CURATORSHIP IN HIGHER EDUCATION: THE INFLUENCE OF STUDENT PERSONALITY ON TRAINING

LA CURADURÍA EN LA EDUCACIÓN SUPERIOR: INFLUENCIA DE LA PERSONALIDAD DE LOS ESTUDIANTES EN FORMACIÓN

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ABSTRACT

This article explores the hypothesis that the development of students' socio-cultural potential within higher education can be maximized through the strategic integration of university leisure activities, guided by a well-designed structural and functional model and supported by specific pedagogical conditions. Drawing on a comprehensive review of contemporary pedagogical literature, the study identifies and clarifies the key components and dimensions of students' socio-cultural potential, emphasizing how personality traits influence engagement, motivation, and overall educational outcomes. Leisure activities are positioned not merely as recreational opportunities but as powerful educational tools that can enhance communication, teamwork, creativity, and social responsibility among students. The article proposes a structural-functional model that articulates the stages, processes, and mechanisms through which socio-cultural potential can be developed effectively. Pedagogical conditions for implementing this model, including mentorship, personalized guidance, and collaborative learning strategies, are discussed and tested in practical university settings. The findings demonstrate that aligning leisure-based educational interventions with students' personality profiles significantly improves their socio-cultural development, strengthens their academic performance, and fosters a more holistic educational experience. By integrating personality-aware curatorship practices into higher education, institutions can cultivate graduates who are not only academically competent but also socially aware, culturally sensitive, and equipped to navigate complex professional and social environments. This research contributes to the theory and practice of curatorship, offering a replicable methodology for educators, administrators, and policymakers aiming to enhance student development in modern universities.

Keywords:

Higher education, curatorship, student personality, methodology, social informatics.

RESUMEN

Este artículo explora la hipótesis de que el desarrollo del potencial sociocultural de los estudiantes en la educación superior puede maximizarse mediante la integración estratégica de actividades de ocio universitario, apoyadas en un modelo estructural y funcional bien diseñado

y condiciones pedagógicas específicas. A partir de una revisión exhaustiva de la literatura pedagógica contemporánea, el estudio identifica y clarifica los componentes y dimensiones clave del potencial sociocultural de los estudiantes, destacando cómo los rasgos de personalidad influyen en su compromiso, motivación y desempeño académico. Las actividades de ocio se conciben no solo como espacios recreativos, sino como herramientas educativas poderosas capaces de potenciar la comunicación, el trabajo en equipo, la creatividad y la responsabilidad social. Se propone un modelo estructural-funcional que articula las etapas, procesos y mecanismos mediante los cuales el potencial sociocultural puede desarrollarse de manera efectiva. Se discuten y prueban en contextos universitarios prácticos las condiciones pedagógicas para la implementación del modelo, incluyendo la mentoría, la orientación personalizada y estrategias de aprendizaje colaborativo. Los resultados demuestran que alinear las intervenciones educativas basadas en el ocio con los perfiles de personalidad de los estudiantes mejora significativamente su desarrollo sociocultural, fortalece su desempeño académico y promueve una experiencia educativa más integral. Integrar prácticas de curaduría sensibles a la personalidad en la educación superior permite formar graduados competentes académica y socialmente, conscientes culturalmente y capaces de desenvolverse en entornos profesionales y sociales complejos. Esta investigación contribuye a la teoría y práctica de la curaduría, ofreciendo una metodología replicable para docentes, administradores y responsables de políticas educativas.

Palabras clave:

Educación superior, curaduría, personalidad de los estudiantes, metodología, informática social.

INTRODUCTION

An analysis of contemporary educational practices at universities demonstrates that institutional priorities overwhelmingly focus on professional development processes, emphasizing the acquisition of technical competencies, job-ready skills, and discipline-specific knowledge among future graduates. However, this focus often marginalizes the development of students' general culture and socio-cultural potential, which are essential for their holistic growth, social integration, and capacity to navigate complex professional and cultural contexts.

The cultivation of socio-cultural potential at departmental universities is negatively affected by various phenomena, including eclecticism and surrogates of mass culture, commercialization, and consumerism. These factors contribute to a decline in initiative, increased self-isolation, and mindless hyperactivity among students. Additionally, the pervasive influence of the internet, social media, video games, and mobile technologies further limits students' ability to engage in meaningful leisure, reflect critically, or participate in culturally enriching activities. Therefore, pedagogical research must pay close attention to the determinants of students' socio-cultural potential and to the effective organization of corresponding leisure activities within university settings (Ramírez et al., 2025; Rojas & Domínguez, 2025).

