



Research Article

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## Development of Social Creativity of Future Culture Managers

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### Abstract

The article presents the results of instituting the future culture managers' social creativity development technology in the extracurricular activities of a higher education institution. The technology was developed based on social-educational paradigm of social pedagogy and a verified array of tools was used to diagnose its efficiency. According to the aim, it was defined that social creativity of future culture managers is an active focus of students of said field on mastering worldwide professional experience for socially significant transformation of contemporary culture through professional sociocultural activities. Criteria and indices of future culture managers' social creativity were substantiated, among which are in particular interest and value attitude towards professional civic life, motivation for personal and professional self-improvement in the culture of global information society, creation of novel sociocultural activity models under conditions of information society's virtual culture, active and responsible participation in their realization. Effectiveness of the social-pedagogical activities technology, which provides for taking into account novel sociocultural conditions of information society in organizing the extracurricular field of higher education institution, coordinating agents of social-pedagogical activities for developing students' social creativity via creation of proactive performance center and initiative group, and activation of student self-governance in self-improvement of future culture managers' social creativity, was proven. Recommendations for further utilization of the technology were developed, among which is the necessity for universities to create favorable social-educational conditions for development and assertion of democratic social values of contemporary students, which will influence their social creativity's development vector.

**Keywords:** sociality, social creativity, development of social creativity, higher education institution, future culture manager, social-pedagogical activities technology, sociocultural field

## 1. Introduction

Innovations of information age raise the relevancy of youth as the most adaptive, mobile and creative age group in developing the culture of the post-industrial period. In this, student youth play a special role, as their social-axiological orientations and professional training define the future of not only their own country and region of the world, but also the perspectives of global humankind under the conditions of its sociocultural contradictions: freedom and enslavement, democratic and imperial values etc. Professional training of culture managers according to Ukraine's higher education standard provides for formation of general and professional competences, among which is an ability to generate new ideas (creativity), to work according to international context, to define strategic priorities, taking into account characteristic features of local, regional, national and global strategies of sociocultural dynamics. Thus, the development of social creativity, as the highest manifestation of social personality, must take place in order to achieve the proficiency of a competitive specialist, capable of creative interaction, specifically on an intercultural level. In order to ensure the achievement of the above-defined results of educational programs for training sociocultural field managers at a higher education institution (HEI), it is important to create not only curricular, but also extracurricular social-pedagogical environments for improvement of relevant professional and personal qualities of future culture managers and stimulation of creative approach to their social-professional realization.

## 2. Literature Review and Theoretical Framework

Social education of student youth in the information age is studied by A. Ryzhanova, O. Khendryk etc. Various aspects of social creativity as a manifestation of sociality are analyzed by V. Dokuchaieva, N. Maksymovska, A. Ryzhanova etc. Scientific foundations for development of educational cultural environment of a higher education institution and the process of internationalizing higher education is studied by O. Bilyk, M. Debych etc. Manager training in general, and specifically in the culture field, is covered by O. Elbrekht (2009), V. Leontieva etc. Technologization and utilization of social-pedagogical activities means (animation, virtual content, art) with students became a research subject for M. Maksymovskii, A. Polianychko, N. Shepelieva etc.

## 3. Aim and Tasks

The aim of the publication is to present the effectiveness of social-pedagogical activities technology for development of future culture managers' social creativity in extracurricular hours under conditions of HEI. The tasks are as follows: to define the substance of "culture management students' social creativity" and analyze the characteristic features of developing the future culture managers' social creativity, to diagnose its level based on defined indices and criteria; to characterize the social-pedagogical activities technology for development of future culture managers' social creativity at a higher education institution; provide confirmation of its efficiency as part of the empirical research process.

## 4. Research Methods

Theoretical and empirical research methods were used. In order to uncover and define the characteristic features of future culture managers' social creativity, analysis, synthesis and scientific facts generalization methods were used. Comparative analysis, correlation and scientific statement methods provided substantiation of culture management students' social creativity indices. Technologization method was used to develop social-pedagogical activities technology for development of future culture managers' social creativity at HEI during extracurricular hours.

#### 4.1 Population

1182 people aged from 17 to 22, who are full-time students at higher education institutions of Ukraine, took part in the research:

#### 4.2 Sampling

Sampling consists of 602 people in experimental and 580 people in control groups, who took part in diagnostics that was undertaken at Ukrainian higher education institutions.

#### 4.3 Instrument

##### 4.3.1 Questionnaire

To diagnose the state of future culture managers' social creativity the following verified techniques were used: "Ryff Scales of Psychological Well-Being"; "Diagnostics of Real Structure of Person's Value Orientations" (S. Bubnova); "Diagnostics of Person's Emotional Direction"; "E. Tunik Diagnostics of Personal Creativity"; "Interpersonal Relationship Questionnaire", "Person's Interactive Direction" (N. Shchurkova, modified by M. Fetyskina).

#### 4.4 Timeframe

The above quantitative research was carried out and published in the public domain on the Internet throughout the entire period of experimentation, namely from September 2020 to June 2021.

## 5. Research Results

Professional training of culture managers provides for, among other things, being ready to participate in culture creation processes. We agree with V. Leontieva, who notes that "manager's activities, in part where in carrying out their position duties the professional communication agent draws on personal being-in-culture experience, under all circumstances must be interpreted as culture-creating "by nature"" (Leontieva, 2014). Culture management students, as future sociocultural activities specialists, must be creative and responsible, entrepreneurial and active. They take up the responsibility (through gaining personal professionalism) for providing the creative core and socially responsible organization of sociocultural space's dynamics, and, under conditions of humanity culture globalization, not only at the civic national level of a certain country, but also at the international (regional and worldwide) level. However, these students are of young age with certain value orientations, which is why, in order to carry out future professional duties competitively and, most importantly, safely for society's culture, they must master the highest level of sociality development – social culture, for which social creativity is, in fact, an index.

