

Sustainable Development of Educational Organizations in a Rural Region: Socio-Cultural Determinants

Redko L.L.*

Department of Philosophy and Social and Humanitarian
Disciplines
Stavropol State Pedagogical Institution
Stavropol, Russia
e-mail: mail@sspi.ru

Kuleshin M.G.

Department of Philosophy and Social and Humanitarian
Disciplines
Stavropol State Pedagogical Institution
Stavropol, Russia
e-mail: makskul@list.ru

Goncharov V.N.

Department of Philosophy
North-Caucasus Federal University
Stavropol, Russia
e-mail: vgn1968@rambler.ru

Kolosova O.Yu.

Department of socio-economic and humanitarian disciplines
Krasnodar University of the Ministry of the Interior of the
Russian Federation, Stavropol branch
Stavropol, Russia
e-mail: kolosova.07@mail.ru

Ivashova V.A.

Consumer Expectations Monitoring Department
Stavropol State Agrarian University
Stavropol, Russia
e-mail: vivashov@mail.ru

Abstract — The article outlines theoretical approaches to the determination of the socio-cultural determinants of the sustainable development of educational organizations in the rural region. On the example of a successful agrarian region of Russia (Stavropol Krai) we conducted a study of opinions in the regional rural community: the modern role of educational organizations and changes in people's expectations from this public institution. The transformation of professional and pedagogical activity in the course of introducing new educational standards has led to the effect of expanding the functions of educational organizations in terms of their influence on the regional community. It is important to study and implement the modern social order of the community (in relation to the socio-cultural identity of individual territories). It is educational organizations that have a significant impact on such important characteristics of a person as activity, initiative, independence in decision-making and responsibility for them, motivation for continuing education. In the empirical part of the study, the most pronounced socio-cultural determinants of the sustainable development of educational organizations in the rural region were identified: the vital values of the regional community are maximally focused on personal development, social and family well-being; achievement of material prosperity through professional self-realization and decent pay for their labor; the desire to get new impressions from meeting new people, visiting new interesting places, confirms the development of the economy of impressions as a new direction in the development of rural educational organizations; the needs of the population in additional information and development programs that

provide strategies for professional and personal growth; mastering new competencies of art and craft profile; self-employment and participation in social projects; nonprofit partnerships; participation in grant programs.

Keywords — *socio-cultural determinants; sustainable development; educational organizations; rural area; regional community.*

I. INTRODUCTION AND LITERATURE REVIEW

The important factor in the stability of the socio-economic and political development of Russian society is the progressive development of the socio-cultural sphere, the locomotive of which is high-quality multi-level education. Through the system of upbringing of educational organizations, they carry out the preservation of cultural and moral values, interethnic cultural ties, and the strengthening of the spiritual unity of society. The cultural and spiritual potential, the formation of personality are formed.

M.V. Kaimakova defines socio-cultural determinants as the prevailing life values, attitudes, and cultural traditions. They to some extent affect products or services that result from the activities of organizations. People, as a rule, are ready to use those products and services that correspond to their ethnic, social and cultural values and priorities [1]. Accordingly, to ensure the stability of the ongoing development of the region, it is important for organizations to change depending on the needs of the population. And the

vector of controlled transformation should receive orientation in accordance with the characteristics of the socio-cultural environment of the region.

The socio-cultural factors of the territory also determine the way organizations conduct business. Organizations should be able to anticipate changing social expectations and serve them more efficiently than competitors. This means that the organization itself must change, consciously transforming into an institution adapted to the socio-cultural environment.

According to S.I. Petrova, researchers of the socio-humanitarian sphere called the numerous manifestations of socio-cultural life as the determinants and sources of cultural change, widely defined terminologically. They include:

- innovation (the emergence of new elements of culture or their new combinations), transmission (transmission of cultural heritage to new generations);
- diffusion (the spontaneous dissemination of culture in social and geographical space through the interpenetration of cultural features of different communities);
- acculturation (purposeful borrowing and assimilation of cultural institutions of one society by another);
- transfer (borrowing external samples of one culture from another without deep development);
- synthesis (interaction and combination of heterogeneous cultural elements, as a result of which a new integral cultural phenomenon arises, which differs from the original components and has a qualitative originality);
- symbiosis (combination of heterogeneous elements of different cultures without turning it into a qualitative integrity);
- conflict (contradiction or clash of elements on the basis of differences arising within a culture or between cultures), etc.” [2]. The author emphasizes that the key determinant of the ongoing innovative development of territories should be sought in social relations, in particular, in the process of formation and satisfaction of the social needs of the population.

