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ІСТОРИЧНІ ЕТАПИ РОЗВИТКУ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ В УКРАЇНІ (XX – ПЕРША ПОЛОВИНА XXI СТ.).

У статті автор розглядає історичні етапи розвитку соціокультурної діяльності в Україні (XX-перша половина XXI ст.).

З початку XIX століття до наших днів в українській педагогічній традиції розвивалася теорія соціокультурної діяльності через наступні концепції: позашкільна освіта, політико-освітня робота, клубна діяльність, культурно-освітня діяльність, культурно-розважальна діяльність та соціокультурна діяльність.

У період 1900-1915 рр. психолого-педагогічні дослідження були спрямовані на пошук типологічних характеристик проблеми організації виховної діяльності у позашкільному середовищі і специфіка їх визначалася тим, що це цілком не зрозумілими були предметні межі позашкільної виховної роботи.

Становлення нової якості виховної роботи у соціокультурній сфері, а саме формування політико-освітньої спрямованості теорії та практики позашкільної педагогіки фактично зайняло тимчасовий відрізок з кінця 1919 року до середини 1920-х років, коли термін «позашкільна освіта» був повсюдно замінений терміном «політико-освітня робота», яка стає наступним етапом історії розвитку педагогічної та дозвілєвої діяльності та проголошується засобом соціалізації особистості на основі ідей комунізму.

Другий етап становлення та розвитку соціокультурної діяльності припадає на 1930-ті роки і триває до середини 1970-х років і в цей час з'являються нові терміни «клубна робота» та «культурно-освітня робота».

У період відновлення народного господарства (1945–1953 рр.). відбувається реформування політико-освітньої роботи, яка була виділена із системи освіти в самостійну сферу і отримала назву «культурно-освітня робота».

Наступні етапи в розвитку соціокультурної діяльності – культурно-освітня робота під час «розвинутого соціалізму» (1965–1985 рр.), та культурно-освітня робота під час перебудови (1985–1991 рр.).

Із здобуттям Україною незалежності настає етап соціокультурної діяльності в умовах додаткової освіти (1991–2014 рр.).

Ключові слова: соціокультурна діяльність, історичні етапи, історичні передумови, соціокультурні трансформації, галузь культури і дозвілля.

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HISTORICAL STAGES OF DEVELOPMENT OF SOCIO-CULTURAL ACTIVITIES IN UKRAINE (XX – FIRST HALF OF XXI CENTURY).

In the article, the author examines the historical stages of the development of socio-cultural activities in Ukraine (XX-first half of the XXI century).

From the beginning of the XIX th century to the present day, the theory of sociocultural activity developed in the Ukrainian pedagogical tradition through the following concepts: extracurricular education, political and educational work, club activities, cultural and educational activities, cultural and recreational activities, and sociocultural activities.

In the period 1900-1915, psychological-pedagogical research was aimed at finding typological characteristics of the problem of organizing educational activities in the extracurricular environment, and their specificity was determined by the fact that the subject boundaries of extracurricular educational work were still not completely clear.

The formation of a new quality of educational work in the socio-cultural sphere, namely the formation of the political-educational orientation of the theory and practice of extracurricular pedagogy actually took a period of time from the end of 1919 to the middle of the 1920s, when the term «out-of-school education» was universally replaced by the term «political-educational work», which becomes the next stage in the history of the development of pedagogical and leisure activities and is declared a means of socialization of the individual based on the ideas of communism.

The second stage of formation and development of socio-cultural activity falls on the 1930s and lasts until the mid-1970s, and at this time new terms «club work» and «cultural and educational work» appear.

During the period of restoration of the national economy (1945–1953), political and educational work, which was separated from the education system into an independent sphere and named «cultural and educational work», is being reformed.

The next stages in the development of socio-cultural activities are cultural and educational work during «developed socialism» (1965–1985), and cultural and educational work during perestroika (1985–1991).

With Ukraine gaining independence, the stage of socio-cultural activities in the conditions of additional education (1991–2014) begins.

Key words: socio-cultural activity, historical stages, historical prerequisites, socio-cultural transformations, the field of culture and leisure.

Statement and justification of the relevance of the problem. The XXIst century is characterized by great transformations not only in the economic and social context, but also in the sphere of cultural life, which is intensively developing in various directions.

Modern economic, social and cultural programs of our country should be evaluated according to the criterion of facilitating or hindering the achievement of national success in the XXI century and include it among the most developed countries of the modern world.