Substantiation of social creativity indices and their characteristic features precisely among future culture managers during the research process was designed based on analysis of hierarchical interconnections of the concepts of "sociality" (Ryzhanova, 2012; 2013), "social culture" (Maksymovska, Shepeleva, 2019; Maksymovskiy, 2017), "social creativity" (Maksymovska, etc. 2020) and correlation of uncovered substance of this creativity with psychosocial characteristic features of student youth and demands of culture managers' professional activities. The results of this analysis enabled us to state that "students' sociality" is a consequence of social education and it manifests itself in realization by 17-23 year old youth, who study at HEI, of personal professional civic subjectness and readiness for positive creative realization in society. This sociality of future specialists has qualitative levels – social literacy, social competence and social culture. "Students' social culture" indicates professional civic maturity of those who obtain higher education, their ability to improve personal professional civic subjectness,

update their professional activities, and through them transform sociocultural environment as well, according to its development level. "Students' social creativity under conditions of information society" is characterized by freedom of choice, positive social direction, mentally motivated personal initiative, interest and sufficiently high quality of innovative, independent organizational actions, directed at designing and realizing social initiatives, promotions, events, associations, organizations, movements both in real and virtual environments, in professional civic, as well as on various levels (world-regional, global) of international professional interaction. Thus, social creativity is the leading feature of students' social culture, yet its indices depend on characteristic features of profession, which is being achieved at HEI (Ryzhanova, 2014; 2015).

"Future culture managers' social creativity" is an active focus of students of designated specialty on mastering worldwide professional (traditional and innovative) experience for socially significant transformation of contemporary culture (mental and material; real and virtual; from civic to global) through professional sociocultural activities. These students' social creativity in information age requires predominance of altruistic motivation, firm humanitarian democratic values, broad sociocultural interests, contemporary information-communication culture, personal initiative and responsibility for civic cultural projects, promotions, readiness to develop, organize and manage innovative sociocultural activities models both in real and virtual spaces. This was the basis for substantiating the criteria and indices of future culture managers' social creativity. Motivation-value criterion indices: interest and value attitude towards professional civic life; motivation for personal and professional self-improvement in the culture of global information society; formedness of various needs in the sociocultural field. Personal criterion indices: proclivity for innovation in civic professional field, for searching and organizing in information society, social creativity in both offline and online professional activities. Activity-behavior criterion indices: co-creativity with others in the field of realizing professional civic interests, creation of new sociocultural activities models under conditions of information society's virtual culture, active and responsible participation in their realization (Maksymovska, 2015; Dokuchaeva, 2011).

As base higher education institutions for carrying out experimental work aimed at uncovering the present level of future culture managers' social creativity we chose Kharkiv State Academy of Culture, Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy", H.S. Skovoroda Kharkiv National Pedagogical University and Sumy State Pedagogical University Named After A.S. Makarenko. Total number of students constituted 1182 people throughout all experiment sites. Students were subdivided into three experimental and three control groups: members of self-governance, volunteer groups, civic activists (E 1 and C 1), members of amateur creative and artistic blocks, scientific and sports clubs, creative laboratories etc. (E 2 and C 2), student members who satisfy pro-social needs mostly outside of HEI (E 3 and C 3). Social creativity level was studied through systematic observation, standardized and modified diagnostics techniques.

Motivation-value criterion was evaluated according to the corresponding indices. To study the "Interest and value attitude towards professional civic life" index, "Ryff Scales of Psychological Well-Being" technique was used. This technique, which was tested and validated multiple times, defines the state of psychological well-being as a subjective general personal feeling of holism and individual's consciousness of their personal being. Psychological well-being is viewed as a degree of person's self-realization in specific conditions and circumstances of life, finding creative synthesis between correspondence of social environment's demand with the development of personal individuality, which is important specifically for students aiming to become culture managers. For our research in terms of diagnosing the motivation-value criterion of social creativity development it is especially reasonable that the subjective feeling of holism and intentionality of one's being, experienced by a person, which is based on deep axiological constructs, is a foundation of motivation and values. A widespread version consists of 84 items, in which every six scales are expressed in 14 statements. The technique was mostly developed for young and juvenile respondents. The "Positive Relationship with Others" scale is especially important for evaluation of social creativity's motivation-value criterion. This technique component provides information on whether the respondent

possesses satisfactory relationship with surroundings, is capable of caring about others, of empathizing, of understanding that close relationships are based on mutual concessions. In terms of social creativity, obtained information enables tracing the level of social interest in student community's life and desire to improve it.

To diagnose the motivation for personal and professional self-improvement index in the global information society culture, the "Diagnostics of Real Structure of Person's Value Orientations" (S. Bubnova) technique was used. It is aimed at studying the realization of person's value orientations in real life conditions. In general, values formulated thus are as follows: spending time pleasantly, resting; high material status; looking for and enjoying beauty; help and charity towards other people; love; discovering new things in the world and people; high social status and control over people; recognition and respect by people and influence on those around you; social activities to achieve positive changes in society; conversation; health. During the process of diagnosing social creativity high evaluation level of such values – help and charity towards other people, social activities to achieve positive changes in society, conversation, discovering new things in the world – signifies manifestations of interest-driven active participation in social interaction, which is based on learned social values. Thus, it is mostly the value foundation of uncovering social needs through choosing priorities that is evaluated.

Formedness of various needs in the sociocultural field was diagnosed using the "Diagnostics of Person's Emotional Direction" technique. According to its results, altruistic, communicative, gnostic, accumulative, hedonistic, esthetic, romantic, prognostic, akhislitive (hoarding), pugnistic (satisfaction from overcoming danger) emotional focus of a person, who aims at searching for opportunities to satisfy the corresponding needs, is determined. During diagnostics of social creativity emotional foundation of socially-creative interaction as a manifestation of person's vital needs is a prerequisite for carrying out socially-positive activities. Thus, a high level of person's altruistic, communicative, esthetic emotional focus may signify a certain level of development of future culture managers' social creativity.

Personal criterion was defined according to above-indicated indices. Proclivity for innovation in civic professional field was evaluated via Ryff scales of psychological well-being (autonomy and personal growth scales). The "Autonomy" scale characterizes a respondent as self-sufficient and independent, capable of withstanding society's attempts at thinking and acting in a certain way, personally regulate one's own behavior, evaluate oneself in regard to personal criteria. The "Personal Growth" scale characterizes the feeling of development that does not stop, student perceives him- or herself as "growing" and self-realizing, being open to new experiences, possessing a feeling of realizing personal potential, observing improvement in self and one's own actions with passing of time, changing according to personal learning and achievements. These results are important for social creativity, as they indicate a person's ability to constantly search for means of realizing a socially positive goal, an ability to become a leader in social interaction.

