Significance	yes	Significance	no
3[rd]question (help)	z	1.294	z	1.645
	P-value	0.196	P-value	0.100
	Significance	no	Significance	no

Source: it has been developed on the basis of own study

4. Conclusions and discussion

Ideas move mountains, especially in these days, and a communication strategy centred on an emotional connection with customers/students is paramount; being loved is good for the operation of university, its image, and other important indicators. Being hated means a failure to connect with students, thereby drastically decreasing the university's education-market share (Jílková, 2016, p. 118), and the confidence in general ethics of higher education.

From the perspective of impaired social ties, following opinion of Fukuyama is relevant: "When celebrate the breakdown of hierarchy and authority, one critical factor is neglected: trust, and the shared ethical norms that underlie it. Communities depend on mutual trust and will not arise spontaneously without it" (1995). This emphasizes the need for developing university students' trust, fairness and helpfulness as the university graduates are bearers of next progress in the whole society.

In this line, Study of Raza et al. (2018), participated by 350 university students of Karachi, has examined the impact of chosen attributes on know-

ledge sharing attitude among university students. The results show that students' attitude, trust, subjective norm, motivation and rewards have a significant positive impact on knowledge exchange behavior between university students: "Students need motivation, trust factor and perceived behavior that lead the knowledge sharing attitude between them" (Raza et al., 2018, p. 287). This supports the results of Japanese respondents presented in *Table 3* which document the strong dependency of trust, fairness and helping others. At the same time, although the answers of Slovak respondents (Table 4) confirmed that the strong dependency exists only between the trust and help provided to others, other relations cannot be refused.

Borges et al. performed a quantitative and descriptive study on a sample of 513 Brazil students regarding the differences in student trust in public versus private higher education institutions. The results indicate that "students belonging to a private university trust more in it than students from a public university trust their institution. It was also found that women rely more on their universities than men, and that trust in the university by the students tends to decrease with time" (Borges, 2016, p. 119). Also, the study of Yilmaz, conducted at 1,042 Turkish students, revealed that there is a relationship between the students' fairness perceptions in the learning environment and their satisfaction with life. The students perceived the learning environment as partially fair and rated their satisfaction with life at a moderate level. "Female students' fairness perceptions regarding the learning environment were significantly lower than male students'" (Yilmaz, 2014, p. 1074). This is partially different from the results presented in Table 5 where the dependence on sex was confirmed only in the group of Japan respondents, concretely in the question on fairness. However, although the survey presented in this article did not confirm gender-dependency in the topic of trust and helpfulness (in the set of Japan respondents) and any gender-dependency in the set of Slovak respondents, it can be stated that, supported by the above-mentioned studies, different understanding of trust, fairness and helpfulness of female versus male students potentially exists there. This means that the students' individual willingness to use the above-mentioned pro-social competences could be individually differentiated, with regard to various other factors or powers.

Based on the thought model of this article (*Figure 1*) which illustrates the possible links among the students' trust, fair/ness and help/fullness, and especially based on the results presented in both the theoretical and empirical part of the paper, the following *conclusions* could be drawn:

1. The connected linkages of all of the three academic phenomena chosen for this paper, i.e. trust, fair and help, point out that it is possible and even useful to search these phenomena in their mutual dependence. This

scientific perspective underlines the importance of social ties and overall academic motivation of students.

2. All of the three studied phenomena should be investigated from both chosen perspectives: passive and active. The passive perspective consists of an *experience-recognized matter-of-fact,* i.e. when these terms/approaches are performed toward the student by other persons, groups and institutions. The active perspective consists of phenomena's *conscious-applicable matter-of-fact,* i.e. when these terms/approaches are performed by the student toward other persons, groups and institutions.

3. The perceived as well performed students' trust influence (positively as well negatively) both the students' fairness and helpfulness. The survey's results, presented in Section 3, especially responses of Japan students, could serve as an indication that the mutual dependencies of the studied phenomena exist also in partial form: the perceived fairness acts on and predetermines the furtherly applied fairness and both trust and helpfulness, and simultaneously, the help taken from others builds one's helpfulness, trust & trustworthiness, and fairness.

4. Although the opinions of students regarding trust, fairness and helpfulness were researched on the sets of respondents from two different countries, i.e. Japan and Slovakia, the results obtained are similar/comparable in two out of three studied phenomena: trust and help. Only in the case of fairness, the results differed more strongly. It could be judged as very interesting because Japan is known as an Asian country with a unique hierarchical culture and high rate of technological growth, while Slovakia, on the other hand, is a European country with a Slavic naturel, described often as a culture of non-formal relationships and re-imported engineering (especially automotive) industry.

The above-mentioned conclusions represent the ***novelty of this article***. They could also serve as an inspiration or prospect for further scientific researches that should be performed with the participation of university students in other countries. Alternatively, trust, fairness and helpfulness could be explored using other types or sets of respondents, e.g. employees and managers of both manufacturing and non-manufacturing organizations.

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Strategic Alternatives Formation for Organizational and Economic Development of Enterprises in Socio-Cultural Sphere

Abstract: *Introduction*. The relevance of the article is due to the current tendencies of rapid development of business processes and the search for universal and effective strategic mechanisms for more effective functioning of social-cultural sphere. *Purpose and methods*. The purpose of the article is to carry out a thorough theoretical analysis, systematization and generalization of scientific provisions on strategic management problems in order to find universal strategic solutions for enterprises in the context of tourism. Scientific analysis is carried out by methods of analysis and synthesis, situational, analytical, comparative and statistical. *Results*. The multifaceted views of scientists on the concept of "strategic alternatives" are considered. The statistical analysis of the dynamics of the development of the tourist services market in Ukraine is carried out. The role of strategic indicators in the activity of enterprises of the social-cultural sphere through the lens of tourism enterprise is investigated. The

interdependence of strategic alternatives and strategic goals of enterprises is proved. *Conclusions and discussion.* Strategic indicators are one of the most important indicators of the activity of enterprises, the results of which most effectively demonstrate the effectiveness of implementing the current strategy or strategic alternatives. The criteria for selecting strategic indicators, which are universal and can be used by enterprises of different types in the social-cultural sphere, have been systematized. The scientific novelty lies in the argumentation of the interdependence of strategic alternatives and strategic goals on the example of the tourism industry enterprise and the modification of the multi criteria approach to the choice of strategic indicators of organizational and economic development of enterprises. The practical importance of the study in bringing in the level of specific methods and recommendations of a flexible, adaptive mechanism for the formation of strategic alternatives and their optimization.

Keywords: social-cultural sphere, tourist market, strategic alternatives, strategic indicators, strategic goals, enterprise, organizational and economic development.

1. Introduction

The problem formulation. Modern transformations that take place in Ukraine during a few years caused significant changes and transformation of sociocultural activity of the population of the country. In the modern socio-cultural space of Ukraine that develops, basic changes are tested by science-intellectual, aesthetic and artistic spheres of population activity. Development of cultural and artistic achievements pulls development of international and internal tourism that extends a sociocultural sphere extraordinarily widely also.

In the modern economy, the need for a well-considered and promising approach to the entrepreneurial activity development becomes especially important, since in the domestic economy there is a changing competitive environment, which significantly and constantly increases the requirements for the economic activity of economic units. It is the definition of strategic alternatives of organizational and economic development of tourism enterprises that is one of the most important tasks that must be solved before the imple-mentation of a certain strategy in the enterprise.

The economic development of Ukrainian tourism industry enterprises is not only an instrument for positioning the Ukraine brand far beyond its borders, but also one of the factors of replenishing the country's foreign cur-rency reserves, ensuring employment of the population and increasing the profits of the Ukrainian state (including at the expense of the military and the event tourism), which is due to the fact that the tourism business is one of the main sectors of the service sector, which has been rapidly gaining weight in recent years. However, the difficult economic and political situation, rapid scientific and technological development, the introduction of martial law in a certain territory of the country, the functioning of visa-free travel with se-

veral countries require the revision of the strategic management vector of the tourist enterprise, not only to ensure its profitability in the face of unforeseen changes, but also for the purpose of ensuring the development of the tourism industry and the economy of the state as a whole.

Today there are a huge variety of definitions of strategic alternatives from different domestic and foreign scientists. Paradoxically, despite the large number, there is still no single definition. Each scientist brings his vision to the definition of this concept.

Some consider the strategic alternative to enterprise activity as a comprehensive program of action, while others say it should be one, but at the same time very clearly and carefully considered and developed a strategy.

Each basic enterprise strategy "gives life" to several strategic alternatives with different features and properties. It is the combination of these alternatives that is the key factor that gives us a wide margin to look for new business management options, but it should be borne in mind that 15 mandatory principles that must be adhered to formulate strategic alternatives.

The analysis of the activities of international global tourism enterprises shows that the basis of their success is the innovative approach to the formation of different strategic alternatives and their obligatory improvement, full review of the portfolio of strategies and rationalization of customer service on the basis of key opportunities and projected profits. These enterprises are developing very quickly due to innovative approaches to solving certain issues of the enterprise activity in order to increase their competitiveness.

The introduction and improvement of strategic alternatives to the functioning of tourism enterprises of various types in this field of activity are a prerequisite for the formation and development of market relations in the tourism sector of the national economy. External activities and the primary improvement of its regulation mechanisms play a particularly important role in solving strategic problems of enterprises.

Alternative action strategies may in the future be the general action programs in the long term with constant improvement of business efficiency, which will ensure the firm's position in the market.

Scientific research is relevant both in scientific and applied aspects and is conditioned by the needs of modern business practices that are in search of a new business model, based on the humanistic approach of today.

State study of the problem. The process of strategic management and the formation of strategic alternatives are devoted to the scientific works of foreign and domestic scientists: I. Ansoff (1972), O. Bartoshuk (2012), M. Weber (1947), F. Herzberg (1968), A. Kruhlianko (2012), V. Kucherenko (2010), H. Mintzberg (1994), M. Porter (1985), R. Robinson (Pearce & Robinson, 1991),

A. Thompson and A. Strickland (2006), D. Schendel (Schendel & Hatten, 1972), O. Shershnova (2004) and else.

Some aspects of social and economic development of business models of social-cultural enterprises were considered in the works of P. Kerzhentcev (1921), R. Likert (1932), A. Maslow (1943), E. Mayo (1946), P. Sorokin (2005) and else.

Studies on various aspects of tourism industry development are also contained in the works of L. Ahafonova and O. Ahafonova (2002), R. Braymer (2005), M. Malska, H. Antoniuk and N. Hanych (2008), T. Tkachenko (2006) and else.

Thus, in the scientific literature, there is no single definition of the concept of strategic alternatives to enterprise development. For example, *O. Kovtun* (2008) determines that strategic development alternatives should be understood as pre-projected, quantified development scenarios, and developed for each of these options by the system of actions (strategies) to be implemented or adhered to by the enterprise in order to achieve its strategic goals of securing the future profitability in the industry in which it operates. The main purpose of this process of forming a certain strategy, the author calls directly the choice of strategic alternative, which will be able to improve the efficiency of the enterprise and profitability in the future (p. 209).

M. Khatser (2014) considers an alternative strategy for enterprise development as a general and necessarily complex program of actions, expressed in both quantitative and qualitative forms. It is they who can give a clear idea of the possible future conditions and parameters of the dynamics of development of economic entities, with further consideration of their own goals and resources that are necessary to achieve them (p. 110).

O. Tur (2015) notes that strategic organizational and functional strategies are a strategic alternatives to enterprise development (pp. 44-45).

S. Horbachenko and *K. Moiseienko* (2016) argue that the choice of strategic alternative consists in the choice of such a strategy of enterprise development that will provide more efficient use of material resources of the enterprise, optimization of long-term rate of profit, strengthening of competitive positions of the enterprise, maximizing capital investment and customer satisfaction (p. 35).

At the same time, the process of forming the chosen strategy, according to the authors, is complicated and consists in the fact that, apart from the various theoretical and methodological approaches, this process is considered from a specific standpoint, namely, the formation of the strategy as: a process of reflection; formal process; analytical process; the production process; mental process; an evolving process; collective process; jet process; process of transformation.

I. Tuchkovska and *V. Yashchuk* (2017) point out that the principle of alternative competitiveness of enterprises operating in the tourism industry should underpin the formation of strategic alternatives (p. 220).

O. Bartoshuk (2012) notes that the strategy for the development of enterprises in the tourism industry should be carried out on the principles of optimality, scientific validity, complexity, objectivity, dynamism, adaptability, dimension, systematic, logical, specific, adequate, transparent, legitimate, active and controlling (pp. 38-41).

A. Kruhlianko (2012) notes that it would be imperative to use M. Porter's approach, which takes into account the characteristics of a particular tourist region and the relevant market. The presence, diversity and level of development of attractive tourist sites, market infrastructure, and the effectiveness of strategic management of the tourism enterprises themselves should be included. Uniformity of tourist regions is reflected in the mechanism of formation of growth strategies of enterprises in the tourism industry. The author also emphasizes that the life cycle of the business sphere is a particularly important factor that should be considered when choosing a strategic alternative for the development of a tourism enterprise or the enterprise strategy itself. Each business area is typically characterized by a particular type of growth and growth strategy. According to the author, the main focus of management attention on the above points will give real opportunities for potential strategic development of the tourism enterprise, increasing the efficiency of its management and at the same time considerable savings of limited financial resources (p. 66).

V. Kucherenko (2010) emphasizes the use of such an approach as globalization, in the process of forming and implementing a strategy for the development of an enterprise in the tourism industry, the essence of which is to develop such a development strategy, the main provisions of which should be transformed, deepened and adjusted to further lower levels of tourism industry management – region, destination, business (p. 204).

In addition, the multifaceted process of forming and implementing an alternative strategy for the development of the tourism enterprise in Ukraine has recently used an internationalization approach, which presupposes the orientation of the strategic actions of the enterprise to enter foreign markets. The expediency of choosing a strategic alternative according to this approach depends on the level of risk and protectionism of the foreign tourist market, the expected profit of the tourist enterprise, etc. (Orlova, 2015, p. 46).

Strategic development alternatives should not include a system of one-off measures, but should ensure that there are sound, consistent, complex enterprise development measures aimed at achieving the overall strategic goal of enterprises over the long term.

In the context of the foregoing, it is pertinent to mention the famous classicist *John Keynes* (1937), who, at the beginning of the twentieth century, emphasized that culture and tourism must be international, considering the content of national self-sufficiency.

Thus, it can be concluded that the question of formation of strategic alternatives of organizational and economic development of enterprises of social-cultural sphere through the lens of development of the tourist industry of Ukraine remains insufficiently researched, taking into account international trends and world practices with their adaptation to national strategic tendencies of economic development and accordingly relevant for further research.

