

# Development of Human Potential in Training of the Culture and Art Specialist as a Social Capital of the Kurgan Region

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**Abstract**—The question of the formation of the human being remains the leading one for philosophy and education, and the quality of its solution is transferred to the policy of society. The relevance of the problem is connected both with the study of the concept and phenomenon of human potential and with its development. In humanitarian knowledge, there is a tendency towards differentiating the concepts of “human potential”, “resource” and “capital”. A comparative analysis allowed us to conclude that the concepts have fundamental differences in the humanistic interpretation, in the principles of existence. This position is important for building management models of social institutions responsible for socialization and quality of the specialist’s personality, because they set the quality of sociality in the region. The article analyzes the activities of the Kurgan College of Culture - the leading one in the Kurgan region, noticeable in the Ural region. The idea of the research was to implement a socio-cultural approach in training a professional in the field of culture and art as an opportunity to reveal its human potential. The expected result is fusion of professional training with the formation of a specialist as a person of culture, the formation model of whom is developed by the author of this article and is embodied in the main positions of training specialists in the socio-cultural sphere and education. The methods of development of the student’s human potential were such as social and cultural project planning, project implementation, strategic planning of educational and creative activities. The methods of studying the process were such as data collection, comparison, analysis of the products of creative activity, quantitative methods of data processing, longitudinal observation, as well as generalization and conceptualization.

**Keywords**—*socio-cultural formation, personality identity, human potential, person of culture.*

## I. INTRODUCTION

The formation of personality is becoming less and less predictable. The techno sphere and the technicalization of life continue to change the social quality of man. However, a person cannot exist without social characteristics, therefore, the disclosure of his potential, that is, specific positive opportunities in their implementation, is associated with a special environment, i.e. culture, which, according to I. Kant, is the goal. According to Aristotle, this is a world of norms [1]. D.Yu. Bychenko rightly notes that the social foundations of studying human potential were laid by Aristotle, who highlighted two types of “human potential: physical and spiritual (“spiritual wealth and pleasure needs”) [2]. Moreover, the latter features determine the

potential of a person the same way as the first ones, as Aristotle writes about in the Nicomachean Ethics. A person is aware of his/her separate identity, in which his/her adequacy and possibility of usefulness lie.

An outlook for analyzing human potential is the view of V. Zombart, for whom the concept is studied in the rooted cultural features of the people, traditions, combined with an understanding of their transformation in the new, “specific” socio-economic conditions of development [3]. In addition to socio-economic and traditional approaches to human potential, let us single out the view of cultural psychology, where A. Maslow’s theory of personality occupies a special place [4]. The view is aimed at understanding the logical relations of conditions in meeting the personality’s needs and the level of self-realization. A. Maslow’s view on the self-actualizing personality, as mentally healthy, in contrast to others, is valuable.

The attention to human potential, however, has outgrown only psychological interest, and we will hopefully also overcome only economic interest. The socio-spiritual opportunities are becoming of particular importance; it is associated with the search for sustainability of the socio-normative basis of society. The main content of human norms are values, which are the basis of motives and behavior. For M. Mamardashvili, they are self-sufficient grounds; which either exists or do not [5]. They are translated and strengthened by a mode of life, however, in the world of market psychology and the similar paradigm of being, their existence is subject to extreme metamorphoses: from recognition of the superiority of value (for example, the value of freedom) to its complete debasement (order as dependence), which is dangerous, according to J. Baudrillard [6], due to loss of meaning; it leads to the decay of the semantic field, according to J. Deleuze [7].

What is happening threatens with a spiritual “coma”, loss of essence. V.A. Kutyrev compares such a process with transformation into an actor, with “last kissing,” with the loss of a person [8]. We also see tragedy in the loss of the capacity for sensory experiences and compassion. A return to the human is a path to spirituality of the individual and society, associated with a conciliatory model of coexistence, a transition to which is possible in reliance on social institutions: education, art and culture. Meanwhile, D. Yu. Bychenko is right saying that the “assessment” of such capital comes “mainly through indicators of investment, cost, labor

costs, the ratio of cash injections and growth in labor productivity”, while “social health and the sociocultural component of human potential are not thoroughly studied and are not subject to scientific evaluation” [2]. In compliance with the purpose and the sense of the article, we turn to a theoretical analysis of the latter part of the problem.

