

России говорит об обоснованности концептуальных положений, на которых построена соответствующая методика, высокой востребованности данной деятельности и хороших перспективах ее развития.

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УДК 371.34:78

CULTIVATION OF GENERAL CULTURAL COMPETENCE AMONG LIBRARY STAFF THROUGH PROJECT ACTIVITY

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Соціальні та економічні зміни в Литві і в усьому світі вплинули на діяльність фахівців різних професій. Загальна культурна компетентність співробітників бібліотек та інших закладів культури оцінюється з точки зору цілісного підходу. Дослідження демонструє можливості художньої реалізації освітніх проектів в закладах культури.

Ключові слова: загальна культурна компетентність, проектна діяльність, зрілість особистості, художньо-освітній проект, творчий процес, цілісний підхід.

Социальные и экономические перемены в Литве и во всем мире повлияли на деятельность сотрудников разных профессий. Общая культурная компетентность сотрудников библиотек и других учреждений культуры оценивается с точки зрения целостного подхода. Исследование демонстрирует возможности художественной реализации образовательных проектов в учреждениях культуры.

Ключевые слова: общая культурная компетентность, проектная деятельность, зрелость личности, художественно-образовательный проект, творческий процесс, целостный подход.

Social and economic changes in Lithuania and worldwide is challenged the employees of different professions to the new requirements. The current period is characterized as a streak of unceasing changes in society and expansion of rush information and communication technology. For the libraries and other institutions of culture is turned the time of drastic re-contemplation, function resumption and self-identification in the social niche.

General cultural competence of employees is valued in terms of broad-based culture as far as the main service estimator is a library user who anticipates to meet both a qualified professional and sophisticated persons.

The research demonstrates the possibilities of artistic educational projects realization in cultural institutions along with their evaluation of qualitiveness. Cultural competence is based on the project activity experience, related with professional perfection and maturity of an individual.

Keywords: *general cultural competence, project activity, maturity of an individual, artistic educational project, creative process, holistic view.*

ISSUES. In the circumstances of political, economic and social changes, information technologies expansion and globalization, general cultural competence of a library staff in the context of society became a matter of public discussion [4]. It is substantial taking into account the social magnitude of individual's maturity integrated into environment. Such process encourages the accumulation of experience and maturity therefore, according to L.Jovaiša [5], artistry by fairness, aptitude, technicality is attributed to the cultural quality of an individual.

Modern requirements for the employees of culture cannot contain a qualification conception which is defined by knowledge, capabilities, grip and skills. It is important to materialize the acquired competence and pursue better results sustaining personal qualities, attitude and value system. Consequently, it is essential now and in the future to do refresher courses and advance the level of competence. Thus, the management of cultural institutions will be developed, accomplished and every effort made for the successful work. Qualification requirements distinguish general cultural competence and other personal qualities which are determinate for the positive results in particular culture. That is respect shown to the cultural diversity, to the traditions of Europe and Lithuania, along with the provision to convey and enshrine it. Without changing a library staff practice, it would be meaninglessly to expect any alternation in the system of culture as nowadays, success depends on the staff positive attitude towards pendulum, collective activity, creativity, and responsibility to society. Such employees stimulate the community to show interest in innovation, to implant it at work, switching consistantly from qualification raise to competency development [9].

Scholarly literature subsumes the development of general cultural competence to the factor which effects the combination of knowledge, skills and attitude. Europe's outline of general competence is predicated on the conception of proper knowledge and skills needed for everyday life participate in the life of

community. Because of this, general cultural competence is becoming a more dynamic concept covering wider regulations which allow the individuals to bring into play their knowledge and skills.

A competence researcher, the USA scientist R.Boyatz [1,2] assumes that general cultural competence is emphasized as the characteristic of an individual which relates with the better performance of duties. It designs the opportunities: to protect and expand the multiplicity and enrich Lithuanian culture by national minorities; to participate in the process of society, education and culture vicissitude; to create the information and knowledge society, etc. People, who are related in the same cultural context, can easily share with implication, accordingly the conception of culture is highly important in terms of intercultural cooperation and general cultural competence. A.Trotter, L.Ellison [12] emphasize that holistic view on general cultural competence allows to achieve better results in spite of various circumstances.