The relevance of the issues under consideration can be traced at the level of foreign studies. Tate W.F. in his research shows that the level of socio-economic development of the region significantly affects the educational sector and forms a specific social order for the development of professional competencies of the population. The issue of sustainable development of the territory is becoming relevant due to the effective interaction of educational and production spheres. The educational organization in its strategic line of development should focus, first of all, on the regional demand and the characteristics of the socio-cultural and economic characteristics of the territory [3].

The authors Ching-Hsue Cheng, Yun-Chun Wang, Wei-Xiang Liu received interesting conclusions in the light of the research topic under consideration. For sustainable education in rural areas, education management should invest more resources to develop motivation for learning among students and the activities of teachers aimed at actively interacting with students’ parents. The study, which was conducted at different levels of education, showed a similarity of factors of academic failure of students. They are the characteristics of the family, for example, a low level of education and the social and professional status of students’ parents [4].

The problem of inequality in education has always been at the center of research on social stratification of society, since the distribution of educational opportunities among the population is an important measure of social justice. In his study, Li C. speaks about the prevailing trends in the growth of educational opportunities and the growing inequality between urban and rural education. Thus, the importance of developing both individual educational organizations and the education system in rural areas to ensure equal starting opportunities for students in cities and villages is emphasized. [5].

The authors of the book “Dynamics of social class, race, and place in rural education”, emphasizing the activity and complexity of social processes, talk about the role of state educational organizations in providing institutional and cultural conditions (determinants). They allow rural citizens to organize their life in a way they want to choose their own goals and realize them. In general, educational organizations are a kind of guarantors of social justice and sustainable development of both the economy and the social sphere in rural areas [6–8].

Thus, a brief analysis of publications on the research topic shows the high interest of the scientific community in the development of rural educational organizations that provide stable characteristics of the socio-cultural processes of agricultural regions. Life values, attitudes, cultural traditions of the agrarian regional community are socio-cultural determinants that influence the formation of the needs and demands of the population, including in the field of education. Educational organizations are a kind of guarantors of social justice and sustainable development of both the economy and the social sphere in rural areas. In turn, the level of socio-economic development of the region significantly affects the educational sector and forms a specific social order for the development of professional competencies of the population. The conclusion is articulated: sustainable development of the territory is impossible without the effective interaction of educational and production spheres. The educational organization in its strategic line of development should focus, first of all, on the regional demand and the characteristics of the socio-cultural and economic characteristics of the territory [9–11].

II. MATERIAL AND METHODS

As research methods, we used a theoretical analysis of scientific publications on the topics studied, presented in the Scopus database, which allowed identifying key approaches

to the studied problem of ensuring the sustainable development of educational organizations in the rural region by understanding the individuality of the socio-cultural determinants of the territories.

A questionnaire survey was used as an empirical method. A total of 397 people were interviewed in 38 settlements of the Stavropol Territory, which ensured the representativeness of the territories: district centers – 25.9 % of the survey participants; urban districts – 22.9 % of the survey participants; villages with a population of more than 3.0 thousand people – 36.4 % of the survey participants; villages with a population of less than 3.0 thousand people – 14.8 %. In general, the socio-demographic parameters of the surveyed population reflect the structure of the population of the Stavropol Territory and make it possible to draw conclusions regarding the social request of the population in the field of education, culture and leisure, which determine the socio-cultural identity of the territories and affect their sustainable development. Survey data was processed in SPSS (version 21).

III. RESULTS

The interests and demands of the population in the field of education, culture and leisure are formed on the basis of life values and priorities that determine the subsequent choice of a behavior strategy, including the use of free time, cultural and leisure and educational activities.

Table 1 presents data on the understanding and prioritization of life priorities by survey participants.

TABLE I. DISTRIBUTION OF ANSWERS TO THE QUESTION: "WHAT IS THE MOST IMPORTANT IN MODERN LIFE FOR A PERSON OF YOUR AGE?", %

Possible answers	%
1. Live secured life	41.4
2. Lead people	2.6
3. Be helpful to people	30.0
4. Have a lot of free time	13.1
5. Manage your time by yourself	14.0
6. See new places, new people	21.1
7. Apply your abilities	13.7
8. Have a well-paid job	29.7
9. Make a good career	8.9
10. Be needed	16.3
11. Spend less energy	4.0
12. Decide what and how to do by yourself.	8.6
13. Being surrounded by people of your age	8.0
14. Work creatively	13.7
15. Make good money	25.1
16. Achieve a high position in society	6.3
17. Be useful to society	14.9
18. Do easy job	4.9
19. Do not depend on anyone	17.7
20. Communicate with people	26.3
21. Constantly improve	18.9

Secured life ranks first among the life values of 41.4 % of the survey participants. Being useful to people is a value that takes second place (30.0 % of the survey participants). Having a well-paid job is in third place among the values of a modern resident of the Stavropol Territory (29.7 % of the survey participants). The fourth place with a slight

difference is held by the values of communication with people (26.3 %) and good earnings (25.1 %). The fifth place among important life values is the desire for new experiences (21.1 %). It is important for survey participants to see new places, meet new people.