Unresolved issues. Despite the rather wide volume of publications on these problems, the issues of forming strategic alternatives to the activity of enterprises, taking into account the social-cultural approach, remain quite complex and ambiguous. In today's context, the specifics of the strategic development of social-cultural sphere in general and the solution of problems of alternative strategic development of the enterprises of the branches are possible and urgently needed.

The development, implementation and improvement of unique strategic alternatives to the development and functioning of social-cultural enterprises in the context of the development of the tourist industry of Ukraine are a priority task that requires constant adequate and flexible management decision in accordance with sectoral, national and global changes in the external environment, which has a real impact on the environment, formation and development of market relations in the tourism sector of the national economy.

Additional research in the context of the tourism industry is subject to the definition of modern international strategic indicators, optimization on their basis of the strategic goals of the enterprises, which are now fully identified with the strategic alternatives for the development of enterprises of the social-cultural sphere.

2. Purpose and research methods

The purpose of the article is to analyze and substantiate the choice of strategic alternatives to the complex organizational and economic development of social-cultural enterprises in the context of the development of the tourism industry of Ukraine, as a significant component of it; summarize the principles for selecting strategic alternatives, depending on the strategy being implemented.

The methodological basis of the study was a complex of interrelated set of theoretical, methodological and applied aspects. These are the works of domestic and foreign scientists in the field of strategic management and

social-cultural activity; methods, methods and means of cognition of theory; concepts, economic laws and laws; principles and approaches to problem research, as well as a number of theoretical, empirical and practical methods. The main task of the methodology is the process of knowing the system of principles, methods, rules and norms, which have already been tested over time and have been tested both in foreign and domestic business models.

Based on methodological principles (unity, theory and practice, historical approach to the study of the problem, objectivity, comprehensiveness (comprehensive approach), systematic), methodological requirements for carrying out scientific research on the optimization of strategic alternatives of organizational and economic development of social-cultural enterprises were formulated. These are: critical research and analysis of strategic alternatives formation processes; flexibility and adaptability to innovations in the theory and practice of social and cultural management; strengthening in the scientific research of the practical orientation, the importance of the developed recommendations on the economic development of enterprises of social-cultural sphere; ensuring the validity of scientific forecasting, vision of prospects for the development of enterprises of social-cultural activity, in particular the tourism industry; upholding the logic of judgment and purity in the theoretical, analytical and advisory aspects of scientific research.

Summarizing these requirements for research results can be briefly defined as objectivity, reliability, reliability, and evidence. Thus, the methodology in the broad sense is a rational mental analysis of scientific thought, it is rational action using the methods that must be envisaged to solve the tasks and achieve the goals of the study.

Research methods. The study reflected a wide range of scientific research methods, both general scientific and specialized and practical.

The methods of analysis, synthesis, generalization, abstraction, concretization, analogy, formalization, explanations, terminological analysis, system analysis, classification, structuring – in theoretical analysis of scientific sources, approaches of different authors to understanding the processes of formation of strategic alternatives of enterprise development spheres; to a systemic vision of an adaptive effective mechanism of organizational and economic development; to take into account modern trends and features of development of enterprises of social-cultural sphere.

From the special methods, the methods of economic analysis, functional, dynamic, economic and mathematical modeling, method of financial coefficients, scenario forecasting method were applied – in assessing the existing indicators of the activity of enterprises, their share and place in the market environment and determining strategic indicators of further development using sub criteria approach.

Practical methods used methods of observation, comparison, modeling – to justify the interdependence of strategic alternatives with the strategic goals of enterprises of social-cultural sphere.

Also, the methods of related sciences, in particular management, sociology, psychology, economics, statistics, were used in the scientific research.

Research information base researches consisted of works of domestic and foreign scientists, including works of the teaching staff of KNUKiM, materials of state statistical bodies of Ukraine, Laws of Ukraine, legislative and regulatory acts, expert assessments, financial statements of branch enterprises, materials of scientific periodicals, official resources of the Internet, as well as the results of own research done while writing this work and practice materials.

3. Research results

The main consumers of tourist services in Ukraine are Ukraine's own population and foreigners who have visited Ukraine. According to the statistics of the Administration of the State Border Guard Service of Ukraine, in the first half of the year there is a decrease in inbound tourism in the first half of 2018, as opposed to the same indicator for the last year and an increase in outbound tourism in the first half of 2015-2018 *(Figure 1)*.
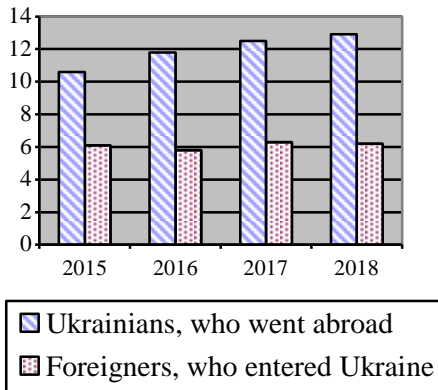
Figure 1. Arrival of foreigners to Ukraine and departure of Ukrainians abroad for the first half of 2015-2018
Source: development on the basis of (Ministry of Economic Development and Trade in Ukraine, 2018)
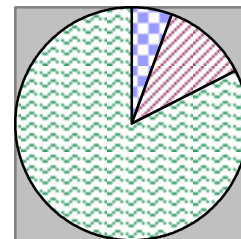
Figure 2. The share of tourism by volume of tours sold by tour operators
Source: development on the basis of (Ministry of Economic Development and Trade in Ukraine, 2017)

Speaking about the quantitative characteristic of inbound tourism, in the 1st quarter of 2018 foreigners came in 3.1 % less than in the corresponding period last year. In the 3rd quarter the share of the number of foreign tourists is about 33 % of the total number of foreign tourists who went during the year, which is explained by the summer season and the period of holidays in the 1st quarter – 17-18 %. Overall, during the analyzed years there is a steady increase in inbound tourism during the second half of the year: yes, 6.81 million people visited Ukraine in 2015, 7.79 million and 8.09 million respectively in 2016 and 2017.

Analyzing the data from the tour operators presented in *Figure 2,* it can be noted that in 2017 the largest share also came from outbound tourism.

During the specified period, tourists made trips in order to:
1) cultural and cognitive – 1 533.9 thousand of people;
2) with the official – 106.9 thousand of people;
3) with health-improving – 22.1 thousand of people;
4) event tourism – 7.3 thousand of people;
5) cruise line – 3.1 thousand of people;
6) mountain tourism – 2.6 thousand of people;
7) adventure – 2.0 thousand of people;
8) sports – 1.8 thousand of people;
9) others – 884.5 thousand of people.

These indicators are influenced without exception by all tourist enterprises that are currently operating. By defining ways and methods of development for themselves, they thus contribute to the total volume of client flows in Ukraine and the world at large.

The effectiveness of the formation and implementation of a comprehensive strategic alternative to the development of any enterprise is determined by the adequacy and compliance of the program objectives of the company. Strategy development and business alternatives will greatly coincide with the development indicators of the facility itself. Its complex and systematic development is precisely the purpose for which this program is being implemented. The indicators identified by the company are step-by-step evaluation and analysis of the progress of implementation and implementation of the program, determine the level of achieving results – they meet expectations or vice versa. Therefore, it is always a very important task to select accurate and correct business development indicators, from the vast array of different statistics available in the facility management department. Different types of indicators are always used.

Strategic indicators are the key indicators in the activity of tourism enterprises that the enterprise is focused on for successful operation. Depen-

ding on the main strategic goal, they are different for each enterprise. Types of strategic indicators and their content are presented in *Figure 3.*
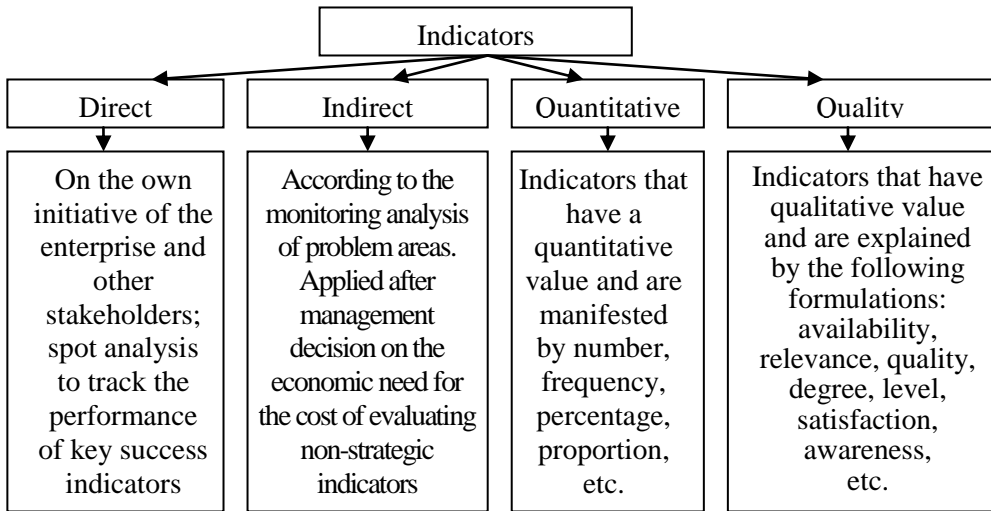
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┌──────────────┐
│  Indicators  │
└──────────────┘
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Direct	Indirect	Quantitative	Quality
On the own initiative of the enterprise and other stakeholders; spot analysis to track the performance of key success indicators	According to the monitoring analysis of problem areas. Applied after management decision on the economic need for the cost of evaluating non-strategic indicators	Indicators that have a quantitative value and are manifested by number, frequency, percentage, proportion, etc.	Indicators that have qualitative value and are explained by the following formulations: availability, relevance, quality, degree, level, satisfaction, awareness, etc.

Figure 3. Classification of strategic indicators
Source: development on the basis of (Halitsyn, Suslov, & Samchenko, 2013)

Quantitative indicators can always describe the frequency and number, the growth rate of the economy, which is always reflected in quantitative value, indicators of macroeconomics and microeconomics, price levels, tariffs and more.

Depending on the need, quality indicators can describe the attitude of stakeholders and consumers to a particular product or service, their level of satisfaction or vice versa, willingness to make a decision, self-esteem, change in behavior, etc.

In practice, it is desirable to maintain a balance between quantitative and qualitative indicators. Sometimes it is possible to determine qualitative indicators through the use of quantitative indicators, which in sum can give an overall qualitative and complete picture.

The reference point in the analysis of the activity of the enterprise is the definition of intermediate and final indicators. They serve to define and position the control points. Intermediate indicators are set to determine the outcome at specific times or stages of strategy implementation. Therefore, they actually serve as benchmarks to achieve the expected end results. Indicators of the outcome of a strategy are inherently summarized. The criteria for selecting indicators are presented in *Table 1.*

The mission of modern tourism enterprises is to provide quality service for tourists of different income, age group, nationality, social category, preferences. The strategic goal of enterprises is to maximize profits by effectively meeting the needs of the tourism market in innovative service.

Table 1. Polycriteria of indicators

Selection criteria for indicators	Characteristics and content of the criterion
Conformity	Measuring the progress of implementation and implementation of both the holistic strategy and its individual steps
Sensitivity	Response of the indicator to any changes
Accessibility	Openness and ease of information collection and handling
Reliability	Reliability and consistency of data for indicators over time
Simplicity	The level of complexity of measuring indicator data
Objectivity	Ability to simultaneously and identically understand data between all participants
Frugality	Will the costs of obtaining information be comparable to the benefits of monitoring?
Representation	The ability to identify a specific age group or class of customers or participants in an organizational process

Source: own development on the basis of (Ministry of Economic Development and Trade in Ukraine, 2019; Wynnycky, Lendel, Ratajczak, & Sanzharovskyi, 2007)

On the basis of this aim, the enterprises of the tourism industry today have strategic development alternatives that are completely in line with the strategic goals presented in *Figure 4.*

Depending on the specific gravity of the differentiated product, enterprises are developing active or passive measures to optimally support such tourism products in order to build customer loyalty, paying close attention to such indicators as:
– prompt work on the selection and organization of the tour at the request of the client;
– courtesy of service, attention to the requests of each client;
– patience when discussing the route, etc.;
– the relevance of the proposed tour to the actual content;

– coordination of all components of complex service;
– route selection time;
– time of registration of necessary documents;
– time to get help information, etc.

In addition, it is precisely in the areas of differentiation that companies develop a portfolio of services that differ in their class of services, prices, which allows a potential buyer to choose the most interesting and affordable option.

Modern strategic goals of tourism industry enterprises
Increase in the number of counterparties
Coverage of new destinations in tourism
Development and implementation of new solutions in our own system of search and reservation of public systems
Increasing the number of partners
Profit maximization
Functional filling of the portfolio of travel packages
Loyalty programs
Information and advertising support for marketing activities
Brand of the enterprise in the tourist market

Figure 4. Modern strategic goals of tourism industry enterprises
Source: development on the basis of (Zorin, Kaverina, &
Kvartalnov, 2001, p. 178; Tkachenko, 2006, p. 482)

At the present stage, the following strategic goals play a leading role in the selection of strategic alternatives to the activity of tourism industry enterprises:
– increasing the number of contractors and partners;
– coverage of new destinations in tourism;
– functional filling of the portfolio of travel packages;
– development and implementation of new solutions in the activity of the enterprise;
– information and advertising base of marketing activity;
– professional competence and quality of service of tourists;
– profit maximization.

In order to enhance the soundness of the study of the value and role of certain strategic indicators in the organizational and economic development of domestic tourism enterprises, it is advisable to carry out a practical-oriented analysis of their provision on the example of an existing tourism enterprise. The features of targeting each strategic indicator and ensuring its effectiveness should be considered through the lens of the tourism enterprise LLC "GOODTRIP", which for 4 years conducts its activity, based on the concepts of increasing the number of contractors and partners, information and advertising support for marketing activities of the enterprise, functional filling the portfolio of travel packages, maximizing profits – while gaining a separate niche in the tourist services market of Ukraine.

In the direction of *increasing the number of counterparties* for partners, LLC "GOODTRIP" has a very active policy and at the moment has agency agreements with such leading tour operators as LLC "Join UP!", LLC "TEZ TOUR", LLC "Travel company Annex tour", LLC "Delta Travel", LLC "Pan-Ukraine", LLC "Zeus Travel", LLC "Coral Travel", LLC "COMPASS UKRAINE", LLC "TTVK" (tm TUI Ukraine), LLC "Alpha Tour Operator", LLC "OASIS", LLC "Accord Tour", LLC "MUZENIDIS", PE "Lyubosvit", LLC "Travel Professional Group", LLC "NORDIC Travel", LLC "Aristea Tour", LLC "Ukrainian Tourist Center", LLC "Pilon Ukraine", PE "Olymp", LLC "Siesta", LLC "Tourist Club", LLC "HKS", LLC "Global Global Company".