Proclivity for searching and organizing in information society were diagnosed via the "E. Tunik Diagnostics of Personal Creativity" technique, which enables defining person's creative potential according to the following factors: inquisitiveness, imagination, complexity, proclivity to risk. The highest raw total score constitutes 100. Final overall quantitative expression is an index of the fact that respondents consider themselves capable of risking, inquisitive, possessing imagination, selecting complex ideas, which is important for expressing readiness to social creativity.

Social creativity in professional activities both offline and online was defined by using the "Defining Person's Social creativity" technique, which enables evaluating the ability to make decisions that improve the situation and ensure utilization of new approaches to solving various non-typical circumstances independently using self-evaluation of behavior in non-standard life situations.

Activity-behavior criterion was defined via the following indices. Co-creativity with others in the field of realizing professional civic interests was defined during usage of "Interpersonal Relationship Questionnaire" technique, which enables defining the need for inclusion (this is the need to create and maintain satisfactory relationships with other people, based on which interaction and cooperation emerge), the need for control (the need to create and maintain satisfactory

relationships with people based upon control and power), the interpersonal need for affection (which is defined as the need to create and maintain satisfactory relationships with other people based on emotional relationships and love). We mostly evaluated the need for inclusion, which is a substantial element of student youth's social creativity.

Creation of new sociocultural activities models under conditions of information society's virtual culture was diagnosed using the "Person's Interactive Direction" (N. Shchurkova, modified by M. Fetyskina) technique, which enables evaluating the ability to constructively interact. Orientation towards personal interests (egoistic interests – predominant motives of personal well-being, interaction with people is characterized by pursuit of satisfying personal needs, other people's interests are ignored, which causes conflicts), direction at interaction and cooperation (determined by needs for maintaining constructive interaction within the group, empathy and interest in general activities), marginal orientation (proclivity to obey the circumstances, impulsive behavior, displays of infantile behavior) are evaluated.

Active and responsible participation in realization of new sociocultural activities models was diagnosed using Ryff scale of psychological well-being, particularly the "Environment Control" scale, according to which effective utilization of opportunities being provided, ability to create conditions and circumstances that are necessary to reach a goal, and to realize joint activities, are evaluated.

Generalized results of obtained diagnostics data are listed in Table 1. As numbers indicate, by motivation-value criterion most of respondents E 1 and C 1 are, respectively, at high 44.77 % and 41.67 % and medium 40.85 % and 43.75 % levels of development of readiness for social creativity, among the members of E 2 and C 2 predominates medium level, respectively, 55.76 % and 57.74 %, among E 3 and C 3 also predominates medium level (43.01 % and 47.17 %), however there is a significant difference, which lies in a great number of low-level data among the members of E 3 and C 3 (37.63 % and 35.31 %), low amount of high-level data (19.36 % and 17.52 %).

By personal criterion in general the situation is similar: members of E 1 and C 1 are predominantly at medium (45.10 % and 45.83 % respectively) and high (41.18 % and 39.93 % respectively) levels of development of readiness for social creativity. Groups E 2 and E 3 have the following values – medium level (53.19 % and 54.01 %), high level (27.13 % and 29.33 %). E 3 and C 3 display the same tendency as motivation-value criterion: almost the same amount of medium (40.59 % and 41.81 %) and low levels (41.67 % and 42.37 %).

By activity-behavior criterion the following results were obtained. In E 1 and C 1, traditionally, medium (51.96 % and 48.96 %) and high (34.97 % and 37.85 %) levels predominated. In E 2 and C 2 these data were as such: medium level 53.37 % and 52.91 %, which even exceeds groups E 1 and C 1, which may indicate carrying out activities that are externally rewarding. In E 2 and C 2 by this criterion high (25.80 % and 23.32 % respectively) and low (20.84 % and 23.37 %) level results are almost equal.

Groups E 3 and C 3 have the following diagnostics results: medium (43.01 % and 44.63 %), low (38.71 % and 37.57 %) predominate and are almost equal, high (18.28 % and 17.80 % respectively) is very small.

Let us compare the indices of experimental groups (EG) and control groups (CG) before the start of experiment to evaluate the correctness of formed groups. The results of comparison are listed in Table 1. The respective table columns denote the number of respondents by levels (high, medium, low) in percentage terms.

**Table 1:** Results of the statement stage of the experiment, %

Criterion	Motivation-value					
	Interest and value attitude towards professional civic life			Motivation for personal and professional self-improvement in the culture of global information society		
Index	high	medium	low	high	medium	low
EG 1	36.27	50.98	12.75	44.12	41.18	14.70
CG 1	31.25	58.33	10.42	43.75	37.50	18.75
EG 2	31.38	50.80	17.82	24.20	57.98	17.82
CG 2	31.15	48.91	19.94	21.31	61.48	17.21
EG 3	14.52	44.35	41.13	20.16	38.71	41.13
CG 3	17.80	49.15	33.05	14.41	40.68	44.91

Criterion	Motivation-value					
Index	Formedness of various needs in the sociocultural field			Differentiated indices of the motivation-value criterion		
Levels	high	medium	low	high	medium	low
EG 1	53.92	30.39	15.69	44.77	40.85	14.38
CG 1	50.00	38.54	11.46	41.67	43.75	14.58
EG 2	24.73	58.51	16.76	26.77	53.76	17.47
CG 2	23.22	63.39	13.39	24.95	57.74	17.30
EG 3	23.39	45.97	30.64	19.36	43.01	37.63
CG 3	20.34	51.69	27.97	17.52	47.17	35.31
Criterion	Personal					
Index	Proclivity for innovation in the civic professional field			Proclivity for searching and organizing in information society		
Levels	high	medium	low	high	medium	low
EG 1	44.12	41.8	14.70	39.22	46.08	14.70
CG 1	42.71	39.58	17.71	39.58	43.75	16.67
EG 2	32.18	54.79	13.03	24.47	50.27	25.26
CG 2	34.15	55.74	10.11	26.78	51.09	22.13
EG 3	18.55	39.52	41.93	16.94	46.77	36.29
CG 3	16.10	41.53	42.37	13.56	50.85	35.59
Table 1 cont'd						
Criterion	Personal					
Index	Social creativity in professional activities both offline and online			Differentiated indices of the personal criterion		
Levels	high	medium	low	high	medium	low
EG 1	40.20	48.04	11.76	41.18	45.10	13.72
CG 1	37.50	54.17	8.33	39.93	45.83	14.24
EG 2	24.73	54.52	20.75	27.13	53.19	19.68
CG 2	27.05	55.19	17.76	29.33	54.01	16.67
EG 3	17.74	35.48	46.78	17.74	40.59	41.67
CG 3	17.80	33.05	49.15	15.82	41.81	42.37
Criterion	Activity-behavior					
Index	Co-creativity with others in the field of realizing professional civic interests			Creation of new sociocultural activities models under conditions of information society's virtual culture		
Levels	high	medium	low	high	medium	low
EG 1	29.41	56.86	13.73	38.24	50.00	11.76
CG 1	32.29	54.17	13.54	38.54	50.00	11.46
EG 2	21.54	52.66	25.80	26.33	53.72	19.95
CG 2	19.40	51.64	28.96	23.77	52.46	23.77
EG 3	18.55	48.39	33.06	21.77	41.13	37.10
CG 3	18.64	45.76	35.60	21.19	45.76	33.05
Criterion	Activity-behavior					
Index	Active and responsible participation in realization of new sociocultural activities models			Differentiated indices of the activity-behavior criterion		
Levels	high	medium	low	high	medium	low
EG 1	37.25	49.02	13.73	34.97	51.96	13.07
CG 1	42.71	42.71	14.58	37.85	48.96	13.19
EG 2	29.52	53.72	16.76	25.80	53.37	20.84
CG 2	26.78	54.64	18.58	23.32	52.91	23.77
EG 3	14.52	39.52	45.96	18.28	43.01	38.71
CG 3	13.56	42.37	44.07	17.80	44.63	37.57