Other life values proposed in the list of possible survey participants received less than 20 % of the vote. Among them: constantly improve (18.9 %); do not depend on anyone (17.7 %); be needed (16.3 %); be useful to society (14.9 %); manage your time by yourself (14.0 %); work creatively (13.7 %); use your capabilities (13.7 %); have a lot of free time (13.1 %).

Based on the ranking, a number of conclusions can be drawn characterizing the value priorities of the population of the Stavropol Territory:

- with the predominance of material wealth, such values as usefulness to people and communication with different people are still relevant;
- achievement of material prosperity is considered at the same level of importance with a well-paid job and good earnings, which indicates the desire for material well-being through professional self-realization and decent pay for their work;
- the desire to get new impressions from meeting new people, visiting new interesting places, which confirms the development of a new economic direction that is gaining momentum around the world, including Russia – the economy of impressions.

Thus, the socio-cultural determinants of the development of rural educational organizations are based on the needs of the population in additional information and development programs that provide strategies for professional and personal growth. Also they include mastering new competencies of art and craft profile; self-employment and participation in social projects; nonprofit partnerships; participation in grant programs. In general, it will have a positive effect on increasing the sustainability of the socio-cultural sphere of the rural region.

Among the types of leisure activities that could arouse interest among residents of the Stavropol Territory, intellectual activities were highlighted. Data on priority areas for the development of this segment of the socio-cultural activities of the population is presented in table 2.

TABLE II. DISTRIBUTION OF ANSWERS TO THE QUESTION: "WHAT ACTIVITIES OF THE INTELLECTUAL SPHERE ARE MOST INTERESTING FOR YOU?", %

Possible answers	%
1. Cabinet role-playing games	4.0
2. Social role-playing games	6.6
3. Intellectual team competitions	30.9
4. Competition of social projects	10.6
5. Business games	10.6
6. Round tables on relevant issues	19.4
7. Conferences	8.9
8. Discussions and disputes	15.4
9. Not able to answer	13.7

According to 30.9 % of the survey participants, they would gladly take part in intellectual team competitions. In the discussion of relevant issues in the round-table format, 19.4 % of respondents have a desire to participate. 15.4 % of respondents are interested in discussions and disputes. Among the intellectual forms of leisure activities, conferences (8.9 %), social role-playing games (6.6 %), and desk-based role-playing games (4.0 %) turned out to be less popular.

The distribution of preferences among cultural events of the entertainment sector is presented in the table 3.

TABLE III. DISTRIBUTION OF ANSWERS TO THE QUESTION: "CHOOSE THE MOST ATTRACTIVE CULTURAL EVENT FOR YOU IN THE ENTERTAINMENT SECTOR", %

Possible answers	%
1. Themed fashion and other shows	2.9
2. Parade of kites, soap bubbles and other non-standard items	6.3
3. Themed carnivals and parties	22.0
4. Unexpected mass events (mass fitness, flash mobs, dance mobs, etc.)	22.3
5. Board games tournaments	8.3
6. Creative workshops	25.7
7. Youth rallies, forums, etc.	14.3
8. Events for the whole family (bride parades, family relays, slider runs, etc.)	22.0
9. Not able to answer	4.3

Among the most popular mass events, the first place is occupied by creative workshops (25.7 %), mobilizing mass events (mass fitness, flash mobs, dance mobs, etc.) – 22.3 % of the survey participants, themed carnivals and parties (22.0 %) and activities for the whole family (22.0 %).

When choosing types of leisure activities, residents of the Stavropol Territory are guided by their interests and needs. The data is presented in table 4. According to the results of the survey, the priority is the desire to have fun with family and friends (37.2 %) and the desire to relax and have fun, to cheer up (31.1 %). For 15.9 % of the survey participants it is important in the process of cultural and leisure activities to get involved in art and get aesthetic pleasure. The need to acquire new knowledge is important for 11.5 % of respondents. The fact that only 4.3 % of the survey participants chose the "not able to answer" option confirms not only the great needs of the population in the field of culture and leisure, but also the target vectors for their implementation, which is important for the strategic planning of the activities of cultural institutions.