## II. LITERATURE REVIEW

In sociocultural understanding of human potential and its development, beside the above positions (D.Yu. Bychenko, V. Zombart, A. Maslow, V.A. Kutryev), the approaches of T.I. Zaslavskaya [9], O.I. Ivanov [10-11]; O.I. Genisaretsky [12]; V.Zh. Kelle [13], B.G. Yudin [14] et al. are of significance for the analysis.

So, T.I. Zaslavskaya in the study of human potential reasonably introduces the category of “typological space” for comparing social objects [9]. As the criterion for evaluating spaces and their precinct, the scientist identifies the social qualities of societies and states. This position is close to us by the methodology of understanding society as a conscious, measurable and, within this framework, controlled system. The scientist also sees in such an analysis a possibility of comparing societies both during the history of their own development and compared against others. As a fundamental feature of a transformational society, she singles out the position of “isolation - openness”, highlighting on this basis “traditional”, “modern”, and “postmodern” ones [9]. In openness, in her opinion, the “veto” on the discovery of societies belonging to special, “marginal types” is removed; moreover, such a society does not specify types, but “in the best case, allows one to recognize and study these types” [9].

The statement about the importance of an ability to quickly and constructively respond “to the global challenges of the world system” follows from her position, but in terms of innovation, it is the reforms that lead to detection of self-interest and manipulation of social actors, which are important. A significant role in the development of society is seen by Zaslavskaya as well as in the integration function of social institutions in the socio-historical socialization of youth, “in promoting the cultural integration of social strata, of ethnic and religious groups”; it is also a responsibility for “forms of activity of social actors” [9]. It is in human potential that the scientist sees the leading factor of “his/her viability” associated with “readiness for self-development” and “successful competition” [9]. Education, culture, values, legal consciousness, morality, needs, national traits are important, where the social status associated with the role is taken into account at the socio-personal level. Studying the mutual influence of social institutions T.I. Zaslavskaya discovers the problem, noting in them “independent social phenomena” [9]. Among the leading ones, in addition to the socio-economic component of human capital, the scientist distinguishes sociocultural, based on the features of mentality, socio-cultural activities of groups, features of normative and value-based consciousness, and the like. As an important point in her position, T.I. Zaslavskaya emphasizes not only the personality traits of subjects, but their readiness for social interaction for positive social activity, in achieving important development goals through activity potential.

Supporting her position, we emphasize that the modeling approach to socio-cultural activity in the educational as well as, in general, in the socially eventful space of the personality formation as a specialist in the field of culture and art or a

teacher is associated for us with the possibility of an active person entering the stage of professional training into social professional interactions. It is not just an actor in the profession who becomes the goal of interactions, but the subject as an active source of creative personal and professional initiative. Implementing this approach, a person implements his/her abilities better, develops the abilities of formal and informal interaction. Accordingly, an active approach to the development of cultural potential of a person in education turned to become a methodological pillar in building a model of moulding a person of culture in professional education. Moreover, they agree that “the general level of human potential, which defines the place of each country in the world community, is determined not by the “sum”, but rather by the “product” of its components” [9].

In general, under human potential we understand the opportunities and abilities that help to build life directed for creation and creativity. In this case, we are impressed by the position of O.I. Ivanov that here he refers the properties belonging to people, as their “internal heritage” [11]. O.I. Genisaretsky in assessing the institutional source of human capital in society criticizes the understanding that it is education that to a greater extent creates its quality. He sees here “deep didacticism of the Russian ideological tradition”, as well as the “natural” “concern about the fate of Russian educational (and academic) institutions” [12]. Following O.I. Genisaretsky, he adds that there are other social institutions (“health care”, “social communication”, etc.) in which the human quality also develops. We consider that there is no need to challenge the position, however, in strengthening the relevance of the article, we emphasize the importance of attention to education, where specialists from all spheres of society are trained. Building a model for managing educational resources in developing the potential of future specialists is an important resource of culture which integrates the life of society.

