

Personality Development by means of Social and Cultural Activities

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Abstract—The article reveals the meaning, features of sociocultural technologies in the personality development. It clarifies the basic terms and presents the scientists' researches of the sociocultural technologies. The common features and structure of sociocultural technologies are highlighted. The article defines the requirements for pedagogical technologies (conceptual importance, anthropocentrism, situatedness, conceptuality). It notes the difference and uniqueness of sociocultural technologies and pays special attention to the substantial characteristics of sociocultural technologies of the personality development. The article identifies the most effective traditional and innovative means of sociocultural activities and the methods and forms of sociocultural activities at the personality development. It presents and characterizes the innovative methodologies (sociocultural project development, business incubators, technology parks, blogs, virtual museums, the modular, mobile learning and online technologies) and ways of personality development in educational and sociocultural spheres.

Keywords—*sociocultural technologies; sociocultural activity; methods; means; forms; socialization; personality; personality development*

I. INTRODUCTION

The upbringing and socialization of children and teenagers in the modern public associations become the sphere of professional activity of teachers. It requires a correlation of the pedagogical goals of the association and personality development goals. They can be realized by optimizing the activities of sociocultural and IT-technologies.

IT-technology is a process of the combination of means and methods of collecting, processing and transmitting data to obtain new quality information about the state of an object,

process or phenomenon. IT-technologies are the techniques, methods of applying computer equipment for performing the functions of collecting, storing, processing and using data. The introduction of a PC into the information sphere and the use of telecommunication means determined a new stage in the development of IT-technologies.

The basic principles of IT-technologies: interactive mode of working with a PC, integration with other software products, the flexibility of the process of changing data and tasks. IT-technologies should include technologies of professional self-determination and vocational guidance, as well as technologies of entrepreneurial activity, etc. The purpose of IT-technologies is the production of information for its analysis by a person and making decisions on the basis of an action, a structural element of activity.

Let us consider the terms "activity," "activity approach" from a psychological, pedagogical and methodological position. The psychological substantiation of the activity approach in the works of Russian psychologists L.S. Vygotskiy, A.N. Leontyev, S.L. Rubinstein in general terms is reduced to the position that the personality formation is possible only in activities. A person, participating in an activity, changes his/her relations, attitudes, world outlook. The activity approach in teaching is a result of the training the student and the necessary knowledge for mastering professional skills.

The activity will have social significance when, firstly, it is carried out voluntarily and consciously, secondly, it brings a socially useful result, thirdly, it is combined with positively moral ways of achieving goals. Being actively involved in transformational processes, a person changes his/her inner

nature, enriches his/her consciousness, relations with other people, world outlook.

The social character, purposefulness, planning, systematic nature determine the activity features. In recent years, many theories of activity have distributed in two main levels of abstraction. There is a theory of social activity, which acts in its relation to the object and to social relations as a philosophical and sociological category. There is a psychological theory of activity, subjectively oriented, aimed at analyzing the place of this category in the system of general psychological terms. An example of such a theory is the psychological theory of A.N. Leont'ev, which is based on the idea of the unity of the subject, object and process of activity. The object of activity acts as an ideal education, as a psychological image, and in this way determines the mental activity. The process of activity acts as a process of active intervention of the subject in the world of things, and as a process of reflecting the objective world in consciousness. The consciousness and personality are considered as products and as "moments", sides of activity [8].

The general patterns of the activity development are derived by one of the leading experts in the field of psychology V.V. Davydov. Any kind of activity goes through the process of origin, formation, decay. Structural components of activity constantly change their functions, turning into each other. Each type of activity initially arises and takes shape in its external form as a system of relationships between people. On this basis, the activity internal forms an individual arise [1].

From a pedagogical point of view, the activity organization should be focused on the activation of its motivational, procedural and substantive sides or sphere [2]. Taking into account these three sides, V.I. Andreev offers a three-dimensional model for analyzing the student's activity in education, labor, game, etc., organized by the teacher for the education purpose.

For the effective activity, each specialist must know the activity structure, its development patterns, the nature of human needs and activity motives, leading types of activity in different age periods of human development. In addition, it is important for a specialist in communication to be able to plan activities, form motivation and stimulate activities.