TABLE IV. DISTRIBUTION OF ANSWERS TO THE QUESTION: "WHAT IS FUNDAMENTAL FOR YOU WHEN CHOOSING ACTIVITIES IN YOUR FREE TIME?", %

Possible answers	%
1. The desire to relax and have fun, cheer up	31.1
2. The need to get new knowledge	11.5
3. The desire to join the art, get aesthetic pleasure	15.9
4. The desire to have fun with family, friends	37.2
5. Not able to answer	4.3

IV. CONCLUSION

Thus, the development vectors of educational organizations in the Stavropol Territory should be built taking into account the needs of the population and ensure the implementation of regional and federal cultural and educational policies aimed at the sustainable progressive development of all socio-economic processes.

In the empirical part of the study, the most pronounced socio-cultural determinants of the sustainable development of educational organizations in the rural region were identified:

1. The vital values of the regional community are maximally focused on personal development, social and family well-being; achievement of material prosperity through professional self-realization and decent pay for their labor.

2. The desire to get new impressions from meeting new people, visiting new interesting places, confirms the development of the economy of impressions as a new direction in the development of rural educational organizations.

3. The needs of the population in additional information and development programs that provide strategies for professional and personal growth; mastering new competencies of art and craft profile; self-employment and participation in social projects; nonprofit partnerships; participation in grant programs.

In general, the development of the above areas will have a positive effect on increasing the sustainability of the socio-cultural sphere of the rural region.

References

- [1] M.V. Kaimakova, Communications in the organization: text of lectures by M.V. Kaimakova. Ulyanovsk: UISTU, 2008, p. 73.
- [2] S.I. Petrova, "The determinants of cultural processes in society", Bull. of Krasnodar State Agrar. Univer., no. 1, 2011. Retrieved from: <https://cyberleninka.ru/article/n/determinanty-kulturnyh-protsessov-v-obschestve> (accessed 04.04.2020).
- [3] W.F. Tate, "Geography of opportunity: Poverty, place, and educational outcomes", Ed. Res., no. 37, pp. 397–411, 2008.
- [4] Ching-Hsue Cheng, Yun-Chun Wang, Wei-Xiang Liu, "Exploring the Related Factors in Students' Academic Achievement for the Sustainable Education of Rural Areas", Sustainability, vol. 11, no. 21, p. 5974, 2019. Retrieved from: <https://doi.org/10.3390/su11215974>.
- [5] C. Li, Educational Opportunity Growth and Inequality Between Urban and Rural Education. In: Li P. (ed.) Urbanization and Its Impact in Contemporary China, Research Series on the Chinese Dream and China's Development Path. Singapore: Springer, 2019.
- [6] C.B. Howley, A. Howley, J.D. Johnson (ed.), Dynamics of social class, race, and place in rural education. Charlotte, NC: Inform. Age Publ., 2014.
- [7] J. Dibden, C. Cocklin, Sustainability and change in rural Australia. Sydney: Univer. of New South Wales Press, 2005.
- [8] V.N. Goncharov, E.E. Nesmeyanov, O.U. Kolosova, V.V. Arutyunyan, V.A. Ivashova, "Analysis of the modern science and technology in the context of the concept of CDIO", J. of Phys.: Conf. Ser. The conf. proc. HIRM-2019. AeroSpace school, IT Lab, p. 012135, 2019.

- [9] V.N. Goncharov, A.M. Erokhin, V.A. Ivashova, O.U. Kolosova, L.A. Tronina, O.N. Kamalova, "Social responsibility and professional competence of safeguard specialists for the quality and safety of food products", IOP Conf. Ser. Earth and Environmental Sci. Voronezh State Agrar. Univer. named after Emperor Peter the Great, p. 012124, 2020.
- [10] I.S. Baklanov, O.A. Baklanova, A.M. Erokhin, N.N. Ponarina, G.A. Akopyan, "Myth as a means of ordering and organizing social reality", *Tarih Kültürve Sanat Araştırmaları*, vol. 7, no. 2, pp. 41–47, 2018.
- [11] K.V. Vodenko, V.I. Rodionova, L.A. Shvachkina, M.M. Shubina, "Russian national model for the regulation of social and economic activities: Research methodology and social reality", *Quality – Access to Success*, vol. 19, no. (S2), pp. 141–145, 2018.