

## **Socio-Cultural Innovative Technologies Transfer in Higher Educational Institutions of Arts and Culture**

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**Abstract:** The study covers the problem of development of innovations in the sphere of arts and culture, the problem of education in the socio-cultural sphere, the consideration of specific features of socio-cultural technologies and their transfer. The leading role in this process is assigned to socio-cultural higher educational institutions to their opportunities and prospects of development within the global socio-cultural and educational space. A man is considered as a strategic element of innovation activity in the sphere of culture and arts. The problem of the necessity of strategic management, the most important element of which is innovation development strategy constructing, i.e., the formation of goals and methods of the organizational changes of the University, adequate to the world changes within a certain period of time is raised in the study. The implementation of innovative models of professional education in the field of arts and culture is shown on the example of state budgetary educational institution of higher education “Belgorod State University of Arts and Culture”.

**Key words:** Socio-cultural technologies, transfer, innovations in the sphere of culture and arts, university of arts and culture, strategic

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### **INTRODUCTION**

Today the prestige of higher education institutions in the international market of educational services is determined by history and traditions, by the level of the staff, by the participation of the famous scientists and graduates in the educational process, international recognition, certified educational programs and others. Serious requirements are imposed to research activity its productivity, innovation development to the commerce of research results and development activities. These requirements allow university science influence the development of the economy sector. There is no doubt that the role of fundamental research in science development is leading, however, there has been a steady trend of forming direct links between university science and primarily, knowledge-intensive productions where mechanisms of technology transfer and creation of innovative infrastructure are declared effective.

However, there are spheres in which these mechanisms do not function and innovation process management is not well-established. Primarily in the sphere of culture and arts, the innovation processes are weak. This problem is topical not only for Russia but also for other countries with innovation-oriented economy. It may be explained by the non-qualitative nature changes in this area and they are not the result of the introduction

of innovative products and technologies. Nevertheless, the sphere of culture and arts has a wealth of innovative potential, based on the originality and depth of scientific and scientific-creative cultural studies and art history research centers in the world. The activation of innovation processes in industry and the development of international transfer of social and cultural technologies are required for the realization of that potential.

The solution of this problem in the modern humanitarian science lies in the rapidly developing new areas of innovative research, defined in the scientific literature as a socio-cultural innovation. Within this research area a man is considered as a strategic element of innovation activity in the sphere of culture and arts.

Transformative activity in this area leads to both radical and incremental changes in the system of production and consumption of material and spiritual cultural values to the changes in management strategy of the institutions of culture and arts and to the changes in the system of education. Revealing anthropological essence of innovation, socio-cultural innovation provides a scientific rationale for the methodology and techniques of research nature and algorithm of development of innovations in the field of culture and arts.

There is an interdisciplinary study of contemporary cultural practices from the standpoint of its anthropocentric foundations diversity, diversity and the

resulting interpenetration of realities and meanings is in the center of social and cultural innovation. This approach allows us to compare and critically reconsider anthropological measure of innovative changes in the field of culture and arts and its target practice. In the context of “umanization” of international socio-cultural space there is the prospect of intensification of innovation processes and their assimilation with different cultural practices.

### **THE STUDY OF INNOVATION PROCESSES**

The theoretical matrix of studying innovation processes were first developed in the early 20th century, innovation was interpreted as regularities of technical innovations. It was the Austrian economist J. Schumpeter, who first used the concept of “innovation” in the 30's of the 20th century (Druker, 1992). He means:

- The production of goods with new properties or qualitative differences from analogues
- Introducing a new method of production
- Opening of new markets (those markets in which this branch of industry was not yet available)
- The use of new intermediate goods and sources of raw materials for production
- A new organization of production

J. Schumpeter considered the introduction of innovations in the state economy the main role of the driving force of economic development of society.

American economist and publicist P.F. Drucker captured the essence of the classic definition, given by J. Schumpeter, more succinctly. He stressed the need for implementation of a new type of goods or products and pointed to the importance of the entrepreneurial factor as one of the necessary conditions for the effective development of production. Innovation is defined as “the specific tool of entrepreneurs, the means by which they use change as an opportunity to implement a new kind of business or services” (Ignatova and Grichanikova, 2012).