In their works S.Ya. Rubinstein and A.N. Leont'ev represent the activities components. They are needs, motives, actions, conditions, operations, results. The psychologist N.K. Platonov gives this scheme as a goal - a motive - a way - a result. R.Kh. Shakurov proposes a system-dynamic structure of activity. It introduces ideas about the phases of activity: orientation, programming, implementation, completion. In addition, the term "barrier" of activity is introduced [11].

The variety of activities contributes to the identification and realization of potential human capabilities. On the one hand, a person satisfies his/her needs and requirements, and on the other hand, in the process of activity, civil qualities are formed. All activities are interrelated and are a source of formation of all spheres of personality. Taking into account the general laws for all types of activities, it is necessary to

constantly complicate the content of activities with the final goal, the priority of the social orientation of any activities.

In professional activities, a variety of educational technologies is used. Let us consider the use of sociocultural activities.

Global lead to a change in the sociocultural sphere processes on the socio-economic, informational, spiritual and cultural level in the modern period. It requires the search for new forms and methods for constructing sociocultural processes. There is a tendency to update the forms of cultural and leisure activities, due to the introduction of new IT-technologies. The leading positions are occupied by the technology of audiovisual creativity associated with the creation of photo, film, video and television art.

Sociocultural activities is a unique platform for the development of cultural experience, the realization of the creative potential of an individual, and the creation of creative leisure projects [7, 13, 16, 17, 21].

It should be noted that the organization of sociocultural activities is aimed at meeting and developing the cultural needs of the subjects. There are the leading needs for obtaining new information, vivid impressions acting as catalysts for the cultural development of the individual.

One of the innovative types of audiovisual creativity opens up other dimensions of social creativity, democracy and diversity of opportunities for self-expression, becomes 3B-video mapping [10].

Video mapping is a direction in the audiovisual art, which is a 3B projection onto a physical environmental object, taking into account its geometry and location in space. Video mapping does not require additional devices for the audience or installation of screens, but the projection will look volumetric only if the audience is at a certain point.

3D video mapping is based on the principles of screen areal culture, which is formed from two semantic categories - areal culture and screen culture. Area culture is some kind of action performed publicly. Screen culture is a definition based on the results of scientific and technological progress, the development of modern screen technologies by means of television, cinema, the Internet, mobile communications, computer and other areas of activity. 3B-video mapping, as a direction of audiovisual creativity, is associated with the general functions of sociocultural activities and also has specific features.

A theoretical analysis of sociocultural activities allowed us to identify its main functions, which are reflected in the 3D mapping. The communicative function covers the information interaction of many people and groups when creating and implementing a multimedia show using 3D video mapping) [12]. The informational and educational function provides a complete satisfaction of a variety of individual leisure interests, requests and preferences of people of different ages and professions in the context of global informatization and changing the orientation of "generation Next". The cultural and creative function connected with the active creative

activity of the creators of projections, because the 3D video mapping is a direction of audiovisual art.

The recreational and recreational function provides the organization of leisure by gaming and entertainment programs. Their purpose is to create an environment for regular, informal communication of people, conducting entertainment events.

Considering 3D-video mapping as a direction of audiovisual creativity, we focus on some aspects of its implementation in the sociocultural activities [9].

The technologization of social and cultural activities is being introduced into practice as an innovative method of scientific, intellectual, social and pedagogical resource. It allows influencing the reality in the predicted direction. The social technologies can influence sociocultural processes and phenomena on the basis of monitoring and change them in a given direction. They also can organize purposefully socio-pedagogical processes and obtain a predictable result.

II. DESCRIPTION OF ANALYSIS

The sociocultural technologies of children and young people upbringing have an aim to change the personality quality characteristics, contribute to the personality development, his creative abilities and enter into the values of world and national culture. It is connected with the focus on optimizing the general culture level and motivating involvement in the creative activity.

The sociocultural technologies are associated with pedagogical technologies such as social technologies. They have common features. They are systematic nature, purposeful nature, project ability, optimality, the improving result of a teacher's activity, the mechanism for implementing the theory into the practice of social pedagogical activity.

