



Arts Management Innovative Technologies in the Creative Development of Youth

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ABSTRACT

The author of the article undertakes an attempt to address the issue of the creative development of studying youth within the framework of the assimilation of arts management innovative technologies. The content of the article is structured upon the basis of art and management interaction which reveals the current potential of the introduction of arts management technologies into the practice of educational institutions. The author discloses the specifics and the peculiarities of arts management technologies in the development of cultural and creative initiative of students through the example of using art project methods. The article proves that the implementation of innovative technologies is carried out on the basis of the interdisciplinary pattern and the integration of different aspects of activity, primarily the structural (organizational) and the aesthetic ones.

Keywords: Arts Management Technologies, Cultural and Creative Initiative, An Art Project.

JEL Classification: M1

1. INTRODUCTION

Nowadays, the scientific society comes closer to the comprehension of the contemporary educational process as the most important one aimed at the search for the senses of educational activity and related to the disclosure of the significance of organizational culture as a powerful management tool applicable to different areas of human activity.

The management commenced to grow up significantly in Russia during the 1990s - this time turned out to be the period when the market economy started to penetrate all the areas of social functioning which evoked vividly the issues referring to the professional training of studying youth possessing the creative personality features such as social mobility, susceptibility to innovations, creative activity and cultural and creative initiative. This is related to different areas of human creative activity: scientific, industrial, artistic, etc. The creative potential of an individual considered as a system of complicatedly interacted personal features is fulfilled within every single sphere.

The study of the above-mentioned issue reveals the following contradiction typical for the contemporary high-school educational system: On the one hand, the urgent need in training initiative professionals possessing developed creative abilities, and on the other hand, the lack of the necessary attention to the practical and transforming activity within the framework of the educational process. According to the empiric data, the Russian high-school educational system non-sufficiently applies the contemporary innovative arts management technologies which provide the students with the possibility to be involved into the contemporary cultural processes as well as the ability to achieve their cognitive, practical and transforming objectives.

The research related to the creative development of students is regarded upon the grounds of distinguishing cultural and creative initiative as the manifestation of the inner incentives resulted in the novel and productive outcome associated with the orientation of an individual towards mental and cultural values.

It is a widely recognized fact that the success in the sphere of making up and development of a personality might be achieved

provided that all the educational process components are properly improved, more specifically, the goal of the educational process, its purport (in other words, orientation), content and technologies. In order to solve this problem, it is absolutely necessary to answer the following question: What is the specificity of arts management innovative technologies in reference to the manifestation of cultural and creative initiative of studying youth?

The top priority research area concerning the arts management technologies is the surveys of Russian scientists of the beginning of the 21st century which enhance the requirements to professional activity in the sphere of culture and arts management. Thus, Zelentsova, the Professor of Moscow High School of Economics and Social Sciences, the head of the specialization: Creative Industry and Entrepreneurship in Culture” outlines that “the new concept of social and economic development which prioritizes the cultural resources and creativity becomes more and more influential in the sphere of modern post-industrial economy” worldwide. This innovative segment is identified as creative industries (Zelentsova, 2008, p. 2). Zharkov assumes, in general, that “this process can be considered to be the positive contemporary phenomenon, for it is evident that one faces the interested attention toward the innovative trends in the educational sphere as well as striving for finding out the efficient ways to achieve its proper quality” (Zharkov, 2012, p. 420). Regarding the technological foundations of the future culture and arts managers training, Chizhikova points out that “the grounds of methodical principles in the sphere of forming the professional and managerial orientation of managers are the interactive methods providing a student and a professor with freedom of creativity” (Chizhikova, 2009, p. 146).

The scientific surveys regard arts management as “a peculiar management culture typical for developed humanistic civilization” (Alexeyevsky, 2004, p. 24). As Novikova sees it, arts management is “one of the functional and role types of activity, related to the processes of selection, creation and distribution of cultural values” (Novikova, 2006, p. 21).