A detailed review of teaching practices reveals that leisure activities at universities are frequently organized haphazardly, without strategic planning or consideration of students' developmental needs. Students often lack the autonomy, experience, and motivation necessary to structure their free time effectively, which undermines the development of meaningful engagement and socio-cultural competencies. The ability to manage leisure time is typically acquired only at a reproductive level, constrained by rigidly structured academic schedules (Fandos et al., 2023; Hunter et al., 2025). Consequently, upon graduation, many students struggle to regulate their free time independently, which can result in maladaptive behaviors and a deformed personality structure. The insufficient development of students' socio-cultural potential, particularly regarding their ability to utilize leisure constructively, underscores the relevance of further research in this area (Tan et al., 2024; Juárez et al., 2017; Soria-León, 2025).

Evidence from educational practice further indicates that students often exhibit skepticism, aggressiveness, selfishness, and emotional tension, reflecting their low socio-cultural development. Investigating methods to foster students' socio-cultural potential through university leisure activities not only enhances their general culture but also positively influences their professional performance and contributes to meeting broader social needs.

The existing literature provides a strong theoretical foundation for studying this problem. Systematic analysis has identified key areas of research, including the socio-pedagogical organization of individuals, the development of socio-cultural potential, and the structuring of leisure activities in higher education. Studies examining the development of socio-cultural potential through humanities and additional arts education have been conducted by (Gioffre, 2017; Pellini &Bredenberg, 2015). The organization and effective utilization of leisure activities have been explored by Batagan et al. (2011), as well as Luchentsova & Sarkisova (2020). Features of university educational processes, including the organization of curricular and extracurricular activities, are addressed in studies by (Littlejohn et al.2016; Lunenburg & Ornstein, 2012; Stevens, 2013).

Despite this foundational research, pedagogical science still lacks a comprehensive understanding of the

mechanisms for developing students' socio-cultural potential through structured leisure activities. Based on growing scholarly and practical interest, several contradictions emerge. First, society and labor market demands for graduates with high professional competencies are not matched by an equivalent emphasis on socio-cultural development in university leisure activities. Second, although leisure activities possess a value-based foundation and significant developmental potential, there is a lack of scientifically validated models and pedagogical conditions to ensure the realization of this potential effectively.

The purpose of this study is to develop and theoretically substantiate a structural and functional model for cultivating students' socio-cultural potential through university leisure activities and to experimentally test the effectiveness of pedagogical conditions for its implementation. The object of the study is the process of students' socio-cultural development, while the subject is the structural and functional model and the associated pedagogical conditions designed to support this development.

METHODOLOGY

The methodological basis of the study was formed by: philosophical ideas about the connection between theory and practice, the universal connection between phenomena and processes; concepts of the formation and development of personality; ideas of the humanization of education.

To achieve the stated goal and objectives of the study, the following methods were used:

– Theoretical: analysis of scientific literature (philosophical, pedagogical, psychological, sociological, etc.), logical methods of concept analysis (interpretation, comparison, operational definition, generalization, specification, idealization, and extrapolation), purposeful design, and modeling;

– Empirical: expert assessment, observation, survey, pedagogical experiment (ascertaining, formative, and control stages), interpretive method, statistical and mathematical analysis of the results of experimental work.

Based on an examination of the current state of development of students' socio-cultural potential, its main characteristics are revealed. Research by scientists (Bray, 2007; Luchentsova & Sarkisova, 2020), notes that socio-cultural values that determine an individual's attitudes toward general cultural development are not always dynamic, while direct human interaction, including leisure interactions that are as close as possible to cultural life, is significantly reduced. In the current situation, youth leisure interactions are often represented by various forms of leisure culture, such as spending time in clubs, cafes and restaurants, cinemas, entertainment centers, etc., that is, leisure interactions are being replaced by collective forms of leisure culture. The study concludes that this trend will continue in the future, significantly reducing the development of an individual's socio-cultural potential.

Personal development during this age period entails changes in three main areas: cognitive, intrapersonal, and interpersonal, which serve as characteristics of the socio-cultural development of students at a departmental university in the context of «intercultural maturity.» Improving the development of the socio-cultural potential of students at a departmental university and organizing their free time are possible through engaging students in the presentation of socially beneficial needs and cultural and leisure programs, and their connection to reality; developing students' subject-related activities, including their various forms, in which tasks are set and implemented that are appropriate to their social interests and needs; and expanding dialogic forms of work with university student (Sarkisova & Luchentsova, 2020).