Based on generalization of obtained diagnostics results, it was stated that future culture managers are, in general, a promising group regarding social creativity, yet they are predominantly at its medium level of development. Appropriate forms of working with experimental groups of different directions must be used on a case-by-case basis, as they are at different levels of social creativity. For example, members of student self-governance may become initiators and fully realized members of a pro-social activities organization. For students taking part in clubs and student communities during their extracurricular activities socially positive recreation must be activated as a means of social self-realization. Students who satisfy pro-social needs only outside of HEI must take part in extracurricular activities according to personal interests.

Pearson's test (criterion  $\chi^2$ ) was used to compare the formedness level of student youth's social creativity in experimental and control groups. A null hypothesis was put forward about equality of two totalities listed in 1. Statistical value of  $\chi^2$  criterion was calculated using formula 1:

$$T_{\text{ekc}} = \frac{1}{n_1 n_2} \sum_{i=1}^2 \frac{(n_1 p_{2i} - n_2 p_{1i})^2}{(p_{1i} + p_{2i})}, \quad (1)$$

where  $n_1, n_2$  are volumes of two samples from two totalities;  
 $p_{1i}$  is a number of first sample objects of category  $i$ ;  
 $p_{2i}$  is a number of second sample objects of category  $i$ .

Under complete match of empirical and critical frequencies  $\sum(n_1 p_{2i} - n_2 p_{1i})^2 = 0$ . Under divergence it is necessary to carry out comparison of empirical value  $\chi^2$  to its critical value, which is defined by the table, taking into account the degree of freedom  $n$ . In this case, for significance equation  $\alpha = 0.05$  (meaning reliability 95 %, which is commonly accepted for pedagogical research) and a number of degrees of freedom  $k = n - 1 = 3 - 1 = 2$  ( $n$  – number of levels: high, medium, low by every index) the critical value of criterion  $T_{\text{tabl}} = 5.99$ .

A null hypothesis, which provides for difference between calculated empirical frequencies and mathematical expectation being of random nature and there is no difference between them, is denied if  $T_{\text{emp}} > T_{\text{tabl}}$ , for accepted significance level  $\alpha$ . In this case an alternative hypothesis is accepted, meaning division of an object into  $n$  categories by state quality under investigation is different in two reviewed totalities. In order to juxtapose experimental and control groups and define whether all groups are approximately equal by all indices, the value of  $T_{\text{emp}}$  criterion for all combinations of experimental and control groups between them was defined using formula (1). Obtained results are listed in Table 2.

Analysis of data in Table 2 showed that experimental and control groups satisfy the condition of indistinguishability of two totalities  $T_{\text{emp}} < T_{\text{tabl}}$ . Hence, using the Pearson's test (criterion  $\chi^2$ ) it was determined that all groups have close benchmark data. Results of calculations listed in Table 2 indicate insignificant statistical differences between control and experimental groups at the beginning of the experiment. Values of  $\chi^2$  do not exceed the 1.78 value, meaning that all listed results are less than Pearson's critical value (critical value  $\chi^2$  at  $k = 2$  for significance level  $\alpha = 0.05$   $T_{\text{tabl}} = 5.99$ ), which means approximately equal level of formed experimental and control groups at the beginning of the experiment.

Specificity of development of culture management student's social creativity stems from necessity of their further professional participation in culture-creating processes. Thus, firstly, throughout the professional training process a higher education institution must facilitate social education, first of all, professional subjectness as a basis for social creativity of future culture managers, which is ensured by social-pedagogical activities at HEI.

Secondly, international global context of development of contemporary culture provides for expansion of future manager's cognition from local civic to global, which must be brought into being specifically also during implementation of an idea of internationalization in education and establishment of HEI's international connections (Bilyk, 2018; Debych, 2019).

Thirdly, student youth's psycho-age need for immediate personal and professional self-realization, specifically social creativity as well, raises the importance of precisely extracurricular activities of HEI, for which qualities like free choice, democratic nature of organization, stimulation of initiative, creativity, activity, pro-social and professional direction etc. are inherent.

Fourthly, the necessity to harmonize virtual culture by those obtaining higher education through creation of its new formats and forms of implementation raises the importance of promoting the development of novel virtual interaction models of future culture managers and realization of their professional focus in extracurricular activities.