In the new millennium, Ukrainian society must shape its life on different foundations of social existence than before, which have deep roots in national spiritual and moral values and are characterized by a humanitarian approach. In the conditions of military operations and great complexity caused by the consequences of political, economic and cultural crises in Ukraine, the creation of a humanistic foundation as a basis for socio-cultural reformation of the country is just beginning.

Analysis of research and publications. The problem of sociocultural activity in modern domestic scientific literature was studied in the studies of S. Vytkaľov, M. Gavrylenko, O. Kopievska, N. Kochubey, H. Leschuk, I. Lysakova, D. Malkov,

Ya. Nikorak, V. Stepanov, T. Spirina, I. Chervinska, Yu. Shcherbyna-Yakovleva, and others.

P. Vychivskyi, S. Drychak, T. Malanyuk, V. Orlova and others considered modern approaches to understanding sociocultural activity.

The essence of the concept of «socio-cultural activity» in the context of the experience of European countries was studied by V. Vlasova, V. Kob, I. Tarnovska and others.

Socio-cultural activity in the life of modern Ukraine is considered in the scientific studies of A. Parshina, O. Petinova and others.

The purpose of the article is to consider the historical stages of the development of socio-cultural activities in Ukraine (the second half of the XXth century – the first half of the XXIst century).

Presentation of the main research material. Sociocultural activity has its history of formation and stages of development, the factors of which are turning points in society – changes in socio-economic conditions.

As O. Bozhok notes, culture as a spiritual dimension of social development always reflects qualitative changes in society, creates the axiosphere of society and the corresponding ways and forms of human activity recorded in cultural artifacts [1].

In the conditions of dynamic social transformations, it is thanks to culture that a new worldview paradigm, scientific and cultural picture of the world is formed, which indicates a certain level of spiritual development of humanity.

Based on the opinion of V. Druzhinin, O. Bozhok notes that «the transformation of the very phenomenon of «culture» takes place in an evolutionary way, by replacing its multifaceted forms that do not meet social needs, and at the same time preserving those forms that remain relevant in society» [1].

In the domestic pedagogical tradition from the end of the XIXth century until now, the theory of socio-cultural activity has been presented in the form of the following scientific concepts: extracurricular education – political-educational activity – club affairs – cultural-educational work – cultural-leisure activity – socio-cultural activity.

At the stage of the end of the XIX – the first third of the XX century, the prerequisites and conditions were created for the theoretical analysis of the phenomena of extracurricular education, which by the end of the XIX century occupied an important place in the activities of zemstvos, charitable and public organizations.

In that period, psychological and pedagogical research was aimed at finding typological characteristics of the problem of organizing educational activities in the extracurricular environment, and their specificity was determined by the fact that the subject boundaries of extracurricular educational work were not yet fully understood.

This was evident in the pioneering publications on the topical issues of extracurricular education by Ukrainian pedagogues-scientists V. Charnoluskyi, S. Siropolk and others. [2].

By 1915, a meaningful literary fund on out-of-school pedagogy was accumulated, represented by monographs, scientific articles, methodical instructions and recommendations. The fact that confirms this generalization is the release of a special systematic index of books and articles on extracurricular education compiled by E. Medinsky and I. Lapshov. This index included 384 titles of books on the theory and methodology of extracurricular education, and a sufficient number of articles from periodicals on these issues.

The formation of a new quality of educational work in the socio-cultural sphere, namely the formation of the political and educational orientation of the theory and practice of extracurricular pedagogy actually took a period of time from the end of 1919 (more precisely, October-November 1920, when the decree of the Council of People's Commissars on the Main Political Committee was published) until mid-1920s, when the term «extracurricular education» was widely replaced by the term «political and educational work».

This period includes the activities of the Main Department of Political Education of the People's Commissariat of the RSFSR (Holovpolitprosvit), which was responsible not only for institutions and organizations (clubs, reading houses, public houses, libraries and other extra-curricular institutions) that carry out cultural and educational work on the ground, but also cooperative schools, communal universities,

communist universities and other educational institutions, in which the main attention was paid to the work on the formation of special educational programs, the creation of methodology and theory of political and educational activity. During this period, special training of personnel for political and educational activities began.