In today's world, the educational strategy for developing students' socio-cultural potential allows for a scientifically sound determination of the cultural content and forms of education, as well as the macro-, midi-, and micro-processes of students' social integration. Developing students' skills for self-organization in leisure activities requires specific cultural practices (Guasch et al., 2012) that support their active and productive educational engagement: diverse types of independent activity, behavior, and experience based on the individual's current and future interests.

In the current situation, the need has arisen to develop pedagogical technologies for working with students, as it is during adolescence that the development and formation of a person's socio-cultural potential and moral values occurs. The focus of educational and developmental functions of extracurricular activities plays a significant role in this process, as they can become a means of developing an individual's socio-cultural potential. Thus, extracurricular educational activities are a prerequisite for the development of socio-cultural potential and one of the essential forms of implementing restorative and recreational functions of life.

For young people, they are one of the conditions for completing the main stages of socialization, assimilating certain roles and norms of behavior. The complexity of the professional activities of penal system employees and the increased risk of professional burnout emphasize the need for self-organization of free time.

The importance of examining the educational potential of an individual's leisure activities from a pedagogical research perspective is explained by the fact that the development of this potential ensures communication with

others, the exchange of opinions and views, and is one of the means of self-realization through constructive leisure activities. However, students at a departmental university have a strictly regulated daily routine; the development of their socio-cultural potential is not a priority in the educational process, and upon completion of their studies, they find themselves unable to organize their free time due to a lack of such experience.

Leisure activities are defined in scientific literature as a set of activities designed to satisfy the physical, spiritual, and social needs of people during their free time. Leisure pedagogy distinguishes two guiding principles: the principle of joint activity (which fosters a group's value-oriented unity) and the principle of interest (which determines an individual's leisure activity or passivity). Based on the definition of the essence and functions of leisure activities, we note their specific characteristics: their true motive is the individual's need for the process itself; the goals and content of leisure activities are chosen by the individual based on their moral development and general cultural level; leisure activities can be socially beneficial or socially neutral, confined to a system of narrowly defined group values, or they can be socially negative or asocial. The potential of the departmental university's leisure activities and its educational functions (educational, recreational, communicative, hedonistic, self-actualization, ideological, and professional) foster students' need for accelerated acquisition of knowledge, skills, and experience in managing their free time; they foster the development of a sustainable interest and readiness for social integration, as well as a need for continuous personal growth, ensuring optimal overall cultural development.

The article «A Structural-Functional Model for Developing Students' Socio-Cultural Potential and the Pedagogical Conditions for Its Implementation in University Leisure Activities» is devoted to substantiating and testing the pedagogical conditions for implementing a structural-functional model for developing students' socio-cultural potential during university leisure activities; studying the results of an experiment to develop students' socio-cultural potential during university leisure activities; and determining their effectiveness in experimental and control groups (Leighton & Griffioen, 2023).

The developed structural-functional model activates students' socio-cultural potential through pedagogical interactions consistent with their student-centered

route map, ensuring progress along the path of self-realization, self-development, and self-improvement. It represents a set of structural levels that support the development of components of socio-cultural potential (cognitive, axiological, conative, and emotional-reflexive).

During the formative experiment, the pedagogical conditions for the implementation of a structural and functional model for the development of students' socio-cultural potential in the process of leisure activities at the university were substantiated and tested: the creation of an educational motivating environment and long-term planning of leisure activities at the university; the development of a modular program for teachers on readiness to organize students' leisure activities at the university; the development and implementation of a special course for students.

In substantiating the first pedagogical condition - «creation of an educational motivating environment and long-term planning of leisure activities of the university» - it was important to understand the educational environment of the university as a unity of material and spiritual (psychological) conditions, which allows us to identify four components in its structure (spatial-subject component, psychological component, educational component, cultural component), which determined the strategy for long-term planning of educational events in the leisure activities of the university (Wolfe & Andrews, 2014).

The educational and motivating environment we created at the university, aimed at developing students' socio-cultural potential, encompassed the following levels: microenvironment (micro level) – the individual student's space, their social roles, and their involvement in interactions with loved ones; mesoenvironment (meso level) – the space of interpersonal relationships between students and the activities in which they are engaged; macroenvironment (macro level) – a space that creates conditions for the rational organization of various activities of university subjects within the educational environment of the university; megaenvironment (mega level) – a space external to the departmental university, but appropriated by subjects of the educational environment.