**Table 2:** Studying experimental and control groups according to Pearson's test

Criterion	Index	Temp			T tabl
		EG 1 - CG 1	EG 2 - CG 2	EG 3 - CG 3	
Motivation-value	Interest and value attitude towards professional civic life	1.09	0.58	1.76	5-99
	Motivation for personal and professional self-improvement in the culture of global information society	0.66	1.10	1.41	
	Formedness of various needs in the sociocultural field	0.57	1.47	0.81	
	Differentiated indices of the motivation-value criterion	0.24	0.40	0.54	
Criterion	Index	Temp			T tabl
		EG 1 - CG 1	EG 2 - CG 2	EG 3 - CG 3	
Personal	Proclivity for innovation in the civic professional field	0.33	1.61	0.27	5-99
	Proclivity for searching and organizing in information society	0.18	1.18	0.66	
	Social creativity in professional activities both offline and online	1.03	1.26	0.18	
	Differentiated indices of the personal criterion	0.06	1.25	0.12	
Activity-behavior	Co-creativity with others in the field of realizing professional civic interests	0.20	1.13	0.20	5-99
	Creation of new sociocultural activities models under conditions of information society's virtual culture	0.01	1.78	0.59	
	Active and responsible participation in realization of new sociocultural activities models	0.82	0.87	0.21	
	Differentiated indices of the activity-behavior criterion	0.18	1.27	0.12	

Based on diagnostics and theoretical generalization data, the necessary means of development of future culture managers' social creativity is the social-pedagogical activities technology (hereinafter SPAT) for development of their social creativity during extracurricular activities of HEI, the development of which is based on the following provisions.

- Defining a specific social-educational idea at HEI, taking into account novel sociocultural conditions of information society during realization of the technology.
- Creating active action center and initiative group, developing individual action plan regarding realization of the SPAT at every experimental site according to general program guidelines.
- Activating student self-governance in order to generate socially positive ideas and immediate participation in realization of the technology.
- Carrying out the SPAT based on students' pro-social needs both in extracurricular activities of HEI and in open sociocultural field (both real and virtual).
- Ensuring contacts with the open sociocultural field based on stimulating and realizing students' initiatives.
- The contents of development of future culture managers' social creativity are defined by the substance of substantiated indices and specificity of a specific higher education institution.

This enables viewing not separate experimental sites, but implementing base technology elements using creative approach at every HEI. Technology's effectiveness is ensured through using the totality of principles as guiding directives that regulate the SPAT, namely: general social-pedagogical (humanism, harmonizing social and individual, integration, drawing on potential opportunities); special (extracurricular activities within higher education system): free activities, voluntary participation, proximity to a subject, informativeness, variety and change of activities, interest, unity of development, recreation and entertainment; unity of teaching-education process at HEI, personalized approach, dialogic communication and democratization of extracurricular activities.

SPAT realization algorithm at HEI is the following sequence. Firstly, regarding the leading aim of its realization (development of future culture managers' social creativity), it is necessary to specify the aims of activities at a specific autonomous HEI, as general positive social development may imply various manifestations, which determines isolation of priorities. Definition of the leading aim of social education arrangement at a specific HEI occurs while taking into account the specificity of a

higher education institution, its capabilities, recognition of necessity to improve the teaching-education process in the social-educational aspect (for example, culture-creation social-educational mission of academy of culture under conditions of information society – leading means of realization correspond to the specificity of the HEI, namely art, media, tourism etc.). Thus, according to the singular goal of social education, emphasis may be laid predominantly on one of its leading elements, but provides for creation of personal social-educational “face” of every HEI depending on culture managers’ future professional activities and educational views of specialists of a specific institution, for example, educational power of art (for culture and art institutions), safe and barrierless social-architectural space (for builders), social-educational mission of the university in the culture of Sloboda Ukraine (historical faculties of universities), overcoming informational inequality and safe information space by means of social education (technological HEIs), development of civic self-consciousness, facilitating European integration or regional volunteer activities etc. This provides opportunities to take into account the HEI’s specificity and future direction of culture managers’ activities, to flexibly react to dynamic society’s demands.

Secondly, creating a team of like-minded people, who will take part in implementing the SPAT at a HEI, namely: training curators according to the concept of social-educational activities at a specific HEI, involving academic staff and institution staff in activities, searching for specialists at various social institutions, who may be involved according to a definitized social-education mission.

Thirdly, activating student self-governance, which defines the directions of activities in extracurricular space according to the general social-educational aim (for example, initiating elections to self-governance bodies and training their core members on the subject of social education), defining self-governance opportunities in realizing leading functions of SPA along with the educational structure of a HEI (associate deans, pro-rector for education, curators).

Fourthly, activating traditional educational fields of a HEI and directions of extracurricular activities to realize the leading aim and tasks of the SPAT, modernizing educational fields according to the demands of information age.

Social-pedagogical activities technology with future culture managers was instituted during 2020-2021 academic year. Throughout this time the necessary procedures and operations, provided for by the algorithm, were realized. Methods and forms of technology ensured the development of substantiated indexes of future culture managers’ social creativity. For example, in order to raise interest and value attitude towards professional civic life among future culture managers, the best sociocultural project contest “Sociocultural engineering” was conducted, which took place both offline and online. Winner evaluation included creative presentation and substantiation of real-life realization within the sociocultural environment. Also, in order to develop the proclivity for searching and organizing, as well as innovative focus in professional activities, education obtainers developed and carried out a sociocultural promotion within the educational cultural environment of a HEI called “Catch the creative”, during which creative sites were set up within the establishment, along with creative atmosphere for solving professional tasks (branding for region’s cultural establishment, PR-campaign for promoting national traditions at the international level, imaging novel management ideas etc.). Co-creativity within the professional field was realized during the “Social online-marketing in action” workshop. This event is aimed at ensuring social responsibility of businesses, particularly in contemporary online environment. Joint teamwork in co-working mode motivated students to create new sociocultural activities models while cooperating with cultural institutions, when participants were developing an online quest for region’s students. Quest realization provided for inviting students from other countries. Development of virtual environment for culture-creation and stimulation of active and responsible participation in this process took place during development of virtual tours across museums of the world, biblionights under quarantine conditions, “Support life” flash-mob, “My art” challenge in social networks etc.

In order to prove the effectiveness of the implemented technology we shall compare research results, obtained before and after the experiment by every criterion and index using mathematical statistics methods. In particular, by motivation-value criterion “Interest and value attitude towards

professional civic life” was evaluated.

