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CULTURE-CREATING TECHNOLOGIES FOR SELF-REALIZATION AND CREATIVE DEVELOPMENT OF STUDENTS

TECNOLOGÍAS CREADORAS DE CULTURA PARA LA AUTOREALIZACIÓN Y EL DESARROLLO CREATIVO DE LOS ESTUDIANTES

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ABSTRACT

In the article, based on the studied specialized literature and Internet sources, analyze the concept of "socio-cultural activity", theoretically substantiate and identify its directions, types, forms and technologies. The pedagogical resources of cultural-creative technologies in the socio-cultural activities of the university were identified and the most effective of them were selected for use for the purpose of self-realization and creative development of students. A system for implementing cultural-creative technologies in the socio-cultural activities of university students has been developed and tested for the purpose of self-realization and creative development of students. Criteria and indicators have been substantiated and diagnostic tools have been developed to test the effectiveness of cultural technologies in the system of socio-cultural activities of university students. The effectiveness of the use of cultural technologies in the system of socio-cultural activities of university students has been studied for the purpose of self-realization and creative development of students.

Keywords:

Methodology, socio-cultural situation, applied arts, Bachelor students.

RESUMEN

En el artículo, a partir de la literatura especializada estudiada y fuentes de Internet, se analiza el concepto de "actividad sociocultural", se fundamenta teóricamente y se identifican sus direcciones, tipos, formas y tecnologías. Se identificaron los recursos pedagógicos de las tecnologías cultural-creativas en las actividades socioculturales de la universidad y se seleccionaron los más efectivos para su uso con el propósito de la autorrealización y el desarrollo creativo de los estudiantes. Se ha desarrollado y probado un sistema para implementar tecnologías culturales y creativas en las actividades socioculturales de los estudiantes universitarios con el propósito de la autorrealización y el desarrollo creativo de los estudiantes. Se han fundamentado criterios e indicadores y se han desarrollado herramientas de diagnóstico para comprobar la eficacia de las tecnologías culturales en el sistema de actividades socioculturales de los estudiantes universitarios. Se ha estudiado la efectividad del uso de tecnologías culturales en el sistema de actividades socioculturales de los estudiantes universitarios con el propósito de la autorrealización y el desarrollo creativo de los estudiantes.

Palabras clave:

Metodología, situación sociocultural, artes aplicadas, estudiantes de Licenciatura.

INTRODUCTION

The gap between the educational goals of the university, the content, forms of education and cultural needs, the desire of students to develop their abilities, realize interests, self-realization in the socio-cultural and educational space leads to a fading interest in learning and obtaining a future profession, social passivity, loss of life purpose and self-identity. However, there are mechanisms that can prevent these negative phenomena; we consider these mechanisms to be the socio-cultural activities of the university and consider this activity of students as one of the areas of strategic development of the university, as a joint activity of educational subjects to revive the spiritual culture of the nation (Mihelj et al., 2019; Kim et al., 2022; Edo, 2023).

In the post-Soviet period, many note a surge in the social and creative activity of young people: socio-cultural initiatives, projects, youth movements and subcultures of various age, professional, national-ethnic communities and groups, which is largely due to liberation from ideological dogmas, information boom, diversification of choice, freedom of creativity. Young people are obsessed with cultural pluralism, new opportunities, freedom of choice, and the formation of a new mentality and way of life. Sometimes this leads to antisocial consequences - infantilism and dependency, withdrawal from reality, reluctance to work, and sometimes, if the activity of student youth is directed in the right direction, it leads to their socio-cultural activity, self-realization, self-expression in creativity.

The solution to this problem is seen in the proper organization of the socio-cultural activities of the university. Each social community and subculture is characterized by its own manifestations of socio-cultural activity, its directions and forms. Such a community is the student body, which can be attributed to a specific student subculture. Especially if these are students studying pedagogical and creative specialties.

The socio-cultural activities of university students in modern conditions acquire important pedagogical significance, promoting self-realization and self-development of the personality of subjects of education, the socio-cultural environment of the university creates conditions for the realization of the needs, interests, inclinations of students, develops the talents and abilities of students, organizes their characteristic leisure time and proper rest, which is becoming one of the priority areas of pedagogical research today.

Thus, the problem of the research is to determine the role, forms and means of socio-cultural activity of university students, the choice of effective technologies for its organization, which today is one of the answers to the socio-cultural challenges of our time.

MATERIALS AND METHODS

Methodological approaches to the study of the implementation of cultural-creative technologies in the socio-cultural activities of a university are determined. The methodological approaches used in the dissertation research are:

Csikszentmihalyi, Mihaly: Author of such works as Flow: The Psychology of Optimal Experience, where he explores the concept of flow and its impact on the creative process and enjoyment of life (Csikszentmihalyi, 1990).