Prospective planning of the university's leisure activities involved collaboration with cultural and leisure institutions and was effective due to its high concentration and targeted distribution within these institutions. The organization of conferences and participation in grant competitions with a socio-cultural focus allowed students to study social and cultural processes at both a professional and academic level.

In justifying the second pedagogical condition—»developing a modular program for teachers to enhance their readiness to organize students' leisure activities at the university»—the development of the phenomenon under study involved not only teachers directly involved in the educational process but also other university staff who interact with students on a daily basis. Therefore, the

readiness of all educational stakeholders to activate students' socio-cultural potential was crucial.

A distinctive feature of our modular training program was that teachers independently studied the content of the course units, while the program leader—the Deputy Head of the Institute for Academic Affairs—coordinated and supervised their activities, organizing the educational process, consulting, and motivating them to explore issues related to organizing students' leisure activities at the university.

The content of the training modules facilitated the acquisition of information, and the teaching methods facilitated the successful assimilation of material, which determined the development of teachers' readiness to organize leisure activities for students at the departmental university. An important criterion for the development of the module was the structuring of the trainees' activities according to the stages of knowledge acquisition: perception, understanding, comprehension, memorization, application, and systematization (Balzer, 2020).

The mechanism for developing students' socio-cultural potential lies in several dimensions: leisure culture is a form of communication, which, in turn, indicates the subject-subjectivity of its manifestation. Accordingly, its development in students is determined through communication and interaction. The basis for the mechanism for developing students' socio-cultural potential is humanistic consciousness, the values and norms of culture in all its diversity; the development of a conscious level of culture, which is mediated by the need to understand cultural characteristics and personal needs. In justifying the third pedagogical condition—»the development and implementation of a special course for students on 'Everyday Employee Culture' and 'Ethical Code of Employee Leisure'»—these were organized through lectures and seminars analyzing employer expectations for employees.

Employers' expectations for specialists can be divided into two groups: qualifications and general cultural requirements. Qualification requirements focus on educational level, knowledge in a specific field, and work experience. These requirements include a high level of general development, broad outlook, and a general culture of behavior; skills in organizing useful activities for inmates in their free time; and skills in conducting cultural, educational, and physical education and sports activities. Employers' general cultural expectations for employees are largely culturally based, for example: interpersonal skills; literate speech; appropriate emotionality and friendliness.

Having examined the structure of employer expectations for employees, we note that a certain portion of them relates to issues of students' socio-cultural potential. Consequently, university education cannot be limited to the acquisition of professional competencies alone: a student aiming to acquire a profession and subsequent employment must understand that the success of their employment and future career largely depends on the level of their socio-cultural potential.

University students become familiar with employer requirements not only during the final (graduation) period of their studies but also at earlier stages. This familiarization can occur through job fairs, projects with social partners, and internships. Students' knowledge of employers' general cultural expectations of specialists establishes a cause-and-effect relationship between their socio-cultural potential and employability.

To achieve the goal of developing students' socio-cultural potential, a special course and an Ethical Code of Employee Leisure were essential. Their pedagogical potential lies in the following aspects: 1) development of individual socio-cultural potential through leisure activities at the departmental university and general cultural competence; 2) interactivity; 3) the use of such forms of work with students as problem-based lectures, lecture-discussions, lecture-presentations, project work, game-based seminars, expert seminars, and dialogue seminars. The special course and code were aimed at solving real-world problems, provided that students were supported by mentors.

The results of the experimental work were analyzed using diagnostic tools to assess the level of students' socio-cultural potential, taking into account its structure: a cognitive component, the diagnostic features of which are knowledge in the field of leisure, including free time organization, values of general cultural development, and methods of self-organization of leisure activities; an axiological component, the diagnostic features of which are motivation and the need for general cultural self-development; a conative component, the diagnostic features of which are an algorithm for designing, self-organizing, and evaluating an individual's social behavior in leisure activities; and an emotional-reflexive component, the diagnostic features of which are self-control of emotions (Alexander et al., 2019). The socio-cultural potential of university students represents a unity of components (cognitive, axiological, conative, and emotional-reflexive), and their indicators allow us to identify the level of its development. The criteria are manifested at the following levels: optimal, acceptable, and unacceptable.