**Table 3:** Dynamics by “interest and value attitude towards professional civic life” (motivation-value criterion) index of control and experimental groups at the start and after the experiment, %

Levels	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	36.27	31.25	31.38	31.15	14.52	17.80
medium	50.98	58.33	50.80	48.91	44.35	49.15
low	12.75	10.42	17.82	19.94	41.13	33.05
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	46.08	31.25	41.18	31.42	35.48	17.80
medium	52.94	61.46	56.86	49.45	45.97	41.53
low	0.98	7.29	1.96	19.13	18.55	40.67

According to the results listed in Table 3 we can state that the number of students with low level by “interest and value attitude towards professional civic life” index decreased:

- in group EG 1  $\Delta = 11.77\%$  (increase in the number of students with medium level  $\Delta = 1.96\%$  and high level  $\Delta = 9.81\%$ );
- in group CG 1  $\Delta = 3.13\%$  (increase in the number of students with medium level  $\Delta = 3.13\%$ );
- in group EG 2  $\Delta = 6.92\%$  (increase in the number of students with medium level  $\Delta = 3.99\%$  and high level  $\Delta = 2.93\%$ );
- in group CG 2  $\Delta = 0.81\%$  (increase in the number of students with medium level  $\Delta = 0.54\%$  and high level  $\Delta = 0.27\%$ );
- in group EG 3  $\Delta = 23.39\%$  (increase in the number of students with medium level  $\Delta = 14.52\%$  and high level  $\Delta = 8.87\%$ );
- in group CG 3  $\Delta = 1.69\%$  (increase in the number of students with medium level  $\Delta = 0.85\%$  and high level  $\Delta = 0.84\%$ ).

**Table 4:** Dynamics by “motivation for personal and professional self-improvement in the culture of global information society” (motivation-value criterion) index of control and experimental groups at the start and after the experiment, %

Levels	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	44.12	31.25	24.20	21.31	20.16	14.41
medium	41.18	58.33	57.98	61.48	38.71	40.68
low	14.70	10.42	17.82	17.21	41.13	44.91
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	46.08	31.25	26.86	21.86	29.84	16.10
medium	52.94	61.46	63.03	61.48	45.97	42.37
low	0.98	7.29	10.11	16.66	24.19	41.53

According to the results listed in Table 4 we can state that the number of students with low level by “motivation for personal and professional self-improvement in the culture of global information society” index decreased:

- in group EG 1  $\Delta = 13.72\%$  (increase in the number of students with medium level  $\Delta = 7.84\%$  and high level  $\Delta = 5.88\%$ );
- in group CG 1  $\Delta = 5.21\%$  (increase in the number of students with medium level  $\Delta = 3.13\%$

- and high level  $\Delta = 2.08\%$ );
- in group EG 2  $\Delta = 7.71\%$  (increase in the number of students with medium level  $\Delta = 5.05\%$  and high level  $\Delta = 2.66\%$ );
- in group CG 2  $\Delta = 0.55\%$  (increase in the number of students with high level  $\Delta = 0.55\%$ );
- in group EG 3  $\Delta = 16.94\%$  (increase in the number of students with medium level  $\Delta = 7.26\%$  and high level  $\Delta = 9.68\%$ );
- in group CG 3  $\Delta = 3.38\%$  (increase in the number of students with medium level  $\Delta = 1.69\%$  and high level  $\Delta = 1.69\%$ ).

**Table 5:** Dynamics by “formedness of various needs in the sociocultural field” (motivation-value criterion) index of control and experimental groups at the start and after the experiment, %

Levels	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	53.92	50.00	24.73	22.40	23.39	20.34
medium	30.39	35.42	58.51	62.84	45.97	51.69
low	15.69	14.58	16.76	14.76	30.64	27.97
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	60.78	50.00	29.52	23.22	33.06	20.34
medium	37.25	38.54	61.97	63.39	54.84	52.54
low	1.97	11.46	8.51	13.39	12.10	27.12

According to the results listed in Table 5 we can state that the number of students with low level by “formedness of various needs in the sociocultural field” index decreased:

- in group EG 1  $\Delta = 13.72\%$  (increase in the number of students with medium level  $\Delta = 6.86\%$  and high level  $\Delta = 6.86\%$ );
- in group CG 1  $\Delta = 3.12\%$  (increase in the number of students with medium level  $\Delta = 3.12\%$ );
- in group EG 2  $\Delta = 8.25\%$  (increase in the number of students with medium level  $\Delta = 3.46\%$  and high level  $\Delta = 4.79\%$ );
- in group CG 2  $\Delta = 1.37\%$  (increase in the number of students with medium level  $\Delta = 0.55\%$  and high level  $\Delta = 0.82\%$ );
- in group EG 3  $\Delta = 18.54\%$  (increase in the number of students with medium level  $\Delta = 8.87\%$  and high level  $\Delta = 9.67\%$ );
- in group CG 3  $\Delta = 0.85\%$  (increase in the number of students with medium level  $\Delta = 0.85\%$ ).

**Table 6:** Dynamics by “proclivity for innovation in the civic professional field” (personal criterion) index of control and experimental groups at the start and after the experiment, %

Levels	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	44.12	42.71	32.18	34.15	18.55	16.10
medium	41.18	39.58	54.79	55.74	39.52	41.53
low	14.70	17.71	13.03	10.11	41.93	42.37
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	51.96	42.71	36.97	34.15	35.48	17.80
medium	45.10	41.67	59.31	56.01	45.97	41.53
low	2.94	15.62	3.72	9.84	18.55	40.67

According to the results listed in Table 6 we can state that the number of students with low level by

“proclivity for innovation in the civic professional field” index decreased:

- in group EG 1  $\Delta = 11.76\%$  (increase in the number of students with medium level  $\Delta = 3.92\%$  and high level  $\Delta = 7.84\%$ );
- in group CG 1  $\Delta = 2.09\%$  (increase in the number of students with medium level  $\Delta = 2.09\%$ );
- in group EG 2  $\Delta = 9.31\%$  (increase in the number of students with medium level  $\Delta = 4.52\%$  and high level  $\Delta = 4.79\%$ );
- in group CG 2  $\Delta = 0.27\%$  (increase in the number of students with medium level  $\Delta = 0.27\%$ );
- in group EG 3  $\Delta = 23.38\%$  (increase in the number of students with medium level  $\Delta = 6.45\%$  and high level  $\Delta = 16.93\%$ );
- in group CG 3  $\Delta = 1.70\%$  (increase in the number of students with high level  $\Delta = 1.70\%$ ).