The companies' remuneration for each of the contracts is from 1 to 12 % of the cost of the tour or service, which was realized using the electronic reservation system or under agency agreements with travel agents.

The company also has many related agreements with the leading airports of Ukraine for servicing VIP clients, with companies servicing telephone, Internet and online banking through which merchants of payment systems of banks are established for receiving online payments from clients.

In order to provide a functional filling of the portfolio of travel packages, LLC "GOODTRIP" cooperates with five leaders in the tourist market of Ukraine. The company is fully trying to deliver to its customers the services they offer in their fulfillment.

Considering the top five among tour operators in the Ukrainian market of tourist services, it is worth noting that LLC "Join UP!" Is a multidisciplinary tour operator, adheres to the product differentiation strategy and offers travel services in 40 destinations. It also has a network of 115 travel agencies in 48 cities in Ukraine. In addition, LLC "Join UP!" is one of the largest customers of charter flights. The company has a strategic integration partner – Skyap Airlines LLC, which is a low cost carrier. All charter flights from this tour operator and the new Ukrainian Airlines are available for passengers to book through LLC "GOODTRIP".

"Anex Tours Travel" Company offers more than 30 destinations to clients. Has strategic integration partners:

1) LLC "Azur Air Ukraine" is a Ukrainian air carrier,

2) AstlasGlobal is a Turkish air carrier;

3) PuAT IC "VUSO" is a travel insurer.

Azur Air Ukraine charter flights are unique, as their purchase was only possible as part of travel packages. The purchase of charter flights in some of the destinations is now possible through LLC "GOODTRIP", which has links with the cooperation with this tour operator.

LLC "Travel Professional Group" adheres to a product differentiation strategy by offering travelers a 20-way travel service. In addition, it employs an integration strategy, having cooperative agreements with more than 40 tour operators worldwide, as well as leading airlines, including: Air France, Lufthansa, Austrian Airlines, SAS, Baltic Airlines, KLM, MAU, Windrose, Fly Dubai and others.

LLC "TEZ TOUR" offers travelers a tourist product in more than 45 destinations. The tour operator has strategic partners for integration:

1) partner carriers, including: UIA, I Fly, Thai Airways, Emirates, QATAR AIRWAYS, Air Baltic, Air Arabia and others;

2) hotel partners, incl. brands Marriott, Sheraton, Le Meridien, Sol Melia, Princess, Hilton, Iberostar, Four Seasons and more.

LLC "Coral Travel" belongs to the international structure of OTI Holding, which also owns companies. Coral Travel LLC offers clients more than 28 destinations. Has horizontal integration partners: Odeon Tours, A-Class Travel, Holiday Market Service, Otium Hotels, Xanadu Resort Hotel, OGD Security & Consultancy (all owned by OTI Holding). The tour operator has its own base of charter programs and scheduled flights.

All charter programs of each tour operator are unique and unique, and all of them are simultaneously available for selection and booking at LLC "GOODTRIP". It is due to the diversity of the portfolio of tourist packages that the company differentiates its services. One example of the differentiation and dynamics of sales of travel packages is presented in *Table 2*.

Such differentiation of tourist services is based on such factors of differentiation as: quality of service of tourists; flexibility of pricing policy; the functional filling of the tourist package; professional competencies of managers of the reservation and sales department; customer relationship in customer base format; availability of loyalty programs; information and advertising support for marketing activities; the brand of the enterprise in the tourist market.

At present, *information and advertising support* for the sales activity of the enterprise LLC "GOODTRIP" is under development. At present, the company does not clearly have its own product, but is engaged in the sale of the

product of leading tour operators. Thus, information and advertising support are provided by supporting entire networks of leading tour operators.

Thus, the LLC "Coral Travel Travel" Agency network has 300 offices in 55 cities of Ukraine. The LLC "TUI" travel agency network has 250 offices (the tour operator and franchises themselves). They cooperate not only with the tour operator, but also with the UIA carriers and the Wind Rose, as well as with the travel insurer of PuAT "European Travel Insurance".

Table 2. The share of tourist destinations in the total volume
of services provided by country

The direction of differentiation	Proportion, %
Egypt and Turkey	38
Greece and Bulgaria	27
Charter flights in the rest of the destinations	25
Exotic countries (Asian countries and island republics)	8
UAE	2
Total	100

Source: development on the basis of (Goodtrip, 2018)

The network of travel agencies LLC "Join UP!" Has 127 offices – representative offices, including: 21 – actually tour operator, 106 – franchise. The peculiarity of the network is a strong tour operator advertising company, which also includes cooperation with popular TV shows (Eagle and Reschka and others), which greatly facilitates the work of agents in search of new clients.

Developing and implementing new solutions in the implementation of its activities, LLC "GOODTRIP" also uses the features of the leading tour operators together with their unique solutions when selling their goods and services.

In particular, the LLC "Coral Travel" network's peculiarity is that in the tourist services market, they are represented by two types: LLC "Coral Travel" Agency and LLC "Coral Elite Service Travel" Agency, the latter of which are designed for high-income clients. For special services not provided by regular agencies, LLC "Coral Elite Service Travel" offers a special tour organization to a country that is not included in the list of destinations of tourist products that are usually provided by the company, and also provides the opportunity to call a personal travel manager for the office or home. Undoubtedly, Coral Elite Service's client base is completely confidential, and persons working in agencies sign agreements on non-disclosure of information that they have become aware of in the course of their professional activity. In other words, the product is differentiated not only by the tour operator, but also by the agencies with which it cooperates.

In terms of professional competences and quality of tourist services, all booking managers at LLC "GOODTRIP" are professionally equipped enough to work with clients. Agents must know the client's travel history. This helps to give the consultation much better and better: the agent will be able to pick the right hotel tourist for all parameters and not repeat the previous mistakes. The main tasks of the agent are the competent support of the tourist at all stages: check of all documents, control of departure, support with emergency situations, a service of the client during rest and after his return.

Profit maximization at the enterprise of LLC "GOODTRIP" is carried out with the help of horizontal diversification strategy by dividing such types of business, such as:

1) providing a possible advertising platform for tour operators based on an electronic search and booking system (including branding of tour operators, branding of tour operator products, etc.);

2) implementation of agency activities (acting as an authorized travel agent);

3) booking of tickets;

4) use of travel agents by the search and booking system.

The share of income of each business unit of the enterprise in total sales is presented in *Table 3*.

Table 3. Share of income of business units in total net revenue
from the sale of services in 2017–2018

Type of business unit	Proportion, thousand, UAH		Proportion, %	
	2017	2018	2017	2018
Corporate service	9.37	40.57	23.45	5.8
Travel agency activities	13.05	296.39	32.66	42.34
Booking tickets	17.525	363.04	43.87	51.86
Total	39.947	700	100	100

Source: development on the basis of (Goodtrip, 2018)

Analyzing the data, we can say that the enterprise has a tendency for a constant growth of business units. Thus, the share of revenue from the provision of air ticket services in 2018 is UAH 363.04 thousand compared to 2017 (UAH 17.525), which is UAH 345.515 thousand more.

Income from such business units as a tour agency activity also tends to increase: the share of revenue from the travel agency activity in 2018 amounts to UAH 296.39 thousand, compared to the same indicators of 2017 – UAH 13.05 thousand. The share of the same income from advertising in 2018 compared to 2017 increased by UAH 31.2 thousand.

The ever-increasing share of revenues from the operation of these business units is explained by the increased cost of these services and the fact that these business units are at the stage of growth of their life cycle.

It should be said that the users of the public electronic search and reservation system and similar systems currently have about 4.500 travel agents and 33 tour operators, and every year the number of those wishing to make money in the tourist market is growing, which means that the tendency to increase the income from these business units in the coming years 5-10 will continue (given the tendency to increase the capacity of the tourism market of Ukraine). However, LLC "GOODTRIP" develops and implements its own electronic search and booking system for airline tickets and travel packages, so revenues from the above mentioned business units will only grow at the expense of product uniqueness.

Considering the above, it can be concluded that LLC "GOODTRIP" is operating successfully and quickly due to the differentiation and diversification of services, as well as through the uniqueness of the services provided. It has strategic ties to the top five, and sells on their behalf, officially being their top-ranked agent.

Implementation of the vital strategies and functioning of the basic strategies will not bring the desired result of the activity, because strategic alternatives are the "keys" in the activity of tourist enterprises, which the whole management of enterprise management of the present and future relies on and focuses on. Today the tourist market is massively transformed, so each segment of the operation needs its unique advantages. Because strategic development and business alternatives are the same as indicators of the development of the entity itself, which must be clearly identified before identifying alternatives.

4. Conclusions and discussion

The results of the study on the peculiarities of the formation of strategic alternatives of enterprises of social-cultural sphere through the prism of development of the tourist industry of Ukraine allow us to reach the following conclusions:

1. Today, one of the most important social-cultural phenomena of modern society is tourism. It forms one of the bases of sources of replenishment of the national budget of our country, and also directly and indirectly influences the life activity of the population of the country.

2. Today the tourist market is massively transformed, and therefore each segment of the operation needs its unique advantages. Because strategic development and business alternatives are the same as indicators of the development of the entity itself, which must be clearly identified before identifying alternatives.

3. Dynamics of analysis of statistics of the tourist services market of Ukraine shows that there is a decline in inbound tourism and an increase in outbound tourism, which threatens the decline of this industry in the future for our country. Almost a large part of the tourist services market in Ukraine is held by five leaders: LLC "Join UP!", LLC "TEZ TOUR", LLC "Travel Professional Group", LLC "Anex Tour", LLC "Coral Travel" have brought their own strategies of activity to the unique and sell their services in different areas of differentiated services.

4. The analysis of strategic indicators is carried out through the lens of the activity of the enterprise development of GUDTRIP LLC. This company is quite successful at the expense of differentiation and diversification of own provided services. The main strategic indicators of the company management include an increase in the number of contractors and coverage of new areas.

5. It has been argued that implementation of basic strategies will not bring the desired result of activity, because strategic alternatives are the "keys" in the activity of tourist enterprises, which are based and oriented all management of enterprise management of the present and future.

The scientific novelty of the results obtained is as follows:

– justified the choice of strategic indicators in the activity of enterprises of social-cultural sphere of Ukraine through the lens of the tourism sphere during the analysis of the activity of enterprises is substantiated;

– justified the interdependence of strategic alternatives with the strategic goals of tourism enterprises in modern times is argued;

– proved the importance of analyzing indicators of strategic indicators has been proved in order to further identify alternative strategic actions in order to increase the competitiveness of the enterprise and its economic stability.

The practical significance of the results obtained is that the theoretical study of the provisions are brought to the level of specific methods and recommendations, in particular:

– the criteria for selecting strategic indicators in the organizational and economic analysis of the activities of social-cultural enterprises are universal and may serve as a basis for selecting strategic alternatives for enterprises of different specialization;

– are given a variety of strategic goals of business activity are presented through the lens of the tourism industry, which are now completely in line with the strategic alternatives for the development of enterprises in this area and can be used in further strategic planning.

Prospects for further scientific exploration in this direction due to the fact that these theoretical studies and practical recommendations will require further theoretical and methodological and practical developments on the ana-

lysis, control and adjustment of the proposed alternative strategic actions for the further successful and competitive activity of enterprises in the sociocultural, social and cultural sphere unstable, volatile and acutely dynamic environment.

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Postmodern University Understanding: Organizational and Managerial Aspects

Abstract: *Introduction.* In the modern world, the university acquires new characteristics and functions, where traditional values are complemented by new ones which are connected with development of the regional community and entry to the international level. That is why the postmodern university should reorient its managerial and organizational levers. *Purpose and methods.* The purpose of the article is to consider the university as a driver of regional development through the analysis of its modern management. The study of postmodern university requires the use of multidisciplinary socio-cultural, structural and functional approaches and historical, analytical, comparative methods. *Results.* Universities that have always strived not only for knowledge for the sake of knowledge, but also for reproduction of knowledge for the sake of growth and strengthening of society well-being, must change the managerial paradigm. And such postmodern education institutions can be drivers of socio-economic development and scientific-educational potential. *Conclusions and discussion.* Modern universities have to become the growth points of the regions and take an active part in solving educational, socio-economic and cultural issues. Management of higher school should be aimed at ensuring its competitiveness both

in the internal and external markets of educational services. The scientific novelty of the obtained results is to determine the factors of development of the postmodern university as a driver of growth of economy and socio-cultural sphere of the region. The practical significance of the obtained results is reflected in the possibility of using the idea of the university as a point of growth of the region and the country.

Keywords: university, postmodern university, university management, socio-cultural space management, university as a driver, university as a point of growth.

1. Introduction

The problem formulation. The socio-cultural, economic and political changes taking place in Ukraine influence directly higher education. Nowadays, the university, as the brightest representative of higher education, has been given the opportunity to determine its own mechanisms of adaptation to the new post-modern reality. In conditions of power transformation, changes in the value system, identity and structuring of society in the context of globalization, postmodern universities acquire new characteristics and functions, where tra-ditional values are complemented by completely new ones, which are connected with development of the regional community and entry to the international level. That is why the postmodern university should reorient its managerial and organizational levers, while at the same time independently form the scientific and cultural potential of the regional and national elite. Thus, the role of mana-gement in the activities of the postmodern university is constantly growing and acquiring new qualities.

Any modern university lives and functions in a certain socio-cultural space, where its formation is influenced by both historical development of the region, country, and various cultural, social, labor, economic, ethical orien-tations and traditions. Also an important role in development of the socio-cultural space of the university is played by geographical location, the level of socio-economic development of the region, the degree of migration activity of the population, the possibility of active interaction with other regions and countries.