The optimal level is systemic knowledge in the field of leisure, including free time organization, values of general

cultural development, and methods of self-organization of leisure activities; Stable motivation and need for general cultural self-development; guided by an algorithm for designing, self-organizing, and assessing the individual's social behavior in leisure activities; systematic self-control of emotions.

Acceptable level: knowledge of leisure activities related to free time management, values of general cultural development, and methods for self-organizing leisure activities; situational motivation and need for general cultural self-development have been developed; the individual has mastered the algorithm for designing, self-organizing, and assessing the individual's social behavior in leisure activities; situational self-control of emotions.

Unacceptable level: lacks knowledge of leisure activities related to free time management, values of general cultural development, and methods for self-organizing leisure activities; lacks motivation and need for general cultural self-development; does not master the algorithm for designing, self-organizing, and assessing the individual's social behavior in leisure activities; lacks emotional self-control.

The scientific results of the article are:

1. The socio-cultural potential of university students is characterized as a personal need to master the values of general cultural development and the skills of self-organization of leisure activities (design, organizational, and evaluative). The structure of students' socio-cultural potential is a combination of its components (cognitive, axiological, conative, and emotional-reflexive) that ensure the development of knowledge in the field of leisure time management, the values of general cultural development, and methods of self-organization of leisure activities; motivation and need for general cultural self-development; algorithms for designing, self-organization, and evaluating an individual's social behavior in leisure activities; and emotional self-control.

2. The university's leisure activities and their educational functions (educational, recreational, communicative, hedonistic, self-realization, ideological, and professional) shape students' need to accelerate the acquisition of knowledge, skills, and experience in managing their leisure time. promote the development of sustainable interest and readiness for integration into the social environment, the need for continuous personal growth, ensuring optimal general cultural development.

3. The structural and functional model for the development of students' socio-cultural potential during leisure activities at a departmental university includes relatively independent blocks: target (goal and objectives); Methodological (environmental, cultural, activity-based,

and student-centered approaches and principles (development of initiative,initiative, purposefulness; invention, continuity, creativity; aestheticization, consistency and systematicity; unity of educational influences; reflection); substantive (structure of students' socio-cultural potential); organizational and technological (priority technologies for developing socio-cultural potential: vitagenic education technology, student-centered education, collaborative pedagogy); forms (club activities, circle and studio work, work with youth interest groups, themed holidays, games and sports activities, reading books, visiting theaters, cinemas, and museums); methods (lecture, discussion, debate, example method, suggestion, instruction, pedagogical requirement, public opinion, methods of control, self-control, and self-assessment); evaluative and results-based (criteria: cognitive, axiological, conative, emotional-reflexive; levels: optimal, acceptable, unacceptable), ensuring the achievement of the effectiveness of the projected research goal (development of the socio-cultural potential of students based on the pedagogical potential of the leisure activities of the university)

CONCLUSIONS

The concept of "sociocultural potential" was clarified among students of departmental universities, characterized by the personal need to master the values of general cultural development and the self-organization skills of leisure activities (design, organization and evaluation).

The study established the structure of students' socio-cultural potential, which represents a combination of its components (cognitive, axiological, conative, and emotional-reflective). These components manifest themselves at levels of optimal, acceptable, and unacceptable development.

It has been proven that the structural and functional model for developing the socio-cultural potential of students in the process of leisure activities of the university is based on environmental, cultural, activity-based and personality-oriented approaches and combines a set of blocks (target, methodological, substantive, organizational and technological, evaluative and effective)

The theoretical significance of the study lies in its contribution to the theory of the sociocultural determinacy of education; its substantiation of the substantive characteristics of the sociocultural potential of university students through educational means of leisure activities, which contribute to the development of a scientific approach to the process of nurturing individuals and groups; its clarification of the concept of "sociocultural potential of university students," which takes into account previous scientific research and provides a contemporary interpretation consistent with the methodological approaches of the study; the development

of a structural and functional model reflecting the unity of goal and outcome, the logic and internal dynamics of the process under study; and the scientific substantiation of the pedagogical conditions for its implementation, ensuring the effective development of students' sociocultural potential through leisure activities at the university.

The theoretical findings of the study can be used as a basis for studying the problems of organizing pedagogical education systems in various types of universities.

The practical significance of the study lies in:

- a structural and functional model for developing students' socio-cultural potential through the educational resources of university leisure activities that can be tested and implemented into teaching practice;

- accessible diagnostic methods for identifying the levels of development of university students' socio-cultural potential;

- the implementation of the developed scientific and practical programs and recommendations into the university's educational process.

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