It is necessary to stress out that the specificity of arts management is based upon the two aspects of activity: Aesthetic and organizational. The survey provides the speculative analysis of a range of foreign scientists’ studies which manifest the interest towards aesthetic and organizational aspects of human activity. Thus, “arts management” by Chong (Chong, 2002) represents arts management among the critically important disciplines. Some foreign researchers, such as Colbert and Evrard, associate the appearance of arts management with the onset of the new scientific discipline and identify arts management as the “third millenium science.” From their point of view, arts management is located “between the theoretical structure (management) and the social segment (arts);” therefore, it is a sub-discipline which is significantly different from the common management (Colbert and Evrard, 2002, p. 5).

Grounding upon the social and cultural foundations, the contemporary researchers propose the following classification of arts management technologies: Practical and administrative arrangements; marketing; educational and professionally

oriented; creative developing, forming; communicative; PR and advertisement; event technologies; publicity technologies. The researcher Kostylev notices that “sociocultural space, intended for the projection, elaboration and implementation of innovative educational technologies” should be entrusted with the qualified cadre training” (Kostylev, 2014, p. 218).

This opinion is shared by Viktor Mikhailovich Chizhikov and Vadim Viktorovich Chizhikov, pointing out that: “Social and cultural activity possesses the distinguishing features of the creative process, but the process is to be coded applying the newest managerial technologies, including financial, pedagogical, psychological and organizational methods” (Chizhikov and Chizhikov, 2008, p. 268). According to Savenkova, this type of “integrated training is intended for forming among the students the concept of the whole as well as perception and comprehension of the whole due to the complex of methods integrated into the united system under the conditions of consistency and interdependence” (Savenkova, 2011, p. 123).

Thus, the integration of aesthetic, organizational and managerial activity, related to the processes of generation and distribution of cultural values, discloses the multifunctional possibilities of arts management technologies in the creative development of studying youth.

2. MATERIALS AND METHODS

2.1. The Technological Model of the Creative Development of Studying Youth (on the Grounds of Different Types of Activity Integration)

The target goals of arts management technology implementation in high-school:

- Upgrade of the subject content and integration of different types of activity, notional varieties and value guiding lines;
- Providing the students with the possibility of personal self-development, realizing themselves within their professional activity in the following significant spheres: finance, marketing, industry, researches and elaboration of art projects.

The distinguishing features of the method:

- Project method.

The distinguishing features of the content:

- The arts management technology consists of the series of tasks to direct the students’ work in the proper direction, but a student is absolutely free while performing every single task. Every time they are to make their own choice of the survey subject, the way they accomplish the project, the means how to achieve the goals, etc. Elaboration of the art project concept requires from studying youth: (a) To be skilled in the process of analysis of social and cultural situation; (b) search for the proper ways of solving problems worrying the society; (c) sustainable efforts towards self-development and extension of aesthetic experience.

2.2. The Method of Art Project Elaboration

The method of art project elaboration is related to the readiness of studying youth to organize the activity consisting of the defined

elements (chains or segments) responsible for the particular tasks. The ways of organizing the creative activity of studying youth under the conditions of art project elaboration include the following:

- Organization of the joint activities resulted in activation of educational process; persuasive presentation of becoming proficient necessity in the proposed educational matter required for the future professional activity;
- The development of the material in the problem aspect which reproduces the typical modes of real discourses (in the sphere of the solution of existing social problems);
- Distribution of initial actions and operations which stipulate for the peculiarities of the studied object;
- Means of communication and contacts determining the conditions of activity and selection of corresponding ways of action;
- Interchange of the ways of actions defined by the necessity of obtaining the aggregate product of creative activity (of the art project);
- Mutual understanding determined by the mode of students' inclusion into mutual activity;
- Reflection through which the attitude towards the own activities of the participants is established and the proper corrections of these actions are applied;
- Awarding the "curator" status to the students reputed to be the most competent and active ones while elaborating the project;
- Application of the method guidelines containing the detailed algorithm of accomplishing the work (discussion of the general idea, working out the themes, marketing researches, drawing up estimate of costs, working out the preliminary program and so on).
- We'll take up the method of elaborating an audio-excursions project as an example.
- The task to be solved by the creators of audio-excursions is to draw excursionists' attention to the most noticeable and engaging highlights of the surroundings.