Today it is possible to develop a kind of international standard for the concept of “innovation” as a specific management category. Two documents, known as the “Frascati manual” and “Oslo manual” largely contribute the formation of this international standard. The concept of “innovation” adopted in these documents, held by the majority of theorists and practitioners in the field of economics. It is taken as a basis in drafting the regulatory framework for innovation activities in Russia for the development of concepts, programs and other strategic

documents on innovation. According to the international standard “innovation is the result of the creative activity, received realization in the form of new or improved products sold at the market or a new or improved technological process used in practical activity” (Borovskiy, 2006). Regarding the specific characteristics of the sphere of culture and arts this definition can be expanded as follows: “... a new service that prints the needs and interests of society at a higher cultural level.”

The necessity of the systematic scientific research in the sphere of culture and arts stipulates the presence of innovations and innovative activity in this field. Qualitative changes in the level and in the content of service make possible the compensation invested in the creation of resources. Basic concepts of social and cultural innovation are identical to the terminological paradigm of innovation, however have a semantic refraction through the prism of the specificity of culture and arts, the production and consumption of cultural goods. Therefore, essential characteristics of socio-cultural innovation and the separation of them from a number of other areas of innovation are of particular importance.

In a condensed version, the specific interpretation of social innovation is articulated as follows: “in our definition, social innovation occurs when the mobilisation of social and institutional forces succeeds in bringing about the satisfaction of previously alienated human needs, the relative empowerment of previously silent or excluded social groups through the creation of new ‘capabilities’ and ultimately, changes in the existing social and power relations towards a more inclusive and democratic governance system” (Gonzalez *et al.*, 2010).

On the other hand in relation to socio-cultural innovation commercial feasibility acts as a potential property which required some effort. This type of innovation has a significant peculiarity: effectiveness of innovations is not measured economically but anthropologically as socio-cultural innovations allow initiating culture forming process to create a new quality of social relationships, generate new ideas and meanings.

In recent years, Russian universities have become aware of the necessity of strategic management, the most important element of which is innovation development strategy constructing, i.e., the formation of goals and methods of the organizational changes of the university, adequate to the world changes within a certain period of time. Analysis of development strategies of universities was carried out by the Russian economists M. Borovskiy and M. Masich. We may distinguish the following types of higher education institutions (Borovskiy, 2006):

- Research university-large established university with a research orientation
- Training and research university-classical university with training and scientific functions
- University, focused on the consumers interests the university, mostly address the needs of middle class consumers (private universities)
- Educational complex university, focused on interdisciplinary training in the implementation of continuing education and using modern technologies of distance learning
- Business university, actively seeking approaches to the implementation of its activities and the ways of organizational changes to ensure successful operation in the future. It has close ties with industry and the region, new forms of teaching, training and research, experimentation with new forms of management and administration, diversified sources of funding
- Network university integrates units included in it through a mission, the university's structure, governance, information technology
- University technopolis having in its structure an independent organizations, horizontal units, units of endogenous growth (research and service organization at the initiative of employees)
- Design university having a strategy aimed at the transformation in the direction of the new structure professional business organization, involving the creation of project units, active use in the development of horizontal links between the traditional divisions of scientific-pedagogical hierarchy
- Innovation-oriented university, the dominant factor of the development strategy of the university is the agreed management of the educational, research and innovation activities, aimed on the effective development

Innovative strategy is implemented through the creation of new scientific fields and technologies, through the formation and development of scientific and scientific-pedagogical schools. The scientific potential of the university increases through enhanced research activities and the opening of the dissertation councils, expansion of international cooperation, open publishing centers. The strategy can be considered effective if it promotes positive quantitative and qualitative changes of all types of resources. The participants of the innovation development process should see how the staff of the University is improving (defense of dissertations, increasing the number of highly-qualified teachers, author programs and research works, innovative technologies,

the work of the temporary creative groups, teams). Also the participants of the innovation development process should see how the new information technologies are developed in scientific activity and educational process; how training and methodological support and technical base of the university are improved; how the number of marketed innovations is increased. Quantitative and qualitative growth of the resources of the university, enhancing of their mobility and productivity confirms the effectiveness of the strategy.