Therefore, political and educational work becomes the next stage in the history of the development of pedagogical and leisure activities and is declared a means of socialization of the individual based on the ideas of communism. In this period, a new scientific school is being formed, as evidenced by the works of psychologist L. Vygotsky, who developed a psychological concept of activity, in which activity and society appear in theoretical unity.

This position influenced the development of ideas about socialization as the entry of a person into society with certain ideas and plans to change social relations, which accelerate the processes of interaction through such forms as lectures, concerts, live and oral journals, agitation brigades, loud readings, legal consultations, Red Day army, Labor Day, etc.

This time also saw the publication of several methodologically important scientific works. First of all, we are talking about works on general pedagogy, which were created in line with the Marxist understanding of the nature and tasks of education. These are the theoretical works of P. Blonsky («Pedagogy», 1922; «Fundamentals of Pedagogy», 1925) and A. Pinkevich («Pedagogy» in the 2nd volume, 1923).

In these works, for the first time in Soviet pedagogy, an attempt was made to rethink the basic pedagogical ideas accumulated in pedagogical science from the standpoint of dialectical materialism. There was also a noticeable methodological bias towards a positivist interpretation of social education and imitation of the collective cultural experience of mankind.

It should be noted that, in general, during the specified period, transformations of leisure time and its concepts also take place. Ideas of equality, humanism, and the desire for independence came from Europe. Many activists appeared among the intelligentsia, interested in the education of the peasants and the preservation of the established order in the country. With their support, public houses, libraries and Sunday schools for the peasants gradually began to open. The desire for change gave birth to many social movements that were preparing for the people's revolution, carried out political propaganda, involving young people in their activities: «Land and Will», «Narodniki», «Narodna Volya» and others. Young people participated in political propaganda thanks to performances, campaign groups, live newspapers, dramatizations, musical numbers, etc.

The second stage of formation and development of socio-cultural activity falls on the 1930s and lasts until the mid-1970s, and at this time new terms «club work» and «cultural and educational work» appear.

Despite the sufficient duration – from the first five-year period, the Second World War to the period of advanced socialism – this stage is characterized by internal unity, which is determined by the formation of

a centralized system of club institutions that function under strict party and state control – a centralized system of club work is formed, enrichment is underway clubs, massive artistic amateur activity is becoming widespread.

In this period, the club theory is institutionalized – the first dissertations on the problems of cultural and educational work are defended, the scientific teams of the Kyiv and Kharkiv Institutes of Culture are actively working. The Scientific and Research Institute of Culture of the Ministry of Culture of the RSFSR, the Higher Trade Union School of Culture, departments of cultural and educational work in higher educational institutions are formed.

During the Second World War of 1941–1945, the goal of all culture became to raise the fighting spirit of the people, which was approved by the order of the People's Commissariat of the RSFSR in 1941 «On the work of political and educational institutions in wartime» [2, p. 80].

The clubs organized radio listening sessions, discussions of front-line news, meetings with front-line soldiers, mobile exhibitions, as well as front-line agitation brigades – groups of musicians who traveled to the front and entertained soldiers to support and restore their moral and physical strength [3, p. 45].

During the period of restoration of the national economy (1945–1953), there was a reformation of political and educational work, which was separated from the education system into an independent sphere and was called «cultural and educational work». In the post-war years, agro-zootechnical circles, gardeners' and field farmers' circles were of great importance, where collective farm workers exchanged ideas on improving the economy. Artistic self-activity groups were also popular – music, dance, and artistic word circles. The purpose of leisure and public associations during this period was self-education in the field of agriculture and assistance in the restoration of infrastructure.

During the period of Khrushchev's «thaw» (1953–1964), the weakening of censorship, the liberalization of public life, the lifting of the «iron curtain» and the general openness of the Western world can be observed in the cultural environment.

Many clubs with various topics are actively opened – technical, natural and scientific, physical culture and sports, artistic, etc. Professional clubs, in which specialists exchange experience – collective farm, officer's, soldier's, sailor's, etc., became widespread.

Therefore, the accessibility of the Western world opens up young elements of liberal culture and gives rise to the first tendencies towards the formation of a duality of cultural and recreational activity, which is expressed in the emergence of another social order.

The next stage is cultural and educational work during the period of «developed socialism» (1965–1985), when the «iron curtain» once again «came down» with the coming to power of L.I. Brezhnev. The number of cultural institutions – museums, theaters, libraries, pioneer camps – grew, various professional associations appeared, which opened up even more opportunities in choosing ways of socialization.