The relevance of this study is due not only to changes and new require-ments for modern education. Nowadays, educational management gains great importance as a management system aimed at ensuring competitiveness both at the internal and external markets of the educational services at the expense of high quality education and training of high-level specialists with princip-led civic position and moral qualities. This is necessary for development and further modernization of the higher education system itself and also for inc-reasing the role of universities in the socio-cultural and economic life of the regions, as well as for the successful representation of the university in the

world in general. Postmodern thinking, which opens up the space for open dialogue, also puts certain requirements on higher education institutions, which must be primarily in demand in the region, which means that they are entrusted with very important tasks, namely: training personnel required by the region, taking into account the needs of industry and employers; conducting scientific research relevant to socio-economic development; active participation of the university in the socio-cultural life of both the region and the country, as well as its recognition in the world. At the same time, the postmodern university is in an environment of extreme instability and turbulence, which is explained by a number of different factors of influence to which the existing system of education is exposed. Trends of modern society development – globalization, post-industrialization, transnationalization, servicezation, aesthetization, financization, gamization, informatization – affect the higher education system, thereby changing the relationships between the university, governing bodies and business.

These trends shift the emphasis of public policy in the innovations management towards processes of interaction between them and make relevant the studies of the specifics of their interaction. In such a situation, universities can accumulate knowledge, technologies and innovations that are aimed at developing entrepreneurial skills (Chatterton & Goddard, 2000). In recent decades, there have also been significant changes in the character of universities' relationships with consumers of their products and services. Therefore, the leading role of the University is to change its mission and functions.

State study of the problem. An analysis of recent research and publications that began to investigate the problems of the modern higher education institution and its understanding as a socio-cultural space is impossible without considering and clarifying the essence of certain definitions, such as "space", "social space", "socio-cultural space" and "management of education".

In modern Western philosophy, the problem of space, social space, for example, was considered by G. Simmel (2018), who tried to consider society through the inner life of man, using such concepts as "spirit of the time", "everyday human existence".

Understanding of the social space and its various forms (economic, legal, cultural, etc.) has been considered in the works of many researchers, such as M. Weber (1994), E. Durkheim (2008), J. Moreno (2004), T. Parsons (2000) and others.

A rather interesting theory of social space was developed by P. Bourdieu (2001), who understands it as an organized form of economic, social and cultural capital.

In Ukrainian science, various researchers have also addressed the problems of social space. Understanding of the environment as a set of conditions of man and society existence is considered in the works of L. Males (2007), the state and dynamics of social change, social reality is revealed in the works of O. Stehnii (2010).

To the concept of "socio-cultural space" first paid attention the Russian-American philosopher P. Sorokin (2008), who represented it as a set of three elements – meanings, values and norms; conductors; human agents (p. 162). Many researchers considered the concept of socio-cultural space as the unity of culture and society, which is the basic understanding of this definition in view of the specified problem. Thus, E. Durkheim (2008) emphasized the decisive sociocultural significance of the phenomena of social life in the spiritual development of the individual.

Various aspects of the problem of educational management have been considered in the works of E. Kovalenko (2015), Ya. Martynyshyn and O. Khlystun (2018), B. Readings (2010), E. Saburova (2009) and other scientists.

In view of this, leading scientists note that the principles of postmodern culture, i.e., destruction of the antagonism between scientific and non-scientific cognitive practices, deepening of the integration of scientific and educational spaces, become acute (Habermas, 2000; Koslowski, 1997; Lyotard, 1998) and others).

Unresolved issues. The analysis of the scientific literature shows that Western and native science have accumulated sufficient experience in consideration of a higher education institution both as an educational establishment and social environment. But the University as a point of growth of the region and the country has not been sufficiently explored. This circumstance determines the choice of the topic of research and the purpose – to conduct a socio-philosophical analysis of organizational and managerial aspects of the university, which create conditions for the university functioning as a point of growth of socio-cultural and economic environment of the region and the country.

2. Purpose and research methods

The purpose of the article. University, as the institution of higher education, which traditionally performs the function of providing educational services and conducting research, began to study at the end of the XVIII century. But the modern university and its postmodern understanding, needs new research, new methods and approaches.

Therefore, the purpose of the article is to analyze organizational and managerial aspects of the university as a specific spatio-temporal entity of the

postmodern higher education institution, where all subjects interact (educational component, social component, economic component, institutions of culture and arts, public organizations, business sphere, etc.), which should be drivers for the development of the region.

The methodological basis of the study. The methodological basis of the research is grounded on the concepts of philosophy, culturology, sociology, economics, which consider a higher education institution (university) as an important element of social life and personality formation. A systematic and comprehensive philosophical understanding of the managerial and organizational aspects of postmodern university activity determines the theoretical value of this research. Consideration and analysis of such an education institution as university is based on the principles of objectivity, systematicity and determinism.

The most productive is consideration of the socio-cultural space in terms of the systems approach, bearing in mind that within its boundaries socio-cultural activity is realized: creation of cultural values; development of individuals' abilities and maintenance of their creative activity; communication – dissemination, preservation and public use of all kinds of cultural values, i.e. satisfaction and formation of individual-cultural and socio-cultural needs. With the help of the systems approach, the university is considered as the entity with harmonious functioning of all elements and parts.

The socio-cultural approach is used to analyze components of the socio-cultural space: individual as a subject of interaction, society as a set of interacting individuals with sociocultural relations and processes, culture as a set of meanings, values and norms possessed by interacting individuals.

The structural-functional approach helps to investigate the integrity of the object (university) in which each element has a specific functional purpose. This approach allows exploring various connections of the components of the whole.

Research methods. In order to achieve the set goal in the work the methods of anthropological and social interpretation have been used, which allow to trace connections between changes in the social environment and consciousness transformation. Methods of analysis, synthesis, systematization and generalization make it possible to order the studies of domestic and foreign researchers on development and changes in the functions of universities. Systems-structural, structural-functional methods have been applied in order to outline the managerial and organizational activity of universities as drivers of regional growth.

Research information base. The information base of the study is diverse sources concerning consideration of universities from the moment of their origination to the present day; theoretical and methodological developments

of Western, domestic and Russian researchers dedicated to the study of higher education institutions (universities) directly, as well as their transformation at the present stage. In addition, we used personal observations on the activities of leading higher education institutions in Ukraine and, directly, on the managerial and organizational aspects of Sumy State University.

3. Research results

The role of the university in the formation of cultural space has been studied in detail by various scholars in our country and abroad, in the framework of considering various aspects of this process: social, economic, gender, political, etc. The tradition of the study of the formation and essence of the university as a special socio-cultural phenomenon emerged in the early XIII century and the subject of study was the activity of English universities, first of all, Oxford, Cambridge and Dublin.

One of the oldest histories of the University of Cambridge was published in 1721, based on the Latin works of two different authors: *N. Cantalupus*, a Prior of the Carmelites Order, who lived in England in the first half of the 15th century, and the Rev. *R. Parker*, who taught at one of colleges of Cambridge (Parker & Cantalupus, 1721). Later, the works of these two authors were expanded by the work of other researchers with the list of rectors of the university and the list of privileges granted to the university by English monarchs. It is noteworthy that during this period in England appeared works, which contained a critique of university traditions.

In the second half of the XVIII century appeared a galaxy of historians who devoted their books to the study of English universities, most notably Oxford and Cambridge. As a rule, they were all university professors, for example, *E. Carter* (1753). Also in the XIX century were published the works devoted not only to leading English, but also to American universities.

However, the above mentioned scientists described only specific universities, and only in the XX century started recognition of the university as a very important historical and cultural phenomenon that defined the cultural environment in its region, and sometimes throughout the country. Among such works we will call the monograph of the Spanish philosopher *J. Ortega y Gasset* (2010) "University Mission", where he analyzes in detail the role played by the university in modern society and which has become widespread in university circles.

The relationships between university and society were also analyzed by the Italian historian and philosopher *A. Gramsci* (1991), who largely predicted those structural and philosophical changes that affected Western university at the end of the XX century. These issues are still discussed and important for our country, namely the issues of competencies and specializations.

The works offering philosophical understanding of the problem of the university phenomenon include the monograph by Canadian philosopher *B. Readings* (2010), "The University in Ruins", in which he attempted to understand critically the role that the university plays in modern times. The author concludes that traditional role of the university as a center of culture and science in modern society has outlived itself, and it has been replaced by another role of the transnational corporation in society.

In the second half of the XX century the scientific community paid considerable attention to the history and philosophy of the university. Since 1981, a multi-volume edition of "History of Universities" has been published, co-edited by *M. Feingold*, professor of the University of California (2011), who has endeavored to prepare the final volumes of this compendium on the history, culture and philosophy of university life.

So, based on the analysis of scientific literature, we can conclude that understanding of the essence of a higher education institution (university) has changed over the centuries from the idea of the university as a simple institution with the function of providing education to the "university in ruins", "death of the university" and to a modern understanding of the "business university" where it is the point of growth of the region.

But postmodern present day sets new challenges and, at the same time, new opportunities to address them. Such an opportunity is understanding, and in general, functioning of the university not just as an education institution, which is "in ruins", but as a socio-cultural space that accepts and responds to certain challenges of the present. Here we can see the ability of universities to overcome crisis phenomena, to renew the university idea, while preserving its peculiarity of socio-cultural phenomenon.

Nowadays, universities have become the mainstay of the reproduction of three important components that are necessary for further development and prosperity of a nation – highly qualified personnel, expertise and scientific developments that promote emergence of new products, technologies and so on.

As it has been noted above, in addition to the educational and research objectives, universities are now realizing themselves in the socio-cultural space of a particular region, country and even the world. This is due to the fact that universities begin to change their paradigm: they move from the traditional scientific and educational model to "University 3.0" or "third mission" in terms of Organization for Economic Cooperation and Development (OECD) – international economic organization of developed countries that recognize the principles of representative democracy and a free market economy).

What is a "third mission" for a modern university? This is the impact that higher education institutions make on the economy, the level of human capital and innovative potential of the region. If earlier, education institutions could afford to remain on the periphery of the processes that take place in society, in the modern knowledge economy, they find themselves at the epicenter of events. That is why the third function of the university is to serve the regional community, precisely because of the innovative problems that have increasingly shifted towards education institutions. For example, in Finland, higher education institutions have been assigned responsibility for innovative development of the regions, taking into account the existing structure of the economy. To fulfill these tasks, they ensure the continuity of education, interact with business, industry and other sectors of the labor market, as well as with other universities, both Finnish and foreign.

So, we can say that the "third role" is interaction of universities with business. Foreign universities started instilling in their students not only knowledge but also an entrepreneurial spirit. The significant effect of such changes can be seen on the example of the Massachusetts Institute of Technology. And there is enough examples where universities act as entrepreneurial structures. Certainly, to achieve such results, large-scale work of managers, generation of innovations inside the university, formation of innovative systems, advancement of developments outside are required.

There are a lot of tools by which universities can influence the regional community. Modern universities are economic actors, being both employers and taxpayers. They are the main source of innovations and scientific-technological advancements. Universities and the education system need to train people to develop the region. University-based research centers are capable of creating small town and village development programs and the like. In this context *E. Saburova* (2009) states that "Universities can bring popularity to a city, region, can easily contribute to the development of a place image, but only if a joint marketing development program is created, if the city and the university exist as one whole and support each other's capabilities" (p. 144).

Considering the university as an institution conducive to the development of a certain region, and even more – as a locomotive of economic development, special mechanisms are needed to manage the processes of creating a complex multi-level connection in the system "university – eco-nomy of the region". The mechanism that drives development and communication in modern information society is a "driver of economic growth". That is, the university, as a driver, relying on a modern organizational-management system, combines disparate assets (material, financial, information, educational, socio-cultural, labor, etc.) into a powerful movement that changes economic reality.

Thus, exploring such a phenomenon as a present-time university, in our opinion, it would be advisable to use such a concept as a "driver", and the university can be considered as one of the basic elements for building regional economy development strategy. In the context of the "Triple Helix" and the innovative strategy of catching up development, regional universities should become the institutional environment for innovative ideas and a new type of relationship with government and business. This may be in case the regional development and defining prerequisites and directions for implementing a regional governance policy are closely linked to the university innovative breakthrough and socio-economic growth. Among such factors a special role is played by intellectual and human resources of the region, which stimulate development of the university in particular and the region as a whole, and therefore the well-being of the local population (Vasylchenko et al., 2015).

Another important factor in the university's function as a driver of development is generation of active academic collaboration and networking. Campuses are the nodes of academic and personal networks (interconnections), which are very large in scale. For the business of the city, universities serve as a guide to external sources of information, sources of analysis and knowledge, and industrial information. Often universities lay foundations for the formation of various associations, as was done by Waterloo University, on the basis of which the Economic Developers Association of Canada was formed. For example, in small towns, organizational capabilities of universities are important locations for conferences and other business meetings to promote business.

Besides the fact that the university is primarily an education institution, modernity, as has been noted above, sets new requirements. The postmodern university should be the focal point for the region's economic growth, as evidenced by the ongoing monitoring of the world-wide education institutions run by the Times Higher Education (THE) international rating agency. Thus, THE University Impact Rankings assesses universities in the world in terms of the spread of positive impact on society, economy and environment. In particular, the effectiveness of existing projects implemented by the University in the field of promotion and improvement of health care, family planning and support, physical culture and sports, ensuring comfortable working conditions, equality and non-discrimination, inclusion, development and implementation of "green" technologies, participation in local, regional and state governance, etc. is evaluated.

All these aspects are part of the modern philosophy of corporate social responsibility, which is part of the so-called "third mission" of universities and consists in the active social position of universities, harmonious co-existence, interaction and constant dialogue with society, participation in solving socio-economic problems.

Focusing on the role of universities in regional development, it is impossible to stay away from such a pressing issue as development of cultural space, which affects functioning of all other areas of activity, including competent management of human resources, development of educational system, satisfaction of students' leisure and cultural needs. Therefore, universities should be not just a training base, but a socio-cultural space, which, due to management activities, can be a platform for cultural-educational, cultural-artistic, entertainment, business projects and other events of the city and the country.

If we consider the socio-cultural space of the university through the concept of *P. Sorokin* (2008), it consists of individuals as subjects of interaction, socio-cultural relations and processes and cultures, as the totality of meanings, values and norms, possessed by the individuals and the totality of carriers, that objectify, socialize and reveal these meanings (p. 164).

Thus, the socio-cultural space of the university is multifaceted and has certain features, namely: a complex multicomponent structure that includes the values of the education system, norms, functions, forms and methods; socio-cultural space is an open system, subject to constant changes under the influence of external and internal factors; socio-cultural environment is the space of joint life of the subjects of the educational process, the individual features of which are most clearly reflected in organization of the educational space; socio-cultural environment creates the basis for the personal and professional development of participants of the educational process, formation of professional and personal competences.