## **METHODOLOGY**

The research consisted of studying the effective ways of sociocultural technologies transfer in higher education institutions of culture on the basis of theoretical provisions made by T.F. Berestova, M.G. Vokhrysheva, A.S. Zapesotsky, A.S. Kandykov, E.L. Kudrina, N.A. Parshikov, P.A. Podbolotov, V.Ya. Rushanin, R.R. Yusupov, etc. Empirical data for an assessment of efficiency of a transfer of sociocultural technologies were obtained on the basis of Belgorod state institute of arts and culture.

The purpose of the research was the detection of specific features of innovative processes in higher education institutions of culture and arts. The issues to solve during the research:

- Justification of the concept "socio-cultural innovation"
- Analysis of the results of innovative model of professional education realization on the example of Belgorod state institute of arts and culture, especially
- The features of the strategy of innovative development realization in the institution
- The results of innovative projects implementation
- The analysis of the mechanisms of innovative project management
- Formulation of the conclusions and perspectives of innovative procedures realization in institutions of culture and arts

The ability of modern educational institution to innovate and adapt in its operational environment is based on formal disciplinary structure and the informal interaction of academic workers. Today university requires a flexible approach to designing its own patterns and development strategies. The organizational structure of the university, developing new areas and activities, plunging to new external conditions has to change itself.

The process of transformation of the organizational structure of the innovative university is carried out on the

basis of the requirements established in the result of analysis and generalization of experience of leading foreign and Russian universities.

This process goes in stages during continuous changes. Efficiency and innovation of these changes are to make the organizational structure of the new configuration, allowing the university to carry out its activities most effectively. Thus, transformation of the organizational structure of the university is an organization a limnovation and is one of the first steps of the university, rolling on innovation-oriented path of development.

The lack of an unambiguous definition of the term “organizational innovation” causes a broad interpretation. According to some researchers, the analysis of collocations and the subsequent synthesis of the phenomenon of “organizational innovation in higher education” allow it to be described as a set of processes resulting in the change of organizational structure, spheres of influence, roles and responsibilities, areas of interaction between the links of the university. High competitiveness of the organizational innovations in higher education is due to the organizational identity based on an organic organizational structure, entrepreneurial corporate culture and developed internal competition of the university.

The transition of a classical university of arts and culture on innovation-oriented path of development assumes its active innovative activity. It can be considered as a set of innovative projects which is based on the methodology and is called “project management”. The application of this methodology to the management of its projects allows the university:

- To operate strictly within the framework of the strategy of innovative development as one of the criteria for selection of the project is compliance with the objectives of the draft strategy of the university
- To implement projects successfully due to the concentration of responsibility for the results of the project and the authority to take decisions on the implementation of the project in one person
- To manage projects by using appropriate mechanisms and tools

Functional features and substance management of universities in the system of market relations determine the priority of the innovative component as a leading factor in the management of the university of arts and culture. The selection and justification of its development strategy based on innovation-oriented management is held taking into account the priority of the innovative component.

Creativity and innovation in any organization are vital to its successful performance (Anderson *et al.*, 2014). That is proved by many scientists.

An example of the implementation of innovative models of professional education in the field of arts and culture is the work of the state budgetary educational institution of higher professional education “Belgorod State University of Arts and Culture” (BSUAC). It was established in 2000 on the basis of the Belgorod Cultural College (1960). University of arts and culture is one of the youngest state universities of this profile. The government of the Belgorod region planned that it will be a regional outpost. The number of students did not reach initially 200 people and then had grown up to 1500. It is located in the regional center and as a “regional university” was designed to prepare highly qualified specialists for socio-cultural sphere of the Belgorod region. It was not planned to conduct any research: the development of science in the areas of arts and culture was ensured by the scientists of the largest research centers of Russia, primarily in Moscow, St. Petersburg, Kemerovo.

Over 12 years Belgorod State University of Arts and Culture passed two stages of development. The first of them is characterized by gradual strengthening of selected showing of higher education: percent of the staff degree, broadening the range of areas of training, quality improvement training.