**Table 7:** Dynamics by “proclivity for searching and organizing in information society” (personal criterion) index of control and experimental groups at the start and after the experiment, %

Levels	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	39.22	39.58	24.47	26.78	16.94	13.56
medium	46.08	43.75	50.27	51.09	46.77	50.85
low	14.70	16.67	25.26	22.13	36.29	35.59
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	47.06	39.58	28.99	27.05	37.10	13.56
medium	51.96	44.79	57.71	51.37	46.77	51.69
low	0.98	15.63	13.30	21.58	16.13	34.75

According to the results listed in Table 7 we can state that the number of students with low level by “proclivity for searching and organizing in information society” index decreased:

in group EG 1  $\Delta = 13.72\%$  (increase in the number of students with medium level  $\Delta = 5.88\%$  and high level  $\Delta = 7.84\%$ );

- in group CG 1  $\Delta = 1.04\%$  (increase in the number of students with medium level  $\Delta = 1.04\%$ );
- in group EG 2  $\Delta = 11.96\%$  (increase in the number of students with medium level  $\Delta = 7.44\%$  and high level  $\Delta = 4.52\%$ );
- in group CG 2  $\Delta = 0.55\%$  (increase in the number of students with medium level  $\Delta = 0.28\%$  and high level  $\Delta = 0.27\%$ );
- in group EG 3  $\Delta = 20.16\%$  (increase in the number of students with high level  $\Delta = 20.16\%$ );
- in group CG 3  $\Delta = 0.84\%$  (increase in the number of students with medium level  $\Delta = 0.84\%$ ).

**Table 8:** Dynamics by “social creativity in professional activities both offline and online” (personal criterion) index of control and experimental groups at the start and after the experiment, %

Levels	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	40.20	37.50	24.73	27.05	17.74	17.80
medium	48.04	54.17	54.52	55.19	35.48	33.05
low	11.76	8.33	20.75	17.76	46.78	49.15
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	48.04	37.50	28.46	27.05	35.48	17.80
medium	50.98	55.21	61.44	55.46	36.29	33.90
low	0.98	7.29	10.10	17.49	28.23	48.30

According to the results listed in Table 8 we can state that the number of students with low level by “social creativity in professional activities both offline and online” index decreased:

- in group EG 1  $\Delta = 10.78\%$  (increase in the number of students with medium level  $\Delta = 2.94\%$  and high level  $\Delta = 7.84\%$ );
- in group CG 1  $\Delta = 1.04\%$  (increase in the number of students with medium level  $\Delta = 1.04\%$ );
- in group EG 2  $\Delta = 10.65\%$  (increase in the number of students with medium level  $\Delta = 6.92\%$  and high level  $\Delta = 3.73\%$ );
- in group CG 2  $\Delta = 0.27\%$  (increase in the number of students with medium level  $\Delta = 0.27\%$ );
- in group EG 3  $\Delta = 18.55\%$  (increase in the number of students with medium level  $\Delta = 0.81\%$  and high level  $\Delta = 17.74\%$ );
- in group CG 3  $\Delta = 0.85\%$  (increase in the number of students with medium level  $\Delta = 0.85\%$ ).

**Table 9:** Dynamics by “co-creativity with others in the field of realizing professional civic interests” (activity-behavior criterion) index of control and experimental groups at the start and after the experiment, %

Levels	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	29.41	32.29	21.54	19.40	18.55	18.64
medium	56.86	54.17	52.66	51.64	48.39	45.76
low	13.73	13.54	25.80	28.96	33.06	35.60
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	41.18	32.29	26.33	19.95	26.61	20.34
medium	56.86	56.25	55.85	51.91	60.48	46.61
low	1.96	11.46	17.82	28.14	12.91	33.05

According to the results listed in Table 9 we can state that the number of students with low level by “co-creativity with others in the field of realizing professional civic interests” index decreased:

- in group EG 1  $\Delta = 11.77\%$  (increase in the number of students with high level  $\Delta = 11.77\%$ );
- in group CG 1  $\Delta = 2.08\%$  (increase in the number of students with medium level  $\Delta = 2.08\%$ );
- in group EG 2  $\Delta = 7.98\%$  (increase in the number of students with medium level  $\Delta = 3.19\%$  and high level  $\Delta = 4.79\%$ );
- in group CG 2  $\Delta = 0.82\%$  (increase in the number of students with medium level  $\Delta = 0.27\%$  and high level  $\Delta = 0.55\%$ );
- in group EG 3  $\Delta = 20.15\%$  (increase in the number of students with medium level  $\Delta = 12.09\%$  and high level  $\Delta = 8.06\%$ );
- in group CG 3  $\Delta = 2.55\%$  (increase in the number of students with medium level  $\Delta = 0.85\%$  and high level  $\Delta = 1.70\%$ ).

**Table 10:** Dynamics by “creation of new sociocultural activities models under conditions of information society’s virtual culture” (activity-behavior criterion) index of control and experimental groups at the start and after the experiment, %

Levels	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	38.24	38.54	26.33	23.77	21.77	21.19
medium	50.00	50.00	53.72	52.46	41.13	45.76
low	11.76	11.46	19.95	23.77	37.10	33.05
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	50.98	38.54	30.59	24.32	31.45	21.19
medium	46.08	51.04	57.71	52.46	51.61	46.61
low	2.94	10.42	11.70	23.22	16.94	32.20

According to the results listed in Table 10 we can state that the number of students with low level by “creation of new sociocultural activities models under conditions of information society’s virtual culture” index decreased:

- in group EG 1  $\Delta = 8.82\%$  (decrease in the number of students with medium level  $\Delta = 3.92\%$  and increase in high level  $\Delta = 12.74\%$ );
- in group CG 1  $\Delta = 1.04\%$  (increase in the number of students with medium level  $\Delta = 1.04\%$ );
- in group EG 2  $\Delta = 8.25\%$  (increase in the number of students with medium level  $\Delta = 3.99\%$  and high level  $\Delta = 4.26\%$ );
- in group CG 2  $\Delta = 0.55\%$  (increase in the number of students with high level  $\Delta = 0.55\%$ );
- in group EG 3  $\Delta = 20.16\%$  (increase in the number of students with medium level  $\Delta = 10.48\%$  and high level  $\Delta = 9.68\%$ );
- in group CG 3  $\Delta = 0.85\%$  (increase in the number of students with medium level  $\Delta = 0.85\%$ ).