In assessing the basis of social development through human potential, it is important to pay attention to the methodology of T. Parsons, according to which social needs are the basis for the development of human capital [15]. Herein, it is important to develop the quality of the very needs which is due to the goals of society as well, the goals transferred to the meanings of the activities of social institutions that expand spiritual needs. In this regard, D. Yu. Bychenko writes that “the development of society is not only a continuous complication of the social organization of the system, but also the formation of a person with a certain set of physical, educational, social potential opportunities (i.e. the formation of a certain level of human potential of society)” [2].

## III. RESEARCH METHODOLOGY

The study of personality was carried out with application of traditional psychological and sociological methods. The diagnostics of the potential of the personality of a future specialist, in particular, a teacher, predominantly included tests and questionnaires developed by Professor V.I. Andreev, namely: a self-assessment questionnaire “Qualities of a personality, characterizing its culture”; the test “Assessment of the level of creative potential of a person”; the test “Assessment of an ability to self-education, self-development”; the test “Assessment of diligence and ability to work”; the test “Evaluation of an ability to make creative responsible decisions” (the techniques for processing the tests

are presented in the book: V.I. Andreev, Pedagogy of higher education. Innovation and prognostic course: textbook. Kazan: Center for Innovative Technologies (2013) [16]. Other diagnostic procedures were also used, the results of their study are presented, in particular, in another article of ours [17].

The research methods for studying the formation of a specialist in college were collecting data on the educational and creative success of students, their comparison, rating, quantitative processing; analysis of products of creative and educational activities, observation. Among the theoretical methods there were the following: analysis, inference, interpretation of quantitative (arithmetic mean scores of educational activities; the number of events and participants) and qualitative (creative and social events where students became winners and winners) indicators of the findings as well as observation, conceptualization. The article presents the results of this analysis over the past two years.

#### IV. RESULTS

##### A. *Stages and methods for implementation of the empirical research activities.*

For implementing the model of becoming a specialist as a person of culture, we distinguish three stages, where the first is associated with the active entry of a person into a specialized educational environment; the second involves the interaction of the individual with other subjects of education in the process and about the process of training as a new level of socio-cultural formation; the final stage is based on self-realization of the personality as a future specialist in the integration of his/her social, cultural and professional skills and qualities. One of the experimental research sites was the Kurgan Regional College of Culture (2000-2019), where the idea of becoming a person of culture was realized by such methods and forms as the author's continuing education courses for the college teaching staff, scientific and methodological supervision of educational activities (reviewing the College educational programmes, assistance in organizing and conducting scientific and practical conferences on the problem for students and teachers, scientific and organizational assistance in the construction of the educational concept of the college, in the development of the strategy for its development (the development of socio-cultural and educational projects), etc.

##### B. *Approaches to the analysis of research results and their interpretation.*

As a result of the analysis of the formation of a specialist, it was found that social value-based changes in the identity of the person was not a coincidence [18]. In an extended analysis of the problem, we were convinced that the territorial factor in Russia remains significant for the culture of society: the regions remote from the center have developmental features that are important for socio-cultural policy. So, a peculiarity of the Trans-Urals, the geopolitical center of which is the Kurgan region, is represented by the predominance of the rural lifestyle and mentality of the province, and a low level of socio-economic development.

Here, the formation of a modern personality is intertwined with a tradition, positive changes occur without the ground softened up, conflicting with the conditions. To exacerbate the issue, we show the position of O.I. Ivanov that "neither society as a whole, nor its various subsystems" "can function" and

develop without the consolidation of human capital "as a special kind of socio-biological integrity" [11]. Studying the socialization of the individual gives you a vision of social ties, which, according to O.I. Ivanov, reflects "standardized relations and dependencies between different social actors, organizations, institutions" [11]. However, it is important to develop such a relationship studying the mechanisms of personal and group interactions based on needs and abilities. In this case, an opportunity appears for the manifestation of "social capital", which O.I. Ivanov defines "a superstructure over the human potential of individual and collective actors", "the property of their stable relations" [11]. A modeling analysis of the socio-cultural interactions of the subjects of social institutions with society is important for us by the fact that it destroys alienation and consumer attitude and behavior of individuals and entire groups.