Gardner, Howard: Known for his book Frames of Mind: A Theory of Multiple Intelligences, in which he proposes the concept of multiple intelligences and examines different types of talents and abilities (Gardner, 1993).

Amabile, Teresa: Author of Creativity in the Context of Organizations: Three Hundred Years of Research. She explores the factors that drive creativity in the workplace and its impact on performance (Amabile, 1996).

Sawyer, Keith: Author of The Structure of Creativity. It explores the process of creative thinking and offers various strategies to stimulate creativity (Sawyer, 2012).

Craft, Anna: Author of Learning for Creativity. She explores the role of art in learning and developing creative abilities in children (Craft, 2003).

Sternberg, Robert J.: Known for his work Creativity and Intellectual Development, which examines the relationship between creativity and intellectual development (Sternberg, 1999).

The study of the historical dynamics of the concept of "socio-cultural activity" showed that its formation takes place in a certain society, with the inevitable assimilation of social and cultural experience, values and moral ideals of this society. Socio-cultural activity is considered as a factor (condition) for the development of a person's personality, and three forms are distinguished - spontaneous, purposeful and self-development (self-education).

Object of the article: socio-cultural activities of students using cultural technologies.

Subject of the article: the use of pedagogical resources of cultural-creative technologies in the implementation of the system of socio-cultural activities of university students.

The purpose of the article: scientific substantiation and implementation of cultural-creative technologies in the system of socio-cultural activities of a university as a means of self-realization and creative development of students.

To conduct the study, the following research methods were used: theoretical analysis and synthesis of literature on philosophy, psychology, pedagogy, cultural theory; generalization of experience; monitoring the socio-cultural activities of higher education institutions; questionnaires, survey methods, analysis of forms, means and results of students' cultural creative activities, testing; pedagogical experiment.

Methodological approaches on which the research was based: sociocultural and activity-based.

RESULTS-DISCUSSION

Culture-creating technologies are an effective means in the education and development of the younger generation, should be used in the socio-cultural activities of educational institutions and have enormous pedagogical resources.

1. They have creative potential and opportunities for socialization and social adaptation of the individual in the future. In the process of implementing cultural creativity, individual abilities are revealed, potentials are actualized, and the interests and abilities of the individual are tested.

2. Cultural creativity is a manifestation of the spiritual and moral sphere of the individual, the expression of innermost thoughts, internal and external experiences, the world of feelings, which are designed to penetrate the essence of the depths of human emotions.

3. Act as mechanisms of self-realization and self-affirmation in creativity. In cultural creativity there is an opportunity to reflect the fullness of the world around us and see ourselves in it. Cultural creativity is capable of spiritualizing a person as a subject of socio-cultural activities realized in a certain socio-cultural environment.

4. Promote self-awareness, help to see oneself as a creator of something new in the world around us, in one's own life, in artistic creativity, and "participation in cultural creativity is participation in one's personal destiny, the realization of interest in oneself, in the prospects for the development of society and culture as a whole." "

5. They are a means of self-realization both in educational and cognitive activities, and in solving independent creative problems, they develop the ability to "act in uncertain conditions," promoting the development of students' personality, and to a certain extent helps to overcome the "isolation" of special professional interests. Culture-creating technologies, no matter what sphere of activity they concern, act as a way of relating to the world, to society, to oneself.

6. The process of cultural creativity expresses a certain life position of students, it reveals the personal characteristics of students: creative activity, freedom of expression, developed aesthetic sense, emotionality and openness to the world, cultural tolerance.

From the above stages of experimentation, the following stages of the process of self-realization of students are highlighted:

Stage 1 (zero level) – "I have not yet decided what to choose, I need pedagogical help in determining the subject of self-realization";

Stage 2 (low level) – "I have decided on the subject of self-realization, but I find it difficult to select means and build a system of self-realization";

Stage 3 (intermediate level) – "I am in the process of self-realization";

Stage 4 (high level) – "I see the results of self-realization and can set new goals."

During the survey of students, it was found out at what stage of professional and personal self-realization the students surveyed are. For this purpose, a survey of students was conducted in order to identify what level the students are at at this point in time.

The survey data on the second criterion - professional and personal self-realization of students - is very convincing: the zero level changed from 46% to 4%, low - from 25.8% to 11.3%, average - from 14.5% to 33.1% and high – from 13.7 to 51.5%. Over the past year, students have increased the level of professional and personal self-realization, which indicates the effectiveness of the culture-creating technologies used in the system.

The criterion is the development of the creative sphere of students' personality. The indicators for criterion 3 are:

• dynamics of the creative potential of students' personalities; - dynamics of personality self-esteem;

• dynamics of individual creativity.

• Diagnostic results according to the third criterion according to the selected indicators.

1 indicator – the level of creative potential of the individual.