The features of sociocultural technologies are reproduction of creative abilities, creative activity of the individual, personality inclusion of in cultural activities. They focus on solving practical problems of a specific object and emphasize the socializing educational processes and aspects of self-development, self-realization and self-reflection of the individual.

The technologies of sociocultural activities include a set of techniques that are widely used in pedagogical technologies. They are based on the psychological and pedagogical attitudes of the individual, specific forms and means, methods characteristic of sociocultural activities [1].

Analysis of the studies of sociocultural activities allowed us to single out the following structure of sociocultural technologies. They are social order, purpose, content (forms, methods and means), subject-object relations and final result.

The combination of theoretical and empirical principles in technology determine its most important features: conceptual and situational. At the same time, it is necessary to distinguish two layers of technology. They are project development and implementation.

The technology contains methodological (conceptual basis, goals, objectives, content of sociocultural processes) and methodological (procedural part, methods, forms and means of work, organization of the sociocultural process, its monitoring and diagnostics) parts.

The implementation of sociocultural technology characterizes the activity of a specific specialist in a unique socio-cultural situation. It is a use of a set of principles, methods, and activity methods of an individual specialist in accordance with the characteristics of his /her personal and professional culture. It determines the situatedness of sociocultural technologies, their uniqueness and remoteness from algorithmization and standardization.

The sociocultural technology is close to the form of sociocultural activities, but not identical to them. Using fundamental knowledge, technology brings the cultural and educational process closer to a specific person. Thus, the creation of a human development situation involves an understanding of his/her uniqueness in general. There are factors determining his formation, a formation of certain personal qualities, patterns of physical changes and internal growth (theory) and an understanding of the uniqueness of each personality (experience of direct pedagogical interaction). These two principles form the basis of any educational technology and define the requirements for it [15].

The principal difference of sociocultural technologies lies in the fact that they, as a means of practically achieving their goals of satisfying social and personal spiritual interests, are designed to create conditions for a sociocultural environment. It combines the processes of socialization and individualization.

The uniqueness of sociocultural technologies is a socio-pedagogical, educational, developmental orientation in the dialectical unity. It creates conditions for achieving socialization goals and for personality development and his/her creative subject qualities.

The most significant sociocultural technologies of the personality development are personality-oriented informational, educational, communicative, recreational, cultural-creating, sociocultural project development. They are social protective, animation, art therapy technologies, PR - technologies, ethno cultural technologies, etc.

The theoretical and practical importance is the clarification of the substantial characteristics of the sociocultural technologies of personal development, such as means, forms and methods.

The traditional means of sociocultural activity include the means of ideological and emotional impact: oral (living word, stage speech), print (newspapers, magazines, books), visual (posters, exhibits, living objects and phenomena), psychological and pedagogical (games, communication, etc.), art and amateur creativity (theatre, cinema, choreography, music, painting, etc.).

The means of audiovisual expressiveness (television, audio and video, cinema, multimedia, the Internet) are among the

innovative means that are closely included in the sociocultural activities.

The methods of organizing sociocultural activities aimed at the development of the individual are ways and actions that ensure the effective achievement of the set goal.

Co-creation, cooperation and exchange of experience serve as fundamental sociocultural methods, supported by traditional teaching practices.

There are some methods of cognitive activity (work with sources, exchange of information, illustration, exercise, etc.). There are some educational methods (persuasion, positive example, encouragement, etc.). There are some practice-oriented methods (practical task, competition, problem solving, training, etc.)

As for the forms of sociocultural activities, there are a large number of them today. They are diverse in terms of the number of participants, the target audience. They also meet their age characteristics, correlate with the purpose and direction of social and cultural technology.

For example, mass forms include Olympiads, auctions, festivals, holidays, parades, concerts, theatrical performances, exhibitions, cruises, flash mobs, charity events, relay races, contests, etc. The group forms of social and cultural activities are circles, studios, creative laboratories, sections, interest clubs, courses, round tables, conferences, forums, corporate parties, karaoke, board role-playing games, trainings, trips, excursions, master classes, disputes, etc. The individual forms are consultations, conversations, individual sessions, interactive games, online chat and others [2].