In the course of the 1st phase of elaborating the project:

- Free selection of the excursion itinerary is to be performed;
- The defined region is to be explored;
- New engaging details should be disclosed;
- The description concerning the selected area and its remarkable sights is to be made ready;
- The text is to be recorded on a player which provides the persons interested in the matter with the possibility to get acquainted with a new region, to learn about the remote and unknown territory, to have a look at astonishing architectural highlights, etc.

The function of the author of the text during the making-ready of the audio-excursion is important enough. This is the author who is to invent a convenient and "efficient" route. As soon as the text has been created and approved, there should be started the record. There should be delivered the making-ready visual material task (selection of the archival material, taking photo pictures, etc.) and map drawing task simultaneously. When all the necessary material is collected, there begins the "assemblage" of the e-version and creating of the art product (master-disc) necessary

for the subsequent replication. Thus, the audio-excursions project demonstrates the specific features of the creative product making-ready on the grounds of the easiest applicable modern model.

What are the fundamentally new points in elaborating the audio-excursions project by high-school students? The principle point is the possibility to elaborate a universal, practically feasible and comprehensible product for those who are keen on discovering the new aspects even in absolutely familiar things.

The idea to make ready the audio-excursion grounding upon the free selection of the region is the synthesizing point of the whole project, including its segments and components, and is embodied in art intention. The emotional attitude towards the world around, towards the own city and region plays the exclusive role in its structure being the result of perception and evaluation of social sphere, nature and human beings.

Initiation of purposeful pedagogical itineraries is an efficient way of stimulating the creative activity of youth nowadays. The peculiarities of the regional culture comprehended as the channel of accustoming the young generation to the creative activity is also the item of great importance.

Thus, depending upon the scope of themes and general orientation of the project, each student is involved into working out the activities road map subsequently representing his or her own plan for everyone's consideration.

3. RESULTS

While performing the research the following outcomes have been achieved:

1. A technological model of the creative development of studying youth was worked out, based upon the integrative approach joining together the array of different types of professional activities into the following groups: Project and technological, marketing, organizational and managerial, artistic and creative, finance and economic, legal;
2. It was disclosed that the distinguishing features of arts management consist of, on the one hand, the process of making the cultural services market product including all the structural management elements typical for the classic types of management and, on the other hand, the special type of artistic and creative activity influences outright forming the social mind, estimating judgments and public tastes to engage the present-day society into the process of culture values creation.
3. The following general groups of arts management functions were substantiated: (1) essential management functions (planning, organization, motivation control and others); (2) specific functions of art (cognitive, communicative, transforming, aesthetic and others).
4. An original program aimed at mastering the "arts management" course of studies was worked out, including the following four general parts: (1) Introduction into arts management and production processes management; (2) the sources of consumerist trends in art; (3) functions and technologies of

arts management at present stage; (4) creative activity products diversification in the sphere of art industry. The program of the “arts management” course of studies is worked out with the consideration of social needs in the sphere of high-school students training under the conditions of market economy which stipulate that economic and active creative activity of each individual turns out to be the compulsory element of any applied activity;

5. The criteria of art projects estimation were pointed out. They include the vividness and originality of a project (theme, organizational type); the overview of the idea of the product; target consumers identification, the distinct understanding of the end cultural, social and economic product; the efficient application of the organizational mechanisms; competently drawn up informational and marketing campaign; partners connections availability and others; peculiarity of advertisement and artworks uniqueness (placard). It is important to outline, that the estimation criteria lodged to the project are not only the means of outcomes quality management, but also define the direction of students’ creative development;
6. It was ascertained that the mechanism of the creative development of studying youth is related to the pedagogical conditions organization which stimulates the reveal of cultural and creative initiative for self-dependent activities and creative initiatives proposed.

In the course of the experimental research, which covered more than 750 students of humanitarian faculties of different high-school institutions, the following outcomes were obtained:

- The method of the creative development of studying youth on the basis of integrative approach and interaction of different types of professional activities was substantiated;
- It was ascertained that an art project comprehended as the new type of creative product stimulates the embodiment of artistic initiatives and creative intentions corresponding to the progressive processes of modern society and cultural demands of present-day youth.

4. DISCUSSION

It has been outlined in the scientific publications and dictionaries that the innovative educational technologies presume, at the first place, the alterations of a trainee educational activities. According to the researchers’ point of view (Samygin and Stolyarenko, 2016, p. 404), this occurs on account of active and self-dependent retrieval and usage of the information.