Organization and management of the socio-cultural space of the university is considered as a system of pedagogical actions for aligning separate internal components of this space (of different levels and properties) in order to ensure its functioning as a holistic reality, filled with a set of expedient relationships. The socio-cultural space is represented by a set of the following components:

– social (social roles and functions, professional responsibilities, professional competencies and social activity);

– cultural (values and norms of behavior, value orientations; cultural sites, etc.);

– scientific (scientific base, research activity);

– technological (forms, methods, technologies, means of training and professional activity);

– organizational (mission, principles, goals, functions, management structure, management);

– information (information base, distribution channels); as well as the system of their connections.

The university as a socio-cultural space serves as a source of constant reproduction and broadcasting of values, solving socio-cultural problems that are projected on the city and the region. In addition, the university space, in the modern world, is "multicultural" in its essence, because it brings together people with different cultural and national identities. The socio-cultural space of the university can be defined as a way of cultural existence of people within certain territorial boundaries. Cultural elaboration of a particular space creates a special value-symbolic and normative system, material and spiritual objects and special communication environment that shapes the face of the city and the region.

Further considering the postmodern university and its capacity to be a driver of development, one must dwell on the infrastructure function. Universities can provide creation and development of the infrastructure: sports facilities, convention centers, video conferencing equipment, libraries, high-speed Internet connection, and so on. Universities are often the catalysts for implementation of new technology-driven projects involving private sector funding. Thus, it can be concluded that universities are a point of growth that affects development of both the region and the country. This is due to the fact that the university acts as an employer, that is, creates jobs that exist or are created through the activities of the university, for example, through purchasing activities, facilitating start-ups, attracting students, and so on.

The university is a driver of innovations, influencing innovative research and implementation of its results, as well as creating an innovative ecosystem, or, for example, platforms for investor and research interaction, etc. (Yankovska, 2015).

The university is a factor in development of the region and the city and affects employment, development of local businesses, especially small ones, attracting students, visitors to events organized by the university, promoting local community development (for example, additional education for different categories of population). Nowadays, importance of the educational services market for the economies of the countries and their regions is increasing, as evidenced by the economic indicators of its functioning. It should be noted that in most European countries, in the structure of the education market, income from living wages exceeds income from payment for education. This is especially true for countries with free education, such as France, Germany, and the Czech Republic (Kutsenko, 2008).

So, we can agree with the opinion of *B. Clark* (2011), who calls the university "entrepreneurial university". Manifestations of entrepreneurship in the postmodern university are seen in strengthening of the managerial principle, i.e., enhancement of the efficiency, flexibility and dynamism of the management structures; expansion of internal structure – departments,

managers engaged in establishing contacts with third-party organizations, industry, financial sphere, etc.); diversification of funding (increase in the share of funds from grants, local self-government bodies, charities, foundations, etc.); stimulation of the academic community (in parallel with organizational reforms, stimulating progress and innovation directly in the academic environment, involving it in solving immediate organizational and financial tasks, etc.); integrated entrepreneurship culture (spreading the entrepreneurial idea in the team, demonstrating practical achievements, spreading organizational values to give the entrepreneurial model the status of a real mechanism, etc.). Thus, universities are a modern powerful driver of development, fulfilling an important function of territorial development, generating a powerful potential for innovative stimulation and demonstrating the features of investment attractiveness. Thus, development of universities should become part of strategic territorial planning and policy-making.

4. Conclusions and discussion

Having considered the postmodern university, as well as its managerial and organizational component, we can conclude that such higher education institutions should be points of growth of the regions and actively participate in solving of educational, socio-economic, and cultural problems. With developed infrastructure and human resources, universities are able not only to be a factor in the economic growth of the region, but also to become drivers of innovative development. Management of higher school should be aimed at ensuring its competitiveness both in the internal and external markets of educational services.

The results of the study allow us to reach the following conclusions:

1. Universities act as a system-forming resource, driver of regional development.

2. Postmodern universities should be actively involved in addressing the educational, socio-economic, cultural issues of the region's development.

3. Management of the higher school, as a system of the higher education institution management, should be aimed at ensuring its competitiveness both in the internal and external markets of educational services at the expense of high quality of the educational process and training of high-level specialists.

4. Universities should serve as city-forming enterprises and shape the regional space of activity, providing traditional research and development, and, at the same time, be generators of innovation on the ground.

5. Postmodern universities are catalysts for implementation of projects related to new technologies, implementation of infrastructure functions and so on.

The scientific novelty of the obtained results lies in determining the factors of development of the postmodern university as a driver of growth of the economy and socio-cultural sphere of the region. Along with traditional functions of the university – educational and scientific, there is a sphere of economic activity, which includes development and transfer of technologies, commercialization of products of academic science, management of the intellectual property and so on. The results of the study indicate a new understanding of "educational management", which can be interpreted as a new social phenomenon, on the success of which depends effectiveness of the university.

The practical significance of the obtained results is reflected in the possibility of using the idea of the university as a point of growth of the region. It is proved that scientific, socio-cultural, economic potentials of modern universities should be used as a platform for various activities.

Prospects for further scientific exploration in this direction. Prospects for further scientific exploration include a thorough study of the university managerial and organizational activities on ensuring continuity of all the levels of education with active involvement of the authorities, community members, employers, students and their parents.

Acknowledgement

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PRACTICAL ASPECTS OF SOCIO-CULTURAL
ACTIVITY MANAGEMENT

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The State Policy Formation
of Educational Management

Abstract: *Introduction.* Nowadays Ukraine, along with other countries of the world, defines education as a strategic and one of the most important goals of the state. Thus, a young person who has graduated is considered more competitive in the labor market, since he has the complex of skills and knowledge that shape his potential. Such a potential, first of all, should be the basis for a significant improvement in the economic and social situation both individually and society as a whole. In the framework of providing quantitative and qualitative characteristics of human potential, the relevance of the study of modern problems in the management of the educational system is increasing. *Purpose and methods.* The purpose of the paper is to highlight the main steps and actions of the state in shaping the policy of managing the educational process in Ukraine. In this study we used empirical and systematic approaches, according to which the processes of formation of the policy of management of educational process, which are being used today, are analyzed in the interconnection and development. Economic and statistical methods are also used. *Results.* The modern system of educational process management is investigated, the level of efficiency of the state reform of decentralization is determined in the educational sector. The problem of the catastrophic isolation of the education system from the labor market is revealed. The expediency of the use of tools for the implementation of the dual education system for the solution of this problem is substantiated. *Conclusions and discussion.* The scientific novelty of the obtained results is to distinguish the main directions of the formation of the policy of public administration in the educational process. The use of the proposed approaches and practical recommendations will improve the quality of education and reduce the level of youth unemployment.
Keywords: education, youth, management system, unemployment, state.

1. Introduction

The problem formulation. Priority directions of further development chosen by Ukraine, in particular the process of European integration, cause today's transformational changes in absolutely all sectors of the functioning of the state. Global problems of economic, political and socio-cultural nature make the education sector strategically important for the sustainable development of the country. Today, despite the high position of the state in the world ranking in terms of population coverage, there are problems of a large-scale and promising nature. These include the accessibility of the population to the Internet resource, the level of quality of education of both general and higher education institutions. However, the main problem is the inconsistency of the modern education system with the latest requirements of the labor market and the complexity of the transformation process of a huge unit of the education system. Such a mismatch in the education system is the root cause of youth unemployment, migration of the country's potential and the outflow of the younger generation abroad, which together reduce the economic development rate of the country. Therefore, the development of adequate market mechanisms for the implementation of education policy, which aims to ensure significant changes in the economic and social environment, both individually and society as a whole, becomes a priority of the state. In such circumstances, the urgent question is to formulate an effective policy for managing the educational process in the direction of approaching market requirements, taking into account the requirements and conditions of European integration concepts.

State study of the problem. The issues of education reform at the state level, building management mechanism engaged in the educational process are known as foreign scientists A. Alton-Lee (2006), M. Petrilli (2018), I. Baker (Baker et al., 1994), M. Iarychev (2016). The researchers examined the experience of countries around the world and identified a number of major factors that influence the effectiveness of education reform. World-wide and European organizations have developed modern methods of assessing the level of education of the population, on the basis of which are ranked the countries of the world by indexes of coverage of the population by education and the ability to retain talents (human and scientific potential). These indices allow identifying problem areas in the educational process management system. The problems of educational reform, in particular, the study of decentralization and its impact on the results of the educational process were investigated by such national scientists as V. Kremin' (Kremin' et al., 2013), V. Meleshko (2018). Works by S. Zhabin, O. Kaz'mina (2017), S. Kucherenko (2018), L. Tytarenko, S. Maliuha (2014). Their work focuses on youth unemployment as a result of an inefficient policy of managing the education sector, and the lack of education to meet labor market requirements. Problems of formation of policy

of management of educational process, its improvement, substantiation of paradigm of management-education were considered by domestic scientists L. Bielova (2018), Ya. Martynyshyn (Martynyshyn et al., 2017), V. Maslov (Maslov et al., 2012), T. Shtyfurko (2018) and others.

*Unresolved issues***.** However, current conditions require a revision of the basic principles of science and adapt them to the present. The education reform, in the absence of a mechanism for managing the educational process, leads to a decrease in the quality of education, which is the main cause of youth unemployment, and along with it justified migration of the country's potential. However, the domestic education system cannot be transformed by foreign models, taking into account existing problems of socio-economic nature. Therefore, the process of forming an effective policy of managing the educational process in the direction of ensuring the conformity of education to the requirements of the labor market, the implementation of a strategic management mechanism using appropriate tools to ensure the sustainable development of the country remains insufficiently researched.

2. Purpose and research methods

The purpose of the article is to highlight the main measures and actions of the state in the direction of forming an effective policy of management of the educational process in Ukraine, which will allow to form an effective mechanism for improving the quality of education and reducing youth unemployment.

*The methodological basis of the study***.** According to the purpose of the article, a systematic approach to the study of the real situation of socio-economic processes in Ukraine, in particular such as decentralization of the educational process, has been used for the analysis.

In order to evaluate the scope and direction of change in the activity of educational institutions at all levels, an empirical analysis of the achievements of leading scientists who researched foreign experience of reforming the education system has been conducted. As a result, the main problems of transformation processes in Ukraine are identified and mass youth unemployment and migration processes of the country's scientific potential.

The analysis of the causes and motives of the decline in the quality of education as a factor of youth unemployment and migration is based on a secondary analysis of available information on labor migration from Ukraine, obtained from sample observations during 2013-2018. The main producers of information are the State Statistics Service of Ukraine, the National Academy of Sciences of Ukraine and the rating systems of the World Organizations. The characterization of the consequences of the mass depletion of human resources of Ukrainians abroad as a result of the mismatch of the level of education with the current market conditions was made on the basis of the analysis of the situation on the labor market of Ukraine.

Research methods. Methods used general scientific knowledge of the socio-economic phenomena and processes, such as: abstract logic and method of analysis are in the study of approaches to the policy of management of the educational sector; systematic approach in generalizing the complex of actions of state authorities and educational institutions in the direction of improving the quality of education and reducing the level of youth unemployment. The economic-statistical method was used in the collection, systematization and processing of information, as well as the assessment of the actual status of Ukraine in the world rating system. Using the methods of comparative analysis and diagnostics the peculiarities and tendencies of development of the educational sector are revealed, which is reflected in the form of tables and graphs. It has been used functional and system-structural approach in the classification of the strategic objectives of the education system.

Research information base. The obtained results are based on the provisions of management theories, scientific works of leading domestic and foreign scientists on management in the educational sector, as well as normative-legislative acts on reforming Ukraine's education and sustainable development strategies, statistics of the State Statistics Service of Ukraine on the activities of general educational institutions of education, financing of the educational sector, data of world organizations on ratings and Ukraine's position in them and the results of own research.

3. Research results

Nowadays, in the context of constant changes in Ukraine, education is not only a strategic resource of the state, but also a major imperative for development. The functioning of the economy of the country as a whole system must foresee, first of all, the development of the population, the formation of a conscious and highly intellectual society. These changes affect higher education institutions as a key factor in ensuring the development of the society's intellectual potential.

In today's conditions of economy development in Ukraine, the concepts "market" and "education" become interdependent. Education, which in the context of a closed society has traditionally been considered a public good, and it is turning into a service, and its institutions take on the role of full participants in the market environment. In this environment, one of the key elements is commercial success aimed at increasing the cultural and educational level of the population.

In such circumstances, any educational entity combines a set of material as well as intangible resources (financial, human, informational, intellectual, material, technical), which makes it possible to ensure the desired quality of the educational process.

Thus, the first priority of the state, which would be the direction of development and integration is chosen, is to educate people in an innovative mindset and culture. Therefore, special attention from the state should be paid to the development and implementation of state programs, concepts for the development of cultural and artistic and educational institutions, which will positively influence their further development, promote the education of the society and enrich the cultural environment of the nation (Martynyshyn et al., 2017).

This function rests primarily on educational, cultural and artistic institutions that, in close symbiosis, have the effect of growing the cultural, educated and intellectual community (Martynyshyn et al., 2017).

Today, under the influence of European integration processes, an important issue is the change in the number of such educational institutions, in particular general secondary education, which is directly influenced by the decentralization reform.

In the *Table 1* figures show a decrease in the number of general education institutions despite the increase in the number of students. This phenomenon is justified by the impact of the decentralization process and the creation of support schools. However, as testimonials and interviews of many school principals testify, the problem of creating supportive educational institutions is by no means legal, but rather public. It is the teachers against such cuts and transformations as they perceive it as a threat to lose their jobs.

However, the data in the table 1 indicates the opposite effect. In the 2017-2018 academic year, the number of general education institutions decreased compared to the 2016-2017 academic year, but the number of students and even teachers themselves increased.

For example, the institutions themselves are down 700 units, but the number of students is 76 thousand more than the number of teachers is 2 thousand.

Vira Meleshko (2018) states in her work that "the transition to decentralized management in basic educational institutions is connected with the fear of some managers to reduce or weaken control over the dynamics of the institution's development, the other is to lose the authority of the leader, to reduce the influence on subordinates, etc." (p. 31).

Thus, we can conclude that the process of decentralization in the education sector has a positive result, despite the resistance to the system of stakeholders in the education sector.

Valentyn Maslov (2012) also notes in his work the importance of the financial part of decentralization. Thus, reducing the number of general education institutions has led to the saving of the some financial resources, which are accumulated in the reference schools, which give somewhat more effective results.

Table 1. Quantitative indicators of general education activities.
Eucational institutions of Ukraine

At the beginning of the school year	Institutions	Pupils	Teachers
2013/14	19.3	4204	508
2014/15	17.6	3757	454
2015/16	17.3	3783	444
2016/17	16.9	3846	438
2017/18	16.2	3922	440

Source: developed on the basis of (State Statistics Service of Ukraine, 2019)

The effectiveness of decentralized management of general education institutions is also evidenced by education expenditures. For example, in 2018, for the quarter (9 months), the financing plan for UAH 254.1 million was fulfilled, while in 2016 only UAH 196.9 million was financed for the whole year, in 2017 the amount was 284 million UAH (State Statistics Service of Ukraine, 2019).