This position was justified by the result of identification of the complexity of the socio-cultural formation of students in socio-economic conditions in the Trans-Urals. The problem is observed in the whole country. So, the sociologist V.V. Kovalev, a specialist in regional studies at the Institute of Sociology and Regional Studies of the Southern Federal University, emphasizes that there is an identity crisis in Russia, first of all, it is a search for the peculiarities and place of society "in the world civilization", and various factors of social development are important here; the reasons are lack of stability, disparity of the population in terms of life, lack of social values: "The very existence of Russian culture as an integral phenomenon is called into question" [19]. The scientist sees the connection between social stability and "axiological stereotypes" that affect the value-based attitude. The whole complexity of reactions is expressed through a role that regulates, normalizes, prescribes, herein the social institutions that identify a person are important, they as well reinforce what was once a case at the group level. V.V. Kovalev sees in this "leveling" of its "fictitiousness" [19].

Without a spiritual component, socialization may also show a bias to the "lilliput effect" (V. Ossovsky) as well, it was cited by V. A. Yadov in the development of a Russian person desire indicator for identity in a circle of close people outside of personal social activity [20]. A similar result was obtained in our study of the student identity in the Kurgan region regarding the "individualism-collectivism" syndrome (the questionnaire was prepared from the positions of the cultural syndrome, according to **Harry Triandis**). The latest of the student surveys with application of a random sampling technique (in total more than 120 students of 7 groups of different years of academic study and directions were interviewed) showed that more than 60% of the respondents position themselves as collectivists at home, and individualists at work, everywhere. Since we have been studying the students of the Trans-Ural and the Ural region for more than fifteen years and have described the situation more than once in our scientific publications [21], we can safely assume that this indicator speaks about development of individualism, though it is the social development which is important for development of human potential motives and skills in order to establish socio-cultural ties.

M.K. Gorshkov notes another disturbing feature of personality socialization, emphasizing that the identification of young people happens through integration into traditions (conflict-free reproduction), but differentiation through social and professional "cells" [22]. This viewpoint allows us to see

that in order to maximize the potential of the personality in its professional development, the model of “implanting” the personality in the social and professional environment is of importance. The model had been shaping in the institution due to its natural development as well as with application of our model of formation of a person of culture.

The Kurgan Regional College of Culture (Director L.Yu. Yevloyeva, Deputy Director for methodical work Yu. S. Sarantseva, Deputy Director for educational work O. Y. Kulakova, Head of pedagogics G. V. Kutybaeva.) has got significant experience in training specialists in culture: with developed subjectivity, dialogics, creativity, the basis of which lies in the humanitarian culture. The process is not limited to didactics. The educational goal is to train mid-position specialists in the field of culture, art and other areas under supervision of the Ministry of Culture of the Russian Federation. The main goal of the strategy of the professional educational institution of the Kurgan region is formed on the basis of the significance of maintaining the best traditions that do not interfere with the development of anything new, which meets not only the existing social demand, but also the quality of the socio-cultural space. This institution trains specialists in library science, in cultural and leisure activity organization, in folk art such as choreographic, ethno-artistic, theatrical; tourism, arts and crafts and folk crafts (art painting), choral folk singing (a total of 443 people studied in 2018). The positive result of personal stimulation is the participation in regional and international competitions in all types of disciplines, where there is a positive dynamic: in 2016 - 43 participants (29 winners), in 2017 - 83 (26); in 2018 - 183 (73). The number of participants from social and cultural institutions at the end of 2018 was 101.