Survey data on the third criterion, the first indicator, indicate that a significant level of creative potential of the personality of students in the experimental group increased from 29.8% to 69.7%. This increase in creative potential is explained by the fact that the experimental group included students from the creative department of modern choreography.

Indicator 2 – level of self-esteem of creativity.

Survey data on the third criterion, the second indicator indicate that the high level of self-esteem of creativity among students in the experimental group increased from 34.7% to 62.1%. This increase in self-esteem of creativity is explained by the fact that the year in which the formative experiment was conducted was a pandemic, many students were transferred to distance learning, and therefore felt the need for self-realization.

3rd indicator – the level of creativity of the individual.

The respondents are young people with limited life experience and creative activity. And, nevertheless, slightly less than half of the tested students achieved a high level of creativity (from 25% to almost 42%), and a low level of creativity decreased (from 24.2% to 9.7%).

The results of diagnostics according to the third criterion - the development of the creative sphere of students' personality as a result of socio-cultural activities by means of cultural-creative technologies for all three indicators showed an undeniable increase over the year of the formative experiment: the dynamics of the creative potential of students' personality (high level from 29.8% to 59.7 %, low level from 12.9% to 6.4%); dynamics of personality self-esteem (high level from 34.7% to 62.1%, low level from 14.5% to 8.95) and dynamics of personality creativity (high level from 25% to 41.9%, low level from 24. 2% to 9.7%).

As a result, according to two criteria applied to prove the effectiveness of the implementation of culture-creating technologies in the system of socio-cultural activities of university students, an undeniable increase in self-realization and the dynamics of the creative potential of students has been proven, which allows us to draw a conclusion about the effectiveness of the described and implemented culture-creation technologies.

Proving the validity of the hypothesis put forward and achieving the goal of the study made it possible to obtain results that have novelty and theoretical significance.

1. Theoretically substantiated and identified directions, types, forms and technologies for the implementation of socio-cultural activities of students, considered "not just as a semantic context", but in the interaction of society and culture; taking into account the sociocultural conditionality of education, recognizing the sociocultural and educational environment of the university, which enriches the student as a self-realizing individual, as an important factor influencing the individual.

2. Culture-creating technologies as a complex of purposeful, consistent, reproducible methods of action in the system of socio-cultural activities of the university were aimed at the formation of spirituality, culture of relationships and the emotional and sensory sphere of the individual, contributing to the development of individual abilities, actualization of creative potentials, abilities and interests of students. The pedagogical resources of cultural-creative technologies in the socio-cultural activities of university students have been identified and the most effective of them have been selected for use for the purpose of self-realization and creative development of students.

3. A system for implementing cultural-creative technologies in the socio-cultural activities of university students is presented for the purpose of self-realization and creative development of students, and its effectiveness is investigated.

4. Criteria and indicators have been identified and diagnostic tools have been selected to study the effectiveness of cultural-creative technologies in the system of socio-cultural activities of university students. The evaluative and effective component of the system of socio-cultural activities of the university is represented by criteria and performance indicators (satisfaction with the socio-cultural activities offered by the university, professional and personal self-realization, development of the creative sphere of the individual).

Hypothesis:

a. carry out their design and implementation as a set of purposeful, consistent, reproducible methods of action that are aimed at the formation of spirituality, a culture of relationships and the emotional and sensory sphere of the individual, contributing to the development of individual abilities, the actualization of creative potentials, abilities and interests of students;

b. use the pedagogical resources of cultural-creative technologies (creative potential and opportunities for socialization and social adaptation; awareness of oneself as the creator of something new in life, art, surrounding reality; means of self-realization in educational, cognitive activities, in solving independent creative problems; development of a special human way of relating - to the world, to society, to oneself, no matter what field of activity it concerns; overcoming the "isolation" of special professional interests and others), aimed at solving specific problems related to self-realization and creative development of students;

c. implement cultural-creative technologies in the system of socio-cultural activities of university students, the interacting elements of which are: methodological (approaches, principles, patterns), organizational and technological (forms, means, technologies), substantive (directions of activity), evaluation-effective (criteria and indicators, diagnostic tools) components.

1. Sociocultural and activity approaches to the study of the sociocultural activities of university students allow us to consider it "not just as a semantic context," but in the interaction of society and culture; taking into account the sociocultural conditionality of education, recognizing the sociocultural and educational environment of the university, which enriches the student as a self-actualizing individual, as an important factor influencing the individual. It is advisable to study socio-cultural activities from the point of view of the diversity of types, forms and technologies for its implementation, i.e. from the point of view of students' activities, only in activity does a student act as an active creative principle, self-development, self-actualization and self-realization of his personality occurs: "from activity to internal personal increments and from them to the development of cultural and historical achievements" (Turkle, 2011). Only both of these approaches unite the social and cultural spheres of human life and show that in reality these spheres of life constitute a dialectical unity, representing two sides of human activity - social and cultural activity (Torres de Eça, 2016; Botella-Nicolás & Adell-Valero, 2018).