So, if we are talking about reform processes in the country, it is necessary to study the main priorities of the country's policy and determine the place of education in the general road map of its development.

Sustainable Development Strategy "Ukraine 2020" aims at "introduction of European standards of living in Ukraine and Ukraine's leading position in the world" (Cabinet of Ministers of Ukraine, 2015). However, with regard to education, it was briefly referred to in the overall strategy as "education reform" in a particular vector of responsibility.

The National Strategy for the Education Development in Ukraine until 2021 defines the following losses in the process of reforming Ukrainian education as follows (Cabinet of Ministers of Ukraine, 2013):

− lack of a systematic science-based ideology of educational development, its situational politicization, weak influence on the educational and cultural level of society, which led to a significant weakening of the consolidating, modernizing mission of education;

− curtailing the network of preschools as a result of removing power from environmental issues;

− lack of a forecast of demographic situation and educational development needs in the regions;

− lack of legal framework for the status of land and buildings that made this educational unit unavailable to provide pre-school education, especially for older preschool children (Kucherenko, 2018).

At the same time, strategic indicators for the implementation of such a reform are chosen such as "75 percent of graduates of general educational

institutions will have at least two foreign languages, which will be confirmed by international certificates" and "Ukraine will participate in the inter-national PISA education quality survey and enter the top 50 countries participating in such research" (Ministry of Education and Science of Ukraine, 2014).

As noted in previous papers (Hrushyna, 2018), methods of calculating such indicators have not been proposed, and state structures are not accountable for the status and results of achieving such indicators.

In its turn, the draft Sustainable Development Strategy of Ukraine for the period up to 2030 enhances the educational process only in the context of operational goals, point 4.2. – "Provide inclusive and equitable quality education and promote lifelong learning opportunities for all", which is a positive factor, of course, but does not solve the problem of skills development in sectors that develop and support the country's economy as a whole (UNDP Ukraine, 2017).

Thus, according to *Table 2*, we observe that the number of students in the 2017-2018 school year is about one and a half million people, while in the 2010-2011 school year – 2.4 million.

Table 2. Quantitative Activity Indicators.
Higher educational institutions of Ukraine

Indicator	At the beginning of the year				
	2013/14	2014/15	2015/16	2016/17	2017/18
Institutions	767	664	659	657	661
Students: total (thousand)	1993	1689	1605	1587	1539
- accepted for training	428	361	323	314	324
- graduates	560	484	447	387	421

Source: developed on the basis of (State Statistics Service of Ukraine, 2019)

The total reduction of the student contingent reached 37 %. A similar trend is observed in the decrease in the number of higher education institutions. In particular, their number decreased by 19 % (in 2018 there were 661, and in 2010 – 813).

As we can see in *Figure 1*, the interdependence of the change in the student contingent and the number of universities until the 2017-2018 academic year, when the number of educational institutions has increased despite the decrease in the volume of students, clearly show.

We have also compared the rate of change in the population of the country, which, in our opinion, should be taken into account in the formulation of policy and reform of the educational process at the national level.

Because, the network of educational institutions should provide free access to education for citizens as envisaged by the Constitution of Ukraine. We bear in mind that the official growth of the population of 2017-2018 against the background of 2015-2016, to some extent justifies the slight increase in the number of educational institutions of both general education and universities in Ukraine.
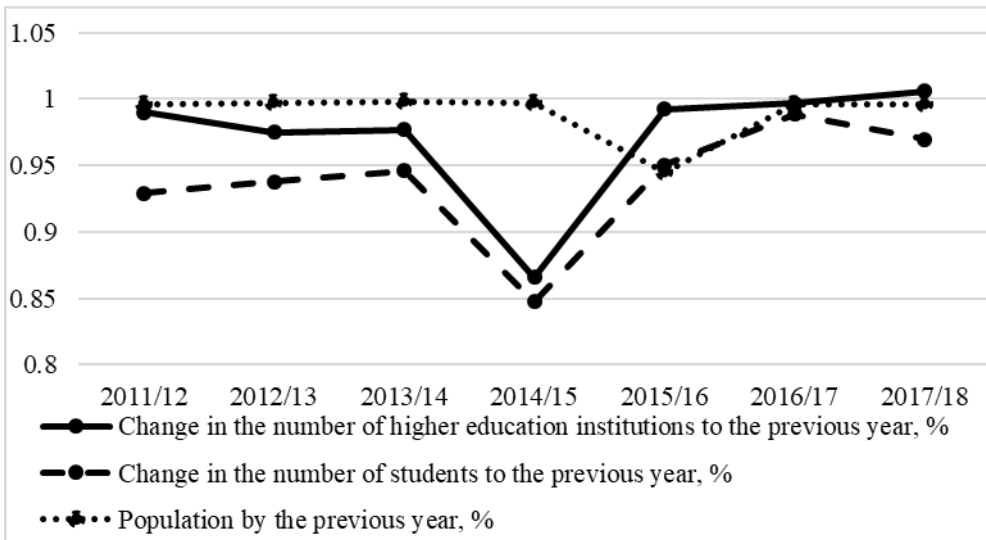
Figure 1. Dynamics of activity of higher educational institutions
Source: own development

Despite decisive action in the area of education reform, Ukraine holds the position of a country with a rather mediocre level of human capital on the world stage. This fact is borne out by the UN Development Program Index, which calculates the Human Development Ratio and Global Human Capital Rating, prepared by the World Economic Forum.

In 2017, Ukraine ranked 88th out of 189 countries in the ranking, while in 2016 it ranked 84th (World Economic Forum, 2017).

At the same time, the Human Development Index (HDI), according to the methodology of the World Economic Forum, is the final indicator for assessing the long-term progress of human development in three main dimensions:

1) long and healthy life;
2) access to knowledge;
3) decent living standards (UNDP Ukraine, 2018).

An indicator of a long and healthy life is measured by average life expectancy. At the same time, "the level of knowledge is measured by the average number of years spent on adult education, that is, the average num-

ber of years of life-long learning in people over 25 years of age; and access to learning and knowledge are expected years of learning for first-graders. The standard of living is measured by the Gross National Income (GNI) per capita in 2011 Permanent Purchasing Power (USD), converted by Purchasing Power Parity (PPP) ratios" (UNDP Ukraine, 2018).

According to the experts, the "high" position in the ratings was primarily due to the fact that the citizens of Ukraine have a sufficiently high level of literacy and education of the population. The "education" index of Ukraine's population appears to be ranked 5th in the world, although according to the global human capital rating, only 50th place out of 157 countries in the list, which is slightly above average.

World Economic Forum publishes "Global Competitiveness Index of the World Countries, which consists of more than 100 variables, grouped into 12 benchmarks such as: institutions, infrastructure, macroeconomic environment, health and elementary education, higher education and vocational training, labor market efficiency, technological readiness, innovation potential, etc.). They are integrated into 3 major sub index groups: basic requirements, performance enhancers and innovations, and enhancement factors" (Ekonomichnyi dyskusiinyi klub, 2017).

As you can see, the above index also takes into account the educational component, with both at the elementary school and higher education levels.

According to the data (World Economic Forum, 2018), Ukraine lost its position in 4 of the 12 main indicators. We suffered the biggest losses in the Labor Market Efficiency component is below 13 points, which we believe and it is directly related to the efficiency of the educational process. "The tendency to worsen this indicator was observed in last year's studies, and in the last year, we worsened its positions by 17 points" (Ekonomichnyi dyskusiinyi klub, 2017).

Thus, the methodology for calculating the labor market efficiency indicator takes into account such factors as "the country's ability to retain talent" and "the country's ability to attract talent". Taking into account the outflow of young people from Ukraine and the level of youth unemployment, the failure of the country by this rating becomes understandable.

According to research, youth is one of the most vulnerable categories of the population in the labor market. The high unemployment rate of the population aged 15-24 is due to the fact that a large part of young people at that age do not have the necessary professional skills and work experience that meet the requirements of employers.

In Ukraine, the share of economically inactive youth is predominant among young people aged 15-24 (almost 65.6 % in 2017), as most young people in that age study. Almost 85 % of the inactive population aged 15-24 were students and students (World Economic Forum, 2017).

Today, a population structure has been formed, characterized by high proportions of older and low younger people. As of January 1, 2018, the number of people aged 0-15 years was 16.3 % of the total permanent population, aged 60 and over – 22.9 %, aged 16-59 – 60.8 %.

Age structure determines demographic burden: as of January 1, 2018, there were 269 people aged 0-15 years and 1,000 people aged 60 and over per 1,000 people aged 16-59 (State Statistics Service of Ukraine, 2019).

We observe not only the natural process of aging of the nation, but also the tendency to increase the level of youth unemployment, and as a consequence of its intensive migration.

The role of young people in today's post-industrial society is increasing as they become more dependent on innovation. The innovative character of modern social development makes the participation of young people in the functioning of the industrial and social spheres as full partners. It is the young minds who make the most of scientific discoveries, put forward many social and economic initiatives, develop a significant number of technical improvements, offer maximum "fresh" ideas. Thus, it is youth who act as a resource to create competitive advantage (Iarychev, 2016).

Lubov Tytarenko (2014) notes in his work that the imbalance in the labor market and it is also the reluctance of employers to hire young professionals due to their low level of practical training. In order to balance the labor market, it is necessary to enable future specialists to acquire both theoretical and practical skills in their chosen professional activity.

In order to identify problems that "young scientists face and what moods prevail in their environment, in 2015-2017, a survey was conducted at the institutions of the National Academy of Sciences of Ukraine, Kyiv National University Taras Shevchenko and Kyiv Polytechnic Institute" (Shtyfurko, 2018).

The results of the study are not representative of the country as a whole, but make it possible to understand what challenges and threats are facing the population of the country, which is its potential future.

According to a study conducted at the National Academy of Sciences of Ukraine in 2016, the following conclusions were made: 42.2 % of young scientists stated their intentions to migrate. In 2017, there were 51.2 % of them, 15.7 % intended to leave Ukraine permanently, and 35.1% considered the prospect of employment with a further return (Zhabin & Kaz'mina, 2017).

Therefore, it is quite logical that Ukraine also suffered significant losses when calculating the innovative component is minus 9 points; infrastructure is 3 points and the indicator that characterizes the level of higher education and training are 2 points.

Considering the components of the above indicators, it can be seen that education is an important factor in the development of the country both economically and socially, and therefore is a strategic resource of the country.

Thus, we can conclude that one of the most serious problems of Ukrainian higher education is the almost catastrophic isolation from the labor market. We have a problem with the release of real professionals who really have all the skills that the job market requires from them right now.

A dual education system can address the gaps in the quality of education to market demands. At the same time, it is very important to introduce it at the level of higher education institutions, in order to enhance the highly qualified personnel and scientific potential of the country.

In Ukraine, dual education is still in the process of adopting a system implementation concept (September 19, 2018). And today we are observing the effective results of the experiment of introduction of dual education on the basis of the Higher Professional School of Kyiv (profession "Cook"), Higher Professional Art College of Lviv (profession "Painter"), Higher Professional College of Mechanical Engineering of Zaporizhzhia (profession "Turner").

The issue of three experimental groups showed positive results of introduction of dual education elements: high level of employment is up to 97 %, improvement of quality of vocational training by 12-17 %, additional financial income is up to 50 thousand UAH in each vocational educational institution, decrease costs for utilities and supplies, more sustainable and mutually beneficial cooperation with employers.

Thus, we can argue that education reform will bring effective results if economic, social and individual goals are achieved. The main task of the state is the purposeful management of the educational process and the correct formulation of requirements for it. Local governments should work towards developing a funding program for educational programs and educational institutions. In turn, the task of educational institutions is social responsibility for the quality of the educational process, and for the private sector – the formulation and updating of vocational training programs directly at enterprises.

Higher education is a key factor in the creation of knowledge-based societies. UNESCO is helping to develop data-driven policies that respond to new trends, and is seeking to make higher education more inclusive and innovative. The organization brings together, informs and guides the world community of higher education in issues such as mobility, recognition of qualifications, quality of education and inter-university cooperation. About which *L. Hrynevych* also stated in her report formulating the main purpose of reforming the higher education system (Hrynevych, 2018).

EU countries have succeeded in making European higher education a benchmark for quality education around the world, and today the development of the education sector is an integral part of EU cooperation with partner countries (European Association for Quality Assurance in Higher Education, 2015).

That is, within the framework of the European integration processes, Ukraine is obliged to review the current mechanisms of the educational pro-

cess and to build a European curriculum. First of all, in order to unify the human capital within the country in the process of unification of economy and culture. And this is possible when building a quality education system that would meet the demands of the labor market.

The following actions can be taken by educational institutions to address the problem of youth unemployment improving the quality of education by:

– organizing internships at enterprises during or after the educational process;

– facilitating employment and adapting to the requirements of the labor market graduates of educational institutions by expanding the practice of contractual training system;

– introducing into the curricula self-determination and behavior in the labor market, job search technology and self-presentation;

– creating a database of successful graduates, a database of graduating consumer enterprises.

The main proposals for shaping the state's educational policy are:

– the systematization of work on the formation of generally accepted labor values in the early stages of personality formation (preschool educational institutions, school) introduction of educational standards for different levels of training in order to form the needs of work and creativity;

– to stimulate investment and innovation activities in order to improve jobs, character of work, increase its attractiveness for young people;

– reforming the vocational education system in the light of changing demand in the labor market;

– job quotas for graduates of educational institutions;

– tax incentives for those employers who create jobs for graduates or take them to work, give students the opportunity to go through a manufacturing practice;

– to expand the system of vocational guidance for youth and the unemployed.

At the same time, the implementation of the above measures is possible only in close cooperation between the state, educational institutions and employers.

4. Conclusions and discussion

Based on the results of the study of the modern state policy of managing the educational process and reforming the educational system of Ukraine, we have made the following conclusions:

1. The main problem of establishing basic educational institutions is now of a non-legal nature, but rather a public one. Thus, in shaping education policy, public opinion should be taken into account, and explanatory work

should be taken to reduce the resistance of voluntary territorial integration. Thus, the decentralization process in the education sector, which still has a positive result, will be accelerated through synergy.

2. One of the major problems of Ukrainian higher education is the almost catastrophic detachment from the labor market. The implementation of the dual education system can be a tool for solving this problem. At the same time, it is very important to introduce it at the level of higher education institutions in order to enhance highly qualified personnel and scientific potential of the country.