The traditional methods, means and forms are in demand in the practice of sociocultural activities, but often they are subject to various modifications (clubs - studios, creative laboratories), digital transformations (seminar - webinar), borrowing from other areas and improvements that meet the needs and the interests of modern society.

The innovative methods and personality development methods appear in both educational and sociocultural spheres: sociocultural project development, business incubators, techno parks, blogs, virtual museums, modular, mobile learning and online technologies, etc.

Let us focus on the potential of some of them. We would like to note that there is a tendency to use borrowed words to designate new or modified technologies, which reinforces the effect of innovativeness in introducing such methods and tools into educational and sociocultural activities.

The implementation of sociocultural project development in sociocultural activities allows for the sociocultural interaction of participants [3]. It contributes to a positive influence on the intellectual, behavioral and emotional spheres of the personality consciousness [5]. At a high level, the processes of self-activation, self-development, and creative approach to activities, cooperation based on the principles of amateur, activity, voluntariness, and creativity take place. This method allows the participants to develop leisure, aesthetic, artistic and patriotic culture of men.

The art therapy method (creative studios, performances, discussions, games, etc.) makes it possible to use the aesthetic and artistic possibilities of art to adapt a person to a variety of sociocultural, socio-psychological problems. It is aimed at developing creativity, communication skills, self-actualization, overcoming crisis periods [4].

The use of the inverted class method (the study of the new material takes place independently using interactive material on the network, and practical tasks are worked out with the teacher) creates increased activity and interactivity of sociocultural informational and educational forms of sociocultural activities [6].

The game simulates the practical situation according to the plot, the system of relationships and roles, contributing to complete immersion in the problem field. The technology of game learning (role-playing and business games, cosplay, (event reconstruction), computer training games, quest (web quest, city games), game life challenge (computer challenge), board games, etc.) focuses on personal activity character of obtaining new knowledge and skills using gaming methods of engaging in creative and practical activities.

Being a means of motivating, stimulating, communicating, games allow a person to creatively self-realize, raise self-esteem, understand others and have the therapeutic property of emotional comfort.

The use of the case technologies can contribute to the logical thinking development, evaluation and conditions analysis. There are subsequent results of activity, informed and responsible decisions, a readiness for self-development and reflection.

The use of training in sociocultural practice makes it possible for a person to increase his/her communicative qualities and motivational activity of a person.

The technology of the theory of solving inventive problems helps the personality-oriented development of creativity, the creative solution of various problems and the activation of critical thinking.

The storytelling (conveying certain information to the audience by telling a story) can develop the creative abilities of the narrator, influence the listener's subconscious and emotional state and stimulate people to achieve new goals [14].

IT-technologies provide the efficiency, innovation and scale of the learning process, the creativity and leisure using information and communication tools: computer, smartphone and tablet.

We have already mentioned some versions of traditional methods. The digital modification has changed them: web quests and video trainings, web and video cases, computer games, etc. It has changed the semantic characteristic of the methods as their graphic and visual form, contributing to the concentration and motivation in achieving the goal.

The information and communication technologies imply the use of both portable, wireless, mobile devices (communicators, tablets, laptops) and stationary technical

means (computer, 3D printer, graphics tablet, etc.) to support continuous and individual learning, communication receiving information and leisure. The use of electronic technologies in the sociocultural and pedagogical activities takes into account the interests of the modern person in the interactivity, clarity of the material, which increases the motivation of the pedagogical process and contributes to the full development of the individual.

Group forms and methods of work involve the mutual communication and enrichment between the group members. There are also various new methods of interaction (workshop, co-working, collaboration, collaboration, crowdsourcing, etc.).

III. CONCLUSIONS

In conclusion, it should note that the role of sociocultural technologies in the personality development is connected with its integration of pedagogical, social and cultural parts. It harmonizes the setting of a pedagogical goal as a focus on certain cultural value orientations and interaction with the environment.

The sociocultural technologies involve the interpenetration of socio-pedagogical and cultural activities and actions with emotionally attractive forms and types of creativity based on the humanistic values of spiritual culture.

Summing up, we would like to note that there is a wide variety of technologies, methods, forms and means of the sociocultural activities.

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