The potential of a student as an individual and a specialist is revealed in work on term projects, the quality indicator of which for 2018 was equal to “4.5” (out of “5”), and out of 76 graduates, 17 graduated from college with honors. A high level of professional and creative readiness is noted at the Kurgan region and Ural region levels, so the number of applications from employers exceeds the number of graduates (53 employment contracts, which amounted to 100%). The quality of training is facilitated by professional modules, testing programs, e-learning tools, and more. Experts note a good level of proficiency of employees. The given approaches to the quality of formation a specialist open the way to assessment and understanding.

## V. PRACTICAL SIGNIFICANCE

The event space of the college is literally saturated with participation in all-Russian, regional scientific and practical conferences and competitions, in publication of articles in the web-based media (55 articles). Among the important events of 2018, there were regional competitions of performers of the folk song “Zaural'skiye rossypi [“gems”]” named after G.I. Ivanova-Balina; of readers “Zvuchashcheye slovo [Vocable]”; of choreography “Khrustal'nyy bashmachok [Crystal shoe]”; of theatrical art “Theater Spring”; there was an Olympiad in the history of art; a scientific-practical conference “Cultural volunteering as a direction of personal education in the system of vocational education.” These are events at the regional level: an Olympiad in literature; a conference “Actual problems of creative disciplines teaching in the context of modern education in the field of culture and art”; a Youth Innovation Forum “Strong Family - Strong Russia”. Over the past two years, the students and teachers

have taken part in the international research competitions and conferences (an essay competition “Youth. Creativity. Research”; a professional contest of methodological developments (Irkutsk region), as well as in All-Russian competitions (“Actual presentations”).

In addition to the competitive basis for development, an important place in the formation of identity and subjectivity of the individual is occupied by target programmes such as “a Life-Giving Spring” (ethical and moral education); “the Shine of the Sun” (prevention of alcoholism, drug addiction, smoking, HIV-AIDS); “a Healthy student”; “We are the citizens of Russia”; “the Law and me,” “the Freshman.” Social and humane personality positions are formed due to attention to social problems (a round table “Legal assistance to orphans and children left without parental care”; intellectual games on knowledge in the laws of the Russian Federation, prevention of corruption; coverage of calendar dates: Mother’s Day, Heroes of the Motherland, Constitution). We aware of importance of healthy lifestyle and physical culture promotion (participation in the regional sports contest “Nadezhda Zauralye-2018 [“TransUral Hope”]).

Particular attention is paid to the formation of social volunteer initiatives. So, since 2018, volunteering has been developing (the number of volunteer teams “Svetoch [bearer of light]” is 262 people, 148 students are registered in the Unified Information System “Volunteers of Russia”, 6 students studied under the program “Abilympics” in the direction “Technologies for volunteer interaction with people with disabilities of various nosological types”). The fields of volunteering are the following: patriotic; event-related (performances on an anti-drug theme; Life Line projects, “I choose a healthy lifestyle!”; environmental projects “Create your own world”, “Decorate your own world”, “Shear Thursday”); cultural volunteering (maintaining cultural traditions and developing creative opportunities, socio-cultural qualities), in which in 2018, 20 social projects were implemented. Volunteering was noted with letters of gratitude. Student self-government also exist, whose members are part of the scholarship commission and the college council. In college, there is a systematic activity to preserve the physical and moral health of the students in acquainting them with spiritual values, culture, in patriotic education. In its own way, the task of forming a socially active personality position, developing its leadership qualities, which are especially important in the future professional sphere, is being successfully implemented.

The specifics of professional development of the individual is achieved by the implementation of the tasks of artistic and creative development. The main task is related to the perfection of the performing skills of students and creative teams of the college (concert activities, game programmes, ceremonies, compositions, performances, exhibitions, including orders from the Government of the Kurgan region, from the Department of Culture, from charitable organizations in the field of leisure activities for the population of the city and region). The scale of activity is indicated by the following information. So, for the year 2018, the following repertoire and entertainments were implemented: the programme of the Trans-Ural Song and Dance Ensemble (20 concerted numbers); theatrical gaming programmes (total of 14 items); performances (3); performance based on the paintings by Rene Magritte

“Lovers”, A. Tulus “Worthless”, M. Chagall “The Betrothed and the Eiffel Tower”, “Flight over the City” (director E.M. Chemeris); director’s debut “Monologue of one photographer”. The success of the formation of the student’s personality manifests itself in participation at the regional stage of the All-Russian Choir Festival (Yekaterinburg); in the second interregional competition of creative (director’s) works “PROLOGUE”.