3. The established policy of management of the educational process will bring effective results if economic, social and individual goals are achieved. In order to achieve effective results in improving the quality of education and reducing youth unemployment, the interaction of the state, educational institutions, local governments and the private sector is necessary.

Scientific novelty of the obtained results. In order to achieve effective results in improving the quality of education and reducing youth unemployment, the interaction of the state, educational institutions, local governments and the private sector is necessary.

The practical significance of the results obtained. The existing scientific and applied provisions on improving the quality of education and reducing youth unemployment can be applied by higher education institutions, state authorities and local self-government in the process of planning the socio-economic development of both the country as a whole and the individual region.

Prospects for further scientific exploration in this direction. Prospects for further research in this area may be the development of a mechanism for reforming the national education system and the introduction of a dual education system.

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Yelena Kovalenko, Olena Khlystun, & Yaroslav Martynyshyn
Humanism as a Philosophical Category and Socio-Cultural Phenomenon
in the Society's Life Management,
pp. 3-31

Єлена Коваленко, Олена Хлистун, & Ярослав Мартинишин
Гуманізм як філософська категорія і соціокультурний феномен
в управлінні життєдіяльністю суспільства

Анотація: *Вступ.* Актуальність проблеми гуманізму зумовлюється його великим впливом на еволюцію культурно-історичної реальності, значним місцем в управлінні життєдіяльністю суспільства, а також нагальною потребою створення сприятливих умов для самозбереження людської сутності, стійкої рівноваги між людиною і природою, людиною та соціумом. *Мета і методи.* Мета статті – теоретичний аналіз гуманізму як філософської категорії і соціокультурного феномену в управлінні життєдіяльністю суспільства, що надасть можливість створити надійну методологічну базу для конструювання гуманного соціуму. Методологічною основою дослідження є діалектичний принцип пізнання, системний, історичний, культурологічний підходи до вивчення соціокультурних явищ і процесів у суспільстві. *Результати.* Розкрито сутність гуманізму як філософської категорії, світоглядної парадигми та феномену менеджменту; досліджено антропологічні й соціокультурні умови еволюції гуманістичних уявлень і виявлено ментальні особливості культурних епох, що визначають своєрідність форм гуманізму та гуманістичного менеджменту; визначено культурно-історичні типи гуманізму, гуманістичного менеджменту й потенційні можливості їх синтезу в сучасному світі. *Висновки та обговорення.* Наукова новизна результатів дослідження полягає у поглибленні розуміння сутності гуманізму як філософської категорії і соціокультурного феномену в управлінні життєдіяльністю суспільства, як суперечливої єдності та взаємоборотьби різноманітних гуманістичних протилежностей у контексті змінення цивілізаційних циклів, культурно-історичних епох і посилення взаємозалежностей у соціумі. Практичне значення одержаних результатів виявляється у можливості їх використання в управлінській діяльності суспільства, а також у доповненні наукової теорії і філософії гуманістичного менеджменту новими положеннями про гуманізм як основу сучасної системи управління.
Ключові слова: людина, гуманізм, гуманістичний менеджмент, суспільство.

Елена Коваленко, Елена Хлыстун & Ярослав Мартынишин
Гуманизм как философская категория и социокультурный феномен
в управлении жизнедеятельностью общества

Аннотация: *Введение.* Актуальность проблемы гуманизма предопределяется его большим влиянием на эволюцию культурно-исторической реальности, значительным местом в управлении жизнедеятельностью общества, а также насущной потребностью создания благоприятных условий для самосохранения человеческой сущности, устойчивого равновесия между человеком и природой, человеком и социумом. *Цель и методы.* Цель статьи – теоретический анализ гуманизма как философской категории и социо-культурного феномена в управлении жизнедеятельностью общества, что предоставит возможность создания надежной методологической базы для конструирования гуманного социума. Методологической основой исследования является диалектический принцип познания, системный, исторический, культурологический подходы к изучению социокультурных явлений и процессов в обществе. *Результаты.* Раскрыта сущность гуманизма как философской категории, мировоззренческой парадигмы и феномена менеджмента; исследованы антропологические и социокультурные условия эволюции гуманистических представлений и выявлены ментальные особенности культурных эпох, определяющие своеобразие форм гуманизма и гуманистического менеджмента; определены культурно-исторические типы гуманизма, гуманистического менеджмента и потенциальные возможности их синтеза в современном мире. *Выводы и обсуждение.* Научная новизна результатов исследования заключается в углублении понимания сущности гуманизма как философской категории и социокультурного феномена в управлении жизнедеятельностью общества, как противоречивого единства и взаимоборьбы разнообразных гуманистических противоположностей в контексте изменения цивилизационных циклов, культурно-исторических эпох и усиления взаимозависимостей в социуме. Практическое значение полученных результатов раскрывается в возможности их использования в управленческой деятельности общества, а также в дополнении научной теории и философии гуманистического менеджмента новыми положениями о гуманизме как основе современной системы управления.
Ключевые слова: человек, гуманизм, гуманистический менеджмент, общество.

Elena Shcherbina-Yakovleva, & Nikolai Nazarov
The Manager's Competence of Socio-Cultural Activity
in Measuring Socio-Cultural Effects,
pp. 32-61

Олена Щербина-Яковлева, & Микола Назаров
Компетентність менеджера соціокультурної діяльності з вимірювання соціокультурних ефектів

Анотація: *Вступ.* Трансформаційні процеси в Україні обумовлюють підвищення суспільного запиту на поширення інноваційних технологій соціокультурної діяльності. Вимірювання ефекту соціокультурної діяльності є необхідним елементом багатьох соціокультурних технологій. Формування компетентності з вимірювання соціокультурних ефектів у менеджерів соціокультурної діяльності вимагає ретельного теоретико-методологічного і методичного обґрунтування. *Мета і методи.* Мета статті – обґрунтування теоретичних і методичних складових освітньої технології формування компетентності з вимірювання соціокультурних ефектів у майбутніх менеджерів соціокультурної діяльності. У процесі дослідження застосовувався комплекс фундаментальних ідей діяльнісного підходу, загальної теорії систем, структурного аналізу, соціально-економічного та психологічного детермінізму, а також методи педагогічного спостереження, тестування студентів, співбесіди й інтерв'ювання, аналіз текстів студентських проектів. *Результати.* Розкрито доцільність поглибленого формування компетентності з вимірювання соціокультурних ефектів у професійній підготовці менеджерів соціокультурної діяльності. Показаний зміст соціокультурного впливу, що чинить зрушення в життєдіяльності особистості та соціуму. Уточнено поняття соціокультурного ефекту, що існує як науковий термін і є доступним для наукового вимірювання. *Висновки та обговорення.* Наукова новизна отриманих результатів полягає у підтвердженні доцільності випереджаючого оволодіння теоретичними підходами щодо вимірювання соціокультурних ефектів і доповненні теорії соціокультурної діяльності новими теоретичними визначеннями понять «соціокультурний вплив», «соціокультурний ефект», «вимірювання соціокультурного ефекту». Практичне значення одержаних результатів виявляється в їх безпосередньому використанні у процесі навчання менеджерів соціокультурної діяльності.

Ключові слова: професійна підготовка менеджерів соціокультурної діяльності, соціокультурні впливи, соціокультурні ефекти, вимірювання соціокультурних ефектів, компетентність з вимірювання соціокультурних ефектів.

Елена Щербина-Яковлева, & Николай Назаров
Компетентность менеджера социокультурной деятельности в измерении социокультурных эффектов

Аннотация: *Введение.* Трансформационные процессы в Украине обусловливают повышение общественного запроса в развитии и скорейшем распространении инновационных технологий социокультурной деятельности. Измерение эффекта социокультурной деятельности выступает в качестве необходимого элемента большинства социокультурных технологий. Формирование компетентности в измерении социокультурных эффектов у менеджеров социокультурной деятельности требует глубокого теоретико-методологического и методического обоснования. *Цель и методы.* Цель статьи – обоснование теоретических и методических компонентов образовательной технологии формирования компетентности в измерении социокультурных эффектов у будущих менеджеров социокультурной деятельности. В процессе исследования использовался комплекс фундаментальных идей деятельностного подхода, общей теории систем, структурного анализа, социально-экономического и психологического детерминизма, а также методы педагогического наблюдения, тестирования студентов, собеседования и интервьюирования, анализ текстов студенческих проектов. *Результаты.* Раскрыта целесообразность углубленного формирования компетентности в измерении социокультурных эффектов в профессиональной подготовке менеджеров социокультурной деятельности. Продемонстрировано содержание социокультурного воздействия, обусловливающего изменения в жизнедеятельности личности и общества. Уточнено понятие социокультурного эффекта, которое существует в качестве научного термина и означает социокультурное воздействие, доступное для научного измерения. *Выводы и обсуждение.* Научная новизна полученных результатов состоит в подтверждении целесообразности опережающего овладения теоретическими подходами к измерению социокультурных эффектов и дополнении теории социокультурной деятельности новыми теоретическими определениями понятий «социокультурное воздействие», «социокультурный эффект», «измерение социокультурного эффекта». Практическое значение полученных результатов реализуется в их непосредственном включении в процесс обучения менеджеров социокультурной деятельности.

Ключевые слова: профессиональная подготовка менеджеров социокультурной деятельности, социокультурные воздействия, социокультурные эффекты, измерение социокультурных эффектов, компетентность в измерении социокультурных эффектов.

Tatiana Povalii
Professional Profile of the Nowadays Manager
of the Sociocultural Activity,
pp. 62-76

Тетяна Повалій

Професійний портрет сучасного менеджера соціокультурної діяльності

Анотація: *Вступ*. Сьогодні зростає актуальність управління соціокультурною галуззю. У зв'язку із залученням у цей процес менеджера, зміст діяльності якого полягає в керуванні зберіганням та розповсюдженням культурних цінностей, виникає необхідність висвітлення його професійного портрета. *Мета і методи*. Мета – теоретичний аналіз, систематизація та узагальнення наукових досліджень щодо обґрунтування професійного портрета сучасного менеджера соціокультурної діяльності. У ході дослідження використано загальнонаукові методи аналізу, синтезу, систематизації та узагальнення теоретичних положень, а також конкретно-наукові методи термінологічного аналізу, ситуаційний, системно-структурний, структурно-функціональний та порівняльно-зіставний. *Результати*. Розкрито основні обов'язки і функції сучасного менеджера соціокультурної діяльності. Виділено складники його професійної компетентності: соціокультурні, технологічні, організаційні, маркетингові, культурологічні, гуманітарні, психологічні та політичні знання; загальні і спеціальні вміння; загальнонаукові та фахові навички. Висвітлено його особистісні якості (лідерські, вольові, моральні, психологічні) та комунікативні здібності (інформаційно-комунікативні, інтерактивні, перцептивні). *Висновки та обговорення*. Наукова новизна одержаних результатів полягає у конкретизації поняття менеджера соціокультурної діяльності та розкритті його професійного портрета за такими напрямами, як обов'язки, функції, професійна компетентність, особистісні якості, комунікативні здібності та ролі, а практичне значення – у можливості безпосереднього використання сучасними менеджерами соціокультурної сфери обґрунтованих напрямів професійного портрета з урахуванням специфіки їхньої діяльності.
Ключові слова: менеджер, соціокультурна діяльність, професійний портрет, компетентність, комунікація.

Татьяна Повалий

Профессиональный портрет современного менеджера социокультурной деятельности

Аннотация: *Введение*. Сегодня возрастает актуальность управления социокультурной отраслью. В связи с вовлечением в этот процесс менеджера, содержание деятельности которого заключается в управлении хранением и распространением культурных ценностей, возникает необходимость освещения его профессионального портрета. *Цель и методы*. Цель – теоретический анализ, систематизация и обобщение научных исследований по обоснованию профессионального портрета современного менеджера социокультурной деятельности. В ходе исследования использованы общенаучные методы анализа, синтеза, систематизации и обобщения теоретических положений, а также конкретно-научные методы терминологического анализа, ситуационный, системно-структурный, структурно-функциональный и сравнительно-сопоставительный. *Результаты*. Раскрыты основные обязанности и функции современного менеджера социокультурной деятельности. Выделены составляющие его профессиональной компетентности: социокультурные, технологические, организационные, маркетинговые, культурологические, гуманитарные, психологические и политические знания; общие и специальные умения; общенаучные и профессиональные навыки. Освещены его личностные качества (лидерские, волевые, моральные, психологические) и коммуникативные способности (информационно-коммуникативные, интерактивные, перцептивные). *Выводы и обсуждение*. Научная новизна исследования заключается в конкретизации понятия менеджера социокультурной деятельности и раскрытии его профессионального портрета по таким направлениям, как обязанности, функции, профессиональная компетентность, личностные качества, коммуникативные способности и роли, а практическое значение – в возможности непосредственного использования современными менеджерами социокультурной сферы обоснованных направлений профессионального портрета с учетом специфики их деятельности.
Ключевые слова: менеджер, социокультурная деятельность, профессиональный портрет, компетентность, коммуникация.

Martina Blašková, Hideyuki Kokubo, Dominika Tumová, & Rudolf Blaško
Trust, Fairness and Helpfulness of Japan and Slovak University Students,
pp. 77-99

Мартіна Бласкова, Хідеюкі Кокубо, Домініка Тумова, & Рудольф Бласко
Довіра, справедливість і доброзичливість студентів університетів Японії та Словаччини
Анотація: *Вступ.* Довіра стає однією із серйозних проблем університетської освіти як із точки зору якості самої освіти, так і з точки зору якості знань, умінь та навичок, які здобувають студенти й випускники. Виходячи з рівня сприйнятої довіри, учні вирішують, наскільки сильною і наполегливою буде їхня соціальна мотивація, тобто сприйняття справедливості й допомоги, і передусім міра, до якої студенти будуть готові застосовувати ці ознаки по відношенню до інших. *Мета і методи.* З використанням методів аналізу, синтезу, порівняння, абстрагування, узагальнення, індукції, дедукції, моделювання тощо метою роботи є вивчення довіри студентів вищої школи, тісно пов'язаних із темою справедливої та готової до допомоги поведінки. Усі ці три явища досліджуються з обох точок зору: пасивної (у ситуаціях, коли їх отримує студент від інших осіб) та активної (у ситуаціях, коли їх активно виконує студент і звертається до інших осіб). В емпіричній частині представлені результати опитування, проведеного у $n = 405$ японських студентів та $n = 443$ словацьких студентів, призначених для пошуку можливих взаємозв'язків у їхній думці щодо загальної довіри, справедливості та доброзичливості. *Результати.* У запитанні, спрямованому на висловлення думки, чи можна людям довіряти або люди не можуть бути занадто обережними, аж 68,89 % японців та 66,82 % словацьких респондентів віддали перевагу останньому. 81,72 % словацьких та 69,14 % опитаних Японії віддали перевагу думці, що люди намагаються бути справедливими. У сфері надання допомоги дві третини респондентів (65,01 % та 69,63 %) висловилися, що люди, як правило, просто шукають себе. *Висновки та обговорення.* Новизна роботи випливає з її теоретичної, емпіричної, а також дискусійної частини, яка підтверджує, що студентам університету корисно шукати довіру, справедливість та допомогу з огляду на взаємні залежності між ними. Сприйнята довіра впливає на ступінь і якість подальшої довіри, справедливості й доброзичливості; сприйнята справедливість зумовлює подальше застосування справедливості, довіри та доброзичливості, і одночасно допомога, отримана від інших, сприяє розвитку доброзичливості, довіри й надійності студента та справедливості.
Ключові слова: довіра, справедливість, доброзичливість, студент, опитування, порівняння.