The forms used were aimed at increasing the education and culture of the youth, at involving them in scientific and technical activities, in the productions, plots on military-patriotic and historical-revolutionary topics became popular. On the other hand, the consequences of the «thaw» were the strengthening of the duality of cultural and educational activities. Smuggling from abroad and young people's interest in life behind the «iron curtain» gave rise to independent forms of leisure – rock parties, apartment parties, biker parties, etc. These phenomena allowed young people through protest behavior to convey to society the existence of problems and contradictions in the current youth policy, which, in their opinion, limited the possibilities of socialization [2].

The next stage in the development of socio-cultural activities was cultural and educational work during the period of perestroika (1985–1991). In the mid-1980s, a lag in the economic development of society was recorded due to the «Brezhnev stagnation», protest moods, the emergence of a different social order, and, therefore, a crisis of Soviet culture (detachment from international experience, simplification of problems, inconsistency with practice). In the era of perestroika, closed youth groups of skinheads, metalheads, rockers, diggers, rollers, etc. appeared, and through these forms Soviet youth tried to demonstrate their freedom from conservative politics [2].

With Ukraine gaining independence, the stage of socio-cultural activities in the conditions of additional education (1991–2014) begins. As mentioned earlier, in 1992 the Law of Ukraine «On Culture» was adopted, and in 1996 the Verkhovna Rada adopted the Constitution of Ukraine. The cultural features of the new state are fixed in these documents. Since there were few public cultural institutions and they did not have a variety of forms, private leisure institutions began to appear and paid services were provided in this field.

Borrowing Western forms of leisure helped to overcome the theoretical and methodological «dead end» (cafes, restaurants, game halls, discos, nightclubs). The traditional cultural values of the Ukrainian people and ethnic groups began to be remembered, a new social pedagogy began to strengthen and develop, in which the care of a person and his interests came first.

Youth public organizations are emerging that hold various actions on public holidays, support creative initiatives in the form of contests-festivals (KVK, cheer-sport), student self-government, educational forums and contests. The state at the level of public associations finds new ways of using socializing forms of socio-cultural activity, involving young people in the problems of society based on the national-ethnic, cultural and tourist characteristics of the territories of Ukraine.

Since the 2000s, the sphere of culture has undergone enormous changes, because the state has set the spheres of culture and education the task of solving the problems of the cultural crisis [5].

Conclusions and prospects of further exploration of the direction. So, summarizing all of the above, we note that the historical prerequisites for

the formation and development of sociocultural activity as a regulator of the social formation of a person are social changes, as a result of which a new social order is established and cultural transformations take place [5].

In modern conditions, the leading areas of development of socio-cultural activities in Ukraine are:

- qualitative growth of the role of informational, humanitarian and cultural potential («soft power») in ensuring the international political capacity of the state, its establishment in the world structure;
- a significant increase in the importance of the cultural sector and creative industries as a factor of social development and future strategy;
- increasing the importance of the factor of informational and cultural and civilizational security in the general strategy of ensuring the sovereignty and national security of the state;
- formation of a new model (structure) of the institutional-management field of Ukraine with the involvement of humanitarian institutions of an innovative type (Ukrainian Cultural Fund, Ukrainian Book Institute, National Research Fund of Ukraine, Ukrainian Film Institute, Art Arsenal, Dovzhenko Center and others);
- noticeable expansion of the program activities of foreign cultural institutions in Ukraine (institutions of cultural diplomacy such as the Goethe Institute, the British Council or the Polish Institute) in the interest of establishing the long-term positions of the political and socio-cultural influence of these states in Ukraine;
- growing activity of the diaspora and Ukrainians abroad in the defense of Ukraine's interests in the world, the need to assist them in the realization of national and cultural demands.

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СТАНОВЛЕННЯ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ В УКРАЇНІ У ПЕРІОД 1960-1990-Х РР.

У статті автор розглядає становлення соціокультурної діяльності в Україні у період 1960-1990-х рр.

Протягом останніх кількох років, у період військової агресії РФ проти нашої країни та соціально-економічної кризи, соціокультурна діяльність стає все більш важливою у житті України. Соціокультурна діяльність перетворюється на ключовий елемент загального цивілізаційного розвитку та основний інструмент досягнення миру, взаєморозуміння й толерантності між різними культурами та етнічними спільнотами.