2. Culture-creating technologies in the socio-cultural activities of students are implemented as a set of purposeful, consistent, reproducible methods of action that are aimed at the formation of spirituality, culture of relationships and the emotional and sensory sphere of the individual, contributing to the development of individual abilities, actualization of creative potentials, inclinations and interests of students. Cultural technologies in the socio-cultural activities of a university have pedagogical resources, the use of which contributes to self-realization and creative development of students' personalities (Molano, 2012; Gardner, 2013). The process of cultural creation is not an impersonal process; it represents a certain life position, which is confirmed by the manifestation of personal characteristics of students, such as independence, activity, openness of mind, high tolerance, developed aesthetic sense, positive self-concept (Prensky, 2010). Cultural creativity is a manifestation of the spiritual and moral sphere of the individual, the expression of innermost thoughts, internal and external experiences, the world of feelings, which are designed to penetrate the essence of the depths of human emotions.

3. The pedagogical resources of cultural technologies are that they:

- have creative potential and opportunities for socialization and social adaptation of the individual in the future; in the process of implementing cultural creativity, it is individual abilities that are revealed, potentials are actualized, and the interests and abilities of the individual are tested;

- act as mechanisms of self-realization and self-affirmation in creativity; in cultural creativity there is an opportunity to reflect the fullness of the surrounding world and see oneself in it; cultural creativity is capable of spiritualizing a person as a subject of socio-cultural activity realized in a certain socio-cultural environment;

- promote self-awareness, help to see oneself as a creator of something new in the world around us, in one's own life, in artistic creativity, and "participation in cultural creativity is participation in one's personal destiny, the realization of interest in oneself, in the prospects for the development of society and culture as a whole";

- are a means of self-realization both in educational, cognitive activities and in solving independent creative problems, develop the ability to "act in uncertain conditions," promoting the development of students' personality, and to a certain extent helps to overcome the "isolation" of special professional interests (Tapscott, 1998). Culture-creating technologies, no matter what sphere of activity they concern, act as a way of relating to the world, to society, to oneself, expressing a certain position in life.

4. The implementation of cultural-creative technologies is most effective in a system of socio-cultural activities, the interacting elements of which are: a methodological component, which includes methodological approaches - socio-cultural and activity-based, principles of technology implementation (the principle of integrity and variability, complexity and continuity, creative activity, self-realization and self-development, support of interests, psychological comfort); organizational and technological component – forms (laboratories, workshops, clubs, movements, scientific societies, festivals and competitions, video lectures, concert activities, etc.), means (material and technical) (Mills, 2016).

The theoretical significance of the research results is:

- in enriching the theory, methodology and organization of socio-cultural activities with the justification and systematization of the cultural-creative technologies implemented in it as a complex of purposeful, consistent, reproducible methods of action;

- in the effective modernization of the principles of implementation of cultural technologies in the system of socio-cultural activities of university students: principles of integrity and variability, complexity and continuity, creative activity, self-realization and self-development, support of interests, psychological comfort.

CONCLUSIONS

Theoretically substantiated and identified directions, types, forms and technologies for the implementation of socio-cultural activities of students, considered "not just as a semantic context", but in the interaction of society

and culture; taking into account the sociocultural conditionality of education, recognizing the sociocultural and educational environment of the university, which enriches the student as a self-realizing individual, as an important factor influencing the individual.

Culture-creating technologies as a complex of purposeful, consistent, reproducible methods of action in the system of socio-cultural activities of the university were aimed at the formation of spirituality, culture of relationships and the emotional and sensory sphere of the individual, contributing to the development of individual abilities, actualization of creative potentials, abilities and interests of students. The pedagogical resources of cultural-creative technologies in the socio-cultural activities of university students have been identified and the most effective of them have been selected for use for the purpose of self-realization and creative development of students.

A system for implementing cultural-creative technologies in the socio-cultural activities of university students is presented for the purpose of self-realization and creative development of students, and its effectiveness is investigated.

Criteria and indicators have been identified and diagnostic tools have been selected to study the effectiveness of cultural-creative technologies in the system of socio-cultural activities of university students. The evaluative and effective component of the system of socio-cultural activities of the university is represented by criteria and performance indicators (satisfaction with the socio-cultural activities offered by the university, professional and personal self-realization, development of the creative sphere of the individual).

Thus, cultural-creative technologies from the position of the activity approach are defined in the work as a set of purposeful, consistent, reproducible methods of action that are aimed at the formation of spirituality, culture of relationships and the emotional-sensual sphere of the individual, contributing to the development of individual abilities, actualization of creative potentials, abilities and interests of students.

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