Мартина Бласкова, Хидеюки Кокубо, Доминика Тумова, & Рудольф Бласко
Доверие, справедливость и доброжелательность студентов университетов Японии и Словакии
Аннотация: *Введение.* Доверие становится одной из серьезных проблем университетского образования как с точки зрения качества самого образования, так и с точки зрения знаний, умений и навыков, которые получают студенты и выпускники. Исходя из уровня воспринятого доверия, ученики решают, насколько сильной и настойчивой будет их социальная мотивация, то есть восприятие справедливости и помощи, и, прежде всего, мера, до которой студенты будут готовы применять эти признаки по отношению к другим. *Цель и методы.* С использованием методов анализа, синтеза, сравнения, абстрагирования, обобщения, индукции, дедукции, моделирования и т. д. целью работы является изучение доверия студентов высшей школы, тесно связанных с темой справедливого и готового к помощи поведения. Все эти три явления исследуются с обеих точек зрения: пассивной (в ситуациях, когда их получает студент от других студентов) и активной (в ситуациях, когда их активно выполняет студент и обращается к другим). В эмпирической части представлены результаты опроса, проведенного у $n = 405$ японских студентов и $n = 443$ словацких студентов, предназначенных для поиска возможных взаимосвязей в их мнении относительно общего доверия, справедливости и полезности. *Результаты.* В вопросе, направленном на выражение мнения, можно людям доверять, или люди не могут быть слишком осторожными, аж 68,89 % японцев и 66,82 % словацких респондентов отдали предпочтение последнему. 81,72 % словацких и 69,14 % опрошенных Японии предпочли мнение, что люди пытаются быть справедливыми. В сфере оказания помощи две трети респондентов (65,01 % и 69,63 %) высказались, что люди, как правило, просто ищут себя. *Выводы и обсуждение.* Новизна работы вытекает из ее теоретической, эмпирической, а также дискуссионной части, которая подтверждает, что студентам университета полезно искать доверие, справедливость и помощь с точки зрения взаимных зависимостей между ними. Воспринимаемое доверие влияет на степень и качество дальнейшего доверия, справедливости и доброжелательности; воспринимаемая справедливость ведет к дальнейшему применению справедливости, доверия и доброжелательности, и одновременно помощь, полученная от других, способствует развитию доброжелательности, доверия и надежности студента и справедливости.
Ключевые слова: доверие, справедливость, доброжелательность, студент, опрос, сравнение.

Liudmila Batchenko, Liliia Honchar, & Iryna Blyzniuk
Strategic Alternatives Formation for Organizational and Economic Development of Enterprises in Socio-Cultural Sphere,
pp. 100-120

Людмила Батченко, Лілія Гончар, & Ірина Близнюк
Формування стратегічних альтернатив організаційно-економічного розвитку підприємств соціокультурної сфери
Анотація: *Вступ.* Актуальність статті обумовлена сучасними тенденціями стрімкого розвитку бізнес-процесів і пошуком універсальних та дієвих стратегічних механізмів для більш ефективного функціонування соціокультурної сфери. *Мета і методи.* Метою статті є здійснення ґрунтовного теоретичного аналізу, систематизація і узагальнення наукових положень з проблем стратегічного менеджменту в цілях знаходження універсальних стратегічних рішень для підприємств у контексті діяльності туристичної сфери. Науковий аналіз здійснено методами аналізу та синтезу, ситуаційного, аналітичного, порівняльного і статистичного. *Результати.* Розглянуто багатоаспектні погляди науковців на становлення поняття «стратегічні альтернативи». Здійснено статистичний аналіз динаміки розвитку ринку туристичних послуг в Україні. Досліджено роль стратегічних індикаторів у діяльності підприємств соціокультурної сфери крізь призму туристичного підприємства. Доведено взаємозалежність стратегічних альтернатив і стратегічних цілей підприємств. *Висновки та обговорення.* Стратегічні індикатори – одні з найважливіших показників діяльності підприємств, результати яких оптимально демонструють ефективність реалізації діючої стратегії або ж стратегічних альтернатив. Систематизовано критерії відбору стратегічних індикаторів, що є універсальними і можуть використовуватись підприємствами різного типу в соціокультурній сфері. Наукова новизна полягає в аргументованості взаємозалежності стратегічних альтернатив і стратегічних цілей на прикладі підприємства туристичної галузі й модифікуванні полікритеріального підходу до вибору стратегічних індикаторів організаційно-економічного розвитку підприємств. Практичне значення дослідження виявляється в доведенні до рівня конкретних методик і рекомендацій гнучкого адаптивного механізму формування стратегічних альтернатив та їх оптимізація.
Ключові слова: соціокультурна сфера, туристичний ринок, стратегічні альтернативи, стратегічні індикатори, стратегічні цілі, підприємство, організаційно-економічний розвиток.

Людмила Батченко, Лилия Гончар, & Ирина Блызнюк
Формирование стратегических альтернатив организационно-экономического развития предприятий социокультурной сферы
Аннотация: *Введение.* Актуальность статьи обусловлена современными тенденциями стремительного развития бизнес-процессов и поиском универсальных и действенных стратегических механизмов для более эффективного функционирования социокультурной сферы. *Цель и методы.* Целью статьи является осуществление основательного теоретического анализа, систематизация и обобщение научных положений по проблемам стратегического менеджмента в целях нахождения универсальных стратегических решений для предприятий в контексте деятельности туристической сферы. Научный анализ осуществлен методами анализа и синтеза, ситуационного, аналитического, сравнительного и статистического. *Результаты.* Рассмотрены многоаспектные взгляды ученых на становление понятия «стратегические альтернативы». Осуществлен статистический анализ динамики развития рынка туристических услуг в Украине. Исследована роль стратегических индикаторов в деятельности предприятий социокультурной сферы сквозь призму туристического предприятия. Доказана взаимозависимость стратегических альтернатив и стратегических целей предприятий. *Выводы и обсуждение.* Стратегические индикаторы – одни из важнейших показателей деятельности предприятий, результаты которых оптимально демонстрируют эффективность реализации действующей стратегии или стратегических альтернатив. Систематизированы критерии отбора стратегических индикаторов, которые являются универсальными и могут использоваться предприятиями разного типа в социокультурной сфере. Научная новизна заключается в аргументированности взаимозависимости стратегических альтернатив и стратегических целей на примере туристической отрасли и модифицировании поликритериального подхода к выбору стратегических индикаторов организационно-экономического развития предприятий. Практическое значение исследования проявляется в доведении до уровня конкретных методик и рекомендаций гибкого адаптивного механизма формирования стратегических альтернатив и их оптимизация.
Ключевые слова: социокультурная сфера, туристический рынок, стратегические альтернативы, стратегические индикаторы, стратегические цели, предприятие, организационно-экономическое развитие.

Olga Boyko, & Nina Svitaylo
Postmodern University Understanding:
Organizational and Managerial Aspects,
pp. 121-135

Ольга Бойко & Ніна Світайло
Постмодерне розуміння університету: організаційно-управлінські аспекти
Анотація: *Вступ.* У сучасному світі університет набуває нових якостей і функцій, де традиційні доповнюються зовсім новими, які пов'язані з розвитком регіонального співтовариства та виходом на міжнародний рівень. І тому постмодерний університет повинен переорієнтувати свої управлінсько-організаційні важелі. *Мета і методи.* Метою статті є розгляд університету як драйвера розвитку регіону через аналіз його сучасного менеджменту. Дослідження постмодерного університету вимагає використання міждисциплінарного соціокультурного, структурно-функціонального підходів та історичного, аналітичного, порівняльного методів. *Результати.* Університети, які завжди прагнули не тільки до знань заради знань, а й до відтворення знань заради росту й укріплення благополуччя суспільства, повинні змінювати управлінську парадигму. І саме такі постмодерні освітні заклади можуть бути драйверами соціально-економічного розвитку та науково-освітнього потенціалу. *Висновки та обговорення.* Університети сучасності повинні стати точками росту регіонів і активно брати участь у вирішенні освітніх, соціально-економічних, культурних питань. Менеджмент вищої школи повинен бути направлений на забезпечення її конкурентоздатності як на внутрішньому, так і на зовнішньому ринках освітніх послуг. Наукова новизна одержаних результатів полягає у визначенні чинників розвитку постмодерного університету як драйвера зростання економіки і соціокультурної сфери регіону. Практичне значення одержаних результатів виявляється в можливості використання ідеї університету як точки росту регіону та країни.
Ключові слова: університет, постмодерний університет, менеджмент університету, менеджмент соціокультурного простору, університет як драйвер, університет як точка зростання.

Ольга Бойко & Нина Свитайло
Постмодерное понимание университета: организационно-управленческие аспекты
Аннотация: *Введение.* В современном мире университет приобретает новые качества и функции, где традиционные дополняются новыми, которые связаны с развитием регионального содружества и выходом на международный уровень. И поэтому постмодерный университет должен переориентировать свои управленческо-организационные рычаги. *Цель и методы.* Целью статьи является рассмотрение университета как драйвера развития региона путем анализа его современного менеджмента. Исследование постмодерного университета требует использования междисциплинарного социокультурного, структурно-функционального подходов и исторического, аналитического, сравнительных методов. *Результаты.* Университеты, которые всегда стремились не только к знаниям ради знаний, но и к знаниям ради роста и укрепления благополучия общества, должны менять управленческую парадигму. И именно такие постмодерные образовательные заведения могут быть драйверами социально-экономического развития и научно-образовательного потенциала. *Выводы и обсуждение.* Университеты современности должны стать точками роста регионов и активно принимать участие в решении образовательных, социально-экономических, культурных вопросов. Менеджмент высшей школы должен быть направлен на обеспечение ее конкурентоспособности как на внутреннем, так и на внешнем рынках образовательных услуг. Научная новизна полученных результатов заключается в определении факторов развития постмодерного университета как драйвера роста экономики и социокультурной сферы региона. Практическое значение полученных результатов раскрывается в использовании идеи университета как точки роста региона и страны.
Ключевые слова: университет, постмодерный университет, менеджмент университета, менеджмент социокультурного пространства, университет как драйвер, университет как точка роста.

Alina Hrushyna
The State Policy Formation
of Educational Management,
pp. 136-150

Аліна Грушина

Формування державної політики управління освітнім процесом

Анотація: *Вступ*. Нині Україна, поряд з іншими країнами світу, визначає освіту як стратегічну й одну із найважливіших цілей держави. Так, молода людина, яка здобула вищу освіту вважається більш конкурентоспроможною на ринку праці, оскільки володіє тим комплексом навичок і знань, які формують її потенціал. Такий потенціал насамперед має бути основою істотного покращення економічного й соціального становища як людини окремо, так і суспільства в цілому. В рамках забезпечення кількісних і якісних характеристик людського потенціалу, посилюється актуальність дослідження сучасних проблем управління освітньою системою. *Мета і методи*. Мета статті полягає у виокремленні основних заходів і дій держави у напрямі формування політики управління освітнім процесом в Україні. У дослідженні нами використано емпіричний і системний підходи, згідно з якими процеси формування політики управління освітнім процесом, що застосовуються нині, проаналізовано у взаємозв'язку та розвитку. Також використано економіко-статистичні методи. *Результати*. Досліджено сучасну систему управління освітнім процесом, визначено рівень ефективності державної реформи децентралізації саме в секторі освіти. Виявлено проблему катастрофічної відірваності системи освіти від ринку праці. Обґрунтовано доцільність використання інструментів імплементації дуальної системи освіти для вирішення зазначеної проблеми. *Висновки та обговорення*. Наукова новизна одержаних результатів полягає у виокремленні основних напрямів формування політики державного управління освітнім процесом. Використання запропонованих підходів та практичних рекомендацій дозволить підвищити якість освіти та знизити рівень молодіжного безробіття.

Ключові слова: освіта, молодь, система управління, безробіття, держава.

Алина Грушина

Формирование государственной политики управления образовательным процессом

Аннотация: *Введение*. Сейчас Украина, наряду с другими странами мира, определяет образование, как стратегическую и одну из важнейших целей государства. Так, молодой человек, получивший высшее образование считается более конкурентоспособным на рынке труда, так как обладает тем комплексом навыков и знаний, которые формируют его потенциал. Такой потенциал, прежде всего, должен быть основой существенного улучшения экономического и социального положения как человека в отдельности, так и общества в целом. В рамках обеспечения количественных и качественных характеристик человеческого потенциала усиливается актуальность исследования современных проблем управления образовательной системой. *Цель и методы*. Цель статьи заключается в выделении основных мероприятий и действий государства в направлении формирования политики управления образовательным процессом в Украине. В исследовании нами использованы эмпирический и системный подходы, согласно которым процессы формирования политики управления образовательным процессом, применяемые в настоящее время, проанализированы во взаимосвязи и развитии. Также использованы экономико-статистические методы. *Результаты*. Исследована современная система управления образовательным процессом, определен уровень эффективности государственной реформы децентрализации именно в секторе образования. Обнаружена проблема катастрофической оторванности системы образования от рынка труда. Обоснована целесообразность использования инструментов имплементации дуальной системы образования, для решения указанной проблемы. *Выводы и обсуждение*. Научная новизна исследования заключается в выделении основных направлений формирования политики государственного управления образовательным процессом. Использование предложенных подходов и практических рекомендаций позволит повысить качество образования и снизить уровень молодежной безработицы.

Ключевые слова: образование, молодежь, система управления, безработица, государство.

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