Consequently, as we have already assumed, arts management technologies contribute to apprehension of the new cognitive, practical and transforming functions in the course of active and self-dependant retrieval of new and engaging information as well as within organized and determined process of making-ready an art product (an art project). Therefore, obtaining and accumulating the experience in different activity spheres by the high-school students (organizational and managerial, art and creative) has the significant importance in studying the creative development of youth.

The specific character of arts management technologies lies in the following aspects: On the one hand, it is the process of management in the sphere of making the cultural services market product including all the structural management elements typical for the classic types of management (planning, organization, motivation, control), and, on the other hand, the special type of creative activity which includes the process of art production creation. Referring to this item, studying of arts management essentials helps to disclose the opportunities for the creative development of studying youth making up the special art and creative environment within the high-school institutions which helps to realize more substantially not only the significance of professional training, but also the importance of creative activity.

Nowadays, arts management innovative technologies disclose the distinguishing features of the wide array of activities: Different show programs production, concerts, festivals, authors’ soirees, fine arts exhibitions, audio and video reproduction and others. Thus, the apprehension of arts management included into the educational process establishes links between a personality and different aspects of contemporary culture, makes it possible to conceive it, develops one’s imagination, and stimulates the creative activity disclosure.

Elaboration of the projects under the conditions of studying “arts management” course of studies might be regarded as a toolkit intended for apprehension of different objective spheres: financing and business planning essential principles; marketing and management essentials; social and culture activity. It was also ascertained that making-ready of the art projects allows to define the following requirements for the trainees: (1) Readiness for drawing up the legal documentation; (2) solution of managerial tasks; (3) performing advertisement activity; (4) PR-activities; (5) elaboration of commercially feasible business plan; (6) elaboration of socially valuable art and creative product which makes for different types of professional activity apprehension: research, financial and economic, designed, artistic, legal, enlightening and cultural as well as other spheres.

It is necessary to outline that the most efficient development under the conditions of arts management apprehension refers to effectual and practical spheres of personality (on the basis of different types of activity necessary for a contemporary professional). They include the following directions:

- Aesthetic and cultural direction: value orientation toward art and cultural values; manifested interest toward art, creative activity, popular culture, art industry, etc.;
- Organizational and managerial direction: efficient usage of organizational mechanisms, including all the managerial structures (planning, organization, motivation, control); involvement into the process of cultural and social-economic product organization.

5. CONCLUSIONS

Grounding upon the performed survey, the authors draw the following conclusions:

The developed technological model allows to provide the development of creative and socially valuable features of studying youth and establishes the necessary conditions for disclosing cultural and creative initiative, makes up the mental needs and value orientations. While performing the experiment, the following criteria of the creative development of studying youths were identified: (1) Creative imagination and emotional and figurative thinking; (2) susceptibility to innovation and the newest artistic and creative solutions; (3) social and cultural mobility; (4) self-dependence in the sphere of the selection of the theme or idea of a project (or any other creative product).

Experimental studying of the issue revealed the effectiveness of the implementation of the integrative approach due to the organizational and aesthetic activity and diversification of artistic and creative products.

Integrative approach is the special factor of mutual activity aimed at making-ready a new creative product (an art project) under the conditions of innovative technologies apprehension.

The implementation of arts management innovative technologies in high school contributes to the extension of artistic and creative project activity which required some irregular solutions while working out class studies (lecture, study groups, practical classes) with the students (along with the tight correlation with apprehension of different types of arts in educational process). Referring to these points, studying of arts management essential principles contributed to trainees' interaction with art, made up the special creative environment through which the value orientations and significance of the future professional activity are recognized more substantially.

On the basis of a significant increase of the creative development indicators in the experimental groups, the suggested hypothesis was confirmed: The creative development of studying youth based upon the integrative approach can be effective in case of the implementation of the conditions of introducing the contemporary arts management technologies to students within the framework of the educational process, development of new educational and optional course of studies providing the comprehension of the

specifics of the contemporary popular culture and consumerist trends in art, bringing the youth closer to creative activity and self-dependent trials in art projects organization.

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