The success of holistic educational, creative and educational activity was manifested in a number of other socio-cultural results: the Trans-Ural Song and Dance Ensemble became a Laureate of the 1st degree with the right to participate at the district stage of the All-Russian Choir Festival; Diploma of the III degree in the nomination of artistic processing of wood (E. Ponomareva); The district stage of the All-Russian Choral Festival brought the laureate of the III degree (Leader R.A. Valkova. Choirmaster I.G. Yakovkina. Choreographer A.M. Popov. Leader of the instrumental group A.M. Malkov). The diploma of the II degree was received in the nomination “Dramatic performance” (director E.P. Tolopko). The ensemble of modern dance (leader A.V. Vasina; choreographer A.M. Popov) receive the diploma of the laureate of the 1st degree in the nomination “Modern choreography” in the regional festival-competition of choreographic creativity “ZAURALSKIYE UZORI”. There are victories in the Regional competition of readers, in the category of solo reading: A. Volynkina, L. G. Kononenko; V. Menshchikova, M. Lenkova, D. Ovchinnikova, D. Shamai, M. Sboichakova, V. Terentyev, A.S. Weissenburg. The participants of the IX All-Russian festival-competition of game creativity “Chizhik - 2018” (“South Ural State Institute of Arts named after P.I. Tchaikovsky” in Chelyabinsk) became laureates of the III degree in the “monoprogramme”; in the V regional contest of folk song performers “Trans-Ural placers” named after G.I. Ivanova-Balina, V. Batyрева; I.G. Yakovkina G.S. Pukhov; A. Shelgorin became laureates of the first degree; V. Vazhenina, K. Metlitskaya became laureates of the II degree. And these are not all the merits. Among the winners of the competitions there are also A. Bogomolova, V.D. Vazhenina, N. Tronina, D. Isupov, A. Vasiliev, A. Kuzmina, A.V. Vasina. The results of the educational, social and creative activities of the college over two years are not accidental.

## VI. CONCLUSION

The described results of the college activity are the indicators of a systematic and focused activity of all the subjects, starting with the managers and teaching staff. Our socio-cultural cooperation with the college, scientific supervision, and methodological support, since the beginning of the 2000s, allow us to assert that correctly set educational and upbringing goals in their conscientious achievement allow us to achieve good indicators in becoming the specialist. A theoretical and practical study of the formation of a specialist as a person of culture revealed a need for support in developing the potential on the needs and abilities of the personality, i.e. of a student, teacher, specialist. The intermediate results of the research and educational activities are reflected in the collection of scientific articles of the scientific-practical conference dedicated to the anniversary of the college [23]. We refer to O.I. Ivanov’s point of view that in the development of a person’s cultural readiness, it is necessary to “maintain and strengthen positive direct and feedback with the social environment”, “reduce or eliminate

negative connections with it” [11]. In the process, informal actions and interactions are important.

We were also convinced that the project activity allows us to transform the activities in the mechanisms of human development in the future and present specialist in the field of culture and art. In such preparation, the chance of socio-cultural transformation of the individual and society increases. Thus, the specialists trained at the college of culture are an important resource of socio-cultural development of the Trans-Ural region, along with other subjects, they are the social capital of the Kurgan region and the Ural region, as well as “the main resource for the formation, development, preservation of the network component of human potential” [11]. In such preparation, the motives of trust, responsibility, and cultural participation are important. It is highlighted in the leading documents for development [24], as they establish the value-based support of the individual and group skills to conciliatory value-based being in its meanings and norms.

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