**Table 11:** Dynamics by “active and responsible participation in realization of new sociocultural activities models” (activity-behavior criterion) index of control and experimental groups at the start and after the experiment, %

Levels	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	37.25	42.71	29.52	26.78	14.52	13.56
medium	49.02	42.71	53.72	54.64	39.52	42.37
low	13.73	14.58	16.76	18.58	45.96	44.07
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	43.14	42.71	32.98	27.05	29.03	15.25
medium	53.92	43.75	57.98	56.56	41.94	43.22
low	2.94	13.54	9.04	16.39	29.03	41.53

According to the results listed in Table 11 we can state that the number of students with low level by “active and responsible participation in realization of new sociocultural activities models” index decreased:

- in group EG 1  $\Delta = 10.79\%$  (increase in the number of students with medium level  $\Delta = 4.90\%$  and high level  $\Delta = 5.89\%$ );
- in group CG 1  $\Delta = 1.04\%$  (increase in the number of students with medium level  $\Delta = 1.04\%$ );
- in group EG 2  $\Delta = 7.72\%$  (increase in the number of students with medium level  $\Delta = 4.26\%$  and high level  $\Delta = 3.46\%$ );
- in group CG 2  $\Delta = 2.19\%$  (increase in the number of students with medium level  $\Delta = 1.92\%$  and high level  $\Delta = 0.27\%$ );
- in group EG 3  $\Delta = 16.93\%$  (increase in the number of students with medium level  $\Delta = 2.42\%$  and high level  $\Delta = 14.51\%$ );
- in group CG 3  $\Delta = 2.54\%$  (increase in the number of students with medium level  $\Delta = 0.85\%$  and high level  $\Delta = 1.69\%$ ).

The general comparative analysis of results of initial and final diagnostics of development of social creativity in general in control and experimental groups enables us to define the technology’s viability (see Table.12).

**Table 12:** Summary data on levels of development of future culture managers' social creativity in control and experimental groups at the start and after the experiment, %

Levels of social creativity	experiment start					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	40.2	39.3	26.5	25.8	18.4	17.1
medium	46.5	48.5	54.9	54.7	42.3	44.5
low	13.3	12.2	18.6	19.5	39.3	38.4
Levels	after experiment					
	EG 1	CG 1	EG 2	CG 2	EG 3	CG 3
high	48.3	38.3	31.3	26.2	32.6	17.8
medium	49.5	50.5	59.1	55.3	47.8	44.4
low	2.2	11.2	9.6	18.5	19.6	37.8

## 6. Analysis and Discussion

Thus, the results of scientific research in general, specifically the analysis of effectiveness of the SPAT for development of future culture manager's social creativity, enable us to make the following conclusions:

1. In general, qualitative changes occurred in experimental and control groups, however significant changes took place in all EG, unlike in CG, where changes took place naturally.
2. Changes that occurred among the members of EG 1 are the ones that attest the most to a high level of subjectness of student youth, who take part in self-governance, participate in volunteer and civic activities. In this group, after the experiment, low level of social creativity is almost unobservable, and high level increased significantly.
3. Most positive changes after realization of the program occurred in EG 2 and EG 3, especially by cognitive-quality and activity-behavior criterion, which indicates that motivation-value field changes more slowly, yet after carrying out the SPAT students, who were quite inactive, became involved in socially positive activities, and students, who didn't take part in any extracurricular activities at HEI at all, mostly became involved in it.

## 7. Recommendations

Proven effectiveness of the social-pedagogical activities technology for development of future culture manager's social creativity (according to the defined criteria and indices) in extracurricular activities of HEI enables us to make the following recommendations.

Sociocultural changes of information society and sharpening of collisions of contemporary democratic and imperial values raises the significance of student youth's social development both in curricular and extracurricular activities of HEI.

Taking into account the context of globalization of humanity's culture and internationalization of higher education, universities must create favorable social-education conditions for development and assertion of democratic social values of contemporary students, which will influence their social creativity vector.

Social creativity as a personal professional trait of future culture managers ensures higher qualitative sociality level of students themselves and promotes, through their professional activities, the dynamics of global information society's democratic culture.

Quality and resilience of development of culture management students' social creativity depends on activeness and initiativity of student self-governance at HEI and multidivisional international interaction of a higher education institution.

Development of culture management students' social creativity today requires transformation of social-pedagogical activities at HEI and its technologization, taking into account the demands of

information age culture.

Development of culture managers' social creativity is focused, in particular, on harmonizing virtual culture, promoting democratization and humanization of its dynamics, creating new virtual sociocultural environment.

The research of development of social creativity of culture managers and students of other specialties will continue.

## 8. Conclusion

As part of the study, social-pedagogical methodology was used to analyze the process of development of future culture managers' social creativity. It was discovered that the substance of future culture managers' social creativity is the active focus of students of said specialty on mastering the worldwide professional (traditional and innovative) experience for socially significant transformation of contemporary culture (mental and material; real and virtual; from civic to global) through professional sociocultural activities, which became the basis for substantiation of criteria and indices of future culture managers' social creativity. It was proven that specificity of development of management students' social creativity stems from necessity for their further professional participation in culture-creation processes. According to data from diagnostics and theoretical generalizations, a social-pedagogical activities technology was developed for development of said education obtainers' social creativity in HEI extracurricular activities, which was implemented in 2020-2021 academic year. In order to prove the effectiveness of implemented technology, a comparison of research results, obtained before and after the experiment, took place by every criterion and index using mathematical statistics methods. General social creativity level at the start of the experiment by high level in EG was 40.4 %, 26.5 %, 18.4 %; after carrying out the experiment in experimental groups it became correspondingly 48.3%, 31.3%, 32.6%; in CG before the start of the experiment it was 39.3%, 25.8%, 17.1%, it remained correspondingly – 38.3%, 26.2%, 17.8%. This indicates the effectiveness of the future culture managers' social creativity development technology. It was ascertained that qualitative changes took place among the members of EG 1, in particular its participants indicate to the greatest degree the high level of social subjectness of student youth, who take part in self-governance, participate in volunteer and civic activities. Low level of social creativity is almost unobservable in this group after the experiment, and high level increased significantly. Recommendations were worked out according to the results of technology realization and evaluation of its effectiveness, specifically it can be stated that social creativity as a personal professional trait of future culture managers ensures higher qualitative level of students' own sociality and promotes dynamics of global informational society's democratic culture through their professional activities. Conditions must be created within a higher education institution for development of social creativity and favorable environment must be developed for the same. Prospects for further research are development of social creativity development technologies for students of various specialties and usage of novel means of virtual information environment for activation of creative pro-social needs of this youth group.

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