The university carried out an extensive activity in making education the academic process to develop the faculties of university type. Five faculties and eighteen departments of various types had been formed by 2010, among them: humanities, librarianship, social, pedagogical sciences as well as choreographic and musical art, design and directing. And for all that, research activity was accompanied by educational in the university. The university should pursue science as it is one of the conditions of the complete and high quality training of the future specialist in any field.

However, major limitations still persisted. The Institute was rather small and not sufficiently diversified, the level of staff degree remained relatively low (51%), the number of students did not exceed 2500 people. These indicators did not allow the university to go beyond the limits of the Russian educational market. The yield of the position of the university, representing Russia abroad, became the aim of the second phase of the university development in early 2011. This stage can be regarded as a deliberate weakening of the hard limitations, primarily of innovative organizational changes.

The most important change was the strengthening of the management guide function of the university. Belgorod State University of Arts and Culture acted as a

“pilot site” for the introduction of incentive programs for research and innovation. New central management system contributed to the development of management in the basic structural units. Decentralized control aroused at the university from a number of steps that distribute fiscal responsibility and the requirement of self-regulation for all faculties and departments. As a result old elements of bureaucratic top down controls were broken and the departments who had been granted the freedom of innovation, “released” academic initiatives. Primarily this was related to the design faculty which was ready for its development and further commercialization. In the new conditions of stimulation nearly all earned additional resources belong to the faculties and departments. It helped to interest in innovation and commercialization of intellectual activity results.

A significant diversification of income became the result of the taken actions. In 2000, the university dependent on budgetary financing of the region by 94%, now this dependence has decreased to 67%. Budget funds of the university derived from research and innovation, increased from 3-19% and income from “other sources” from 5-31%.

However, the path of transformation was not easy. The balance between centralized control and authority of faculties and departments was requiring constant attention. The university sought to the self-regulation and as a result it turned into a learning organization where passivity gave way to the self-management. Upper, middle and especially the basic structure (departments) started working independently. Operating units had to deal with medium and long-term planning which would have contributed to the prosperity and sustainability of development and to find their niche at the national and international levels (Hippel, 2005). As a result a comprehensive development program of the university for 2011-2016 was formed where the innovative-oriented process of the university development was denoted.

One of the most important issues of this program is the development of research and innovation activities. Planning and implementation are conducted according to the modern challenges facing universities of the creative profile and according to the basic postulates of social and cultural innovation. In order to ensure the development of innovation and management of innovation processes in the university organizational structure of management research activities was reorganized.

It helped to bring this structure into accord with innovation goals and objectives of the university development. Since then, the management of the science and research activities has become more pronounced and systematic. Each of the structure elements aims to

organize and control the key aspects of research activity, representing the initial stages of the innovation process: the emergence of innovative ideas; applied research conducting; the creation of scientific developments, innovative models and technologies, registration of intellectual property rights.

## CONCLUSION

Focus on international activity is due to both external and internal factors in the development of the university. If internal factors are, first of all, creating a sustainable financial base for the development including pay educational services to foreigners, the external factors are the requirements of the ministry of education and science of the Russian Federation to the universities where at least 10% of foreign students from the total number of students must study. At the same time, the development of international activities, let us talk about expanding opportunities for recovery and strengthening of the impact that our education and our culture had in Soviet times. This task is not only educational but also political. General and vocational education should always keep up with projects in the field of culture, interpersonal relationships, academic and human exchange. In this regard Belgorod State University of Arts and Culture is at the forefront as it is already implementing a program of academic exchange for example, together with the Academy of music of the university of Eastern Sarajevo, Bosnia and Herzegovina.

It is the international activity which creates a platform for the development and international transfer of social and cultural technologies. In Belgorod State University of Arts and Culture centre for transfer of innovative technologies in the socio-cultural sphere was founded. Its activity is aimed at intensifying research on socio-cultural development of innovative technologies and their next commercialization in the real sector of economy in Russia and abroad.

The growth of research and innovation activity and impact of this activity allowed the university to prove the compliance with the academic requirements and to reach the level of international orientation. The management and staff of Belgorod State University of Arts and Culture firmly believe that modern university of arts and culture may fulfill its mission in a decent way only during the formation of strong national and international identity. This will allow the university to compete in the international world, bringing the traditions of art and culture of the region and thus occupy a strong position in the international educational market.

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