Interdependent people are unlike culturally, so thorough familiarity with the other culture helps reduce the discomfort. Every modern employee of culture who investigates the market demand, should perfectly manage general cultural competence: to respect the world cultural diversity, cultural traditions of Europe and Lithuania, to convey and cherish them; to realize the trends and values of the world science and culture; be able to respond to the changes of the modern world creatively; to shape society on the principles of humanism, democracy and civil ideas [8, 10].

The concept of general cultural competence includes the cultural consciousness, knowledge, comprehension and sensitiveness [11]. It supplies knowledge about the most influential works of culture, the importance of aesthetic elements in everyday life, the ability to interconnect your own creative and expressive viewpoint with other people opinion; hereupon the cultural expression is essential for the development of creative abilities which afterwards might be adjusted in the field of occupation. That is why the libraries and other institutions employees should cultivate and expand general cultural competence since it will capacitate them to analyze the efficiency of their practice, to seek without cease the new alternative and chances for perfection, i.e., to achieve the best results at work.

P.Jucevičienė, D.Lepaitė [6] maintain that general cultural competence is a feature of qualification or an ability to operate on the basis of an individual's knowledge, skills, abilities, approach, personal characteristics and values. They notice that competence can be defined as a conception which enables people to work at any level of their main activity. M.Crossan along with his followers universally delineated the composition of general cultural competence [3] highlighting its main elements: conferment of diversity as a value, ability to evaluate culturally, grasp of dynamism, institutionalized cultural knowledge, understanding of cultural diversity. It is requested to respect cultural differences

and to recognize unique traits so that everyone's potential and individuality would keep growing.

General cultural competence

Project management competency

1. Picture **The elements of General cultural competence**

In general, it is possible to predicate that general cultural competence is essential and all-around for the self realization and expected fulfillment of duties in any professional sphere. Moreover, self-estimation and self realization might fail if any of the elements would not be mastered properly.

With the increase of society educational level, the library clients require more qualified assistance. Self-confidence, intercultural communication flexibility and cooperation skills can be achieved and secured by general cultural competence. A librarian should feel not only spiritual values but also the need of conveyance them to others implementing it with contemplation and behaviour. He or she should also focus on the society problems and balance the professional dilemmas. Knowledge is a part of general cultural competence but its possession does not mean its implementation. Project management competency is especially important for the process of creativity and innovation since it enables to plan and exercise the artistic project successfully. While materializing such a project, with the following spread of it, a librarian, as a team member, should comply the common adopted resolution based on various cultures and fields of activity. This work method brings more of diversity and attraction into a librarian's performance. The concept of project either in theory or in practice is defined unequally: as a temporal activity strictly limited by the beginning–end frame; as an agreement having the certain goals; as a record arranging the future objectives in terms of finance, methodology and sociality; as a system involving the formulated goals, and for their realization the objects will be created, the technological process will be scheduled, the resources will be set in order, and the management solutions along with the means of establishment will be arranged [7]. The management of artistic educational projects is a professional activity based on the modern scientific knowledge, experienced methods, means, technologies, and focused on the best results.

The subject of research – general cultural competence of the library staff.

The objectives of research – to disclose the development of general cultural competence and its expression in the project activities.

The tasks of research: to define the preconditions for the development of general cultural competence; to traverse a subject of peculiarities of the artistic educational projects.

The methods of research. Theoretical: analysis of scientific literature. *Empirical:* artistic educational project, qualitative search.

The reputation and standing of librarians directly depends on their cultural level, versatile erudition, high professionalism and working knowledge. Such people are very creative individuals who are able to interact with community on

the basis of dialogue, tolerance, assistance, justice, activeness and creativity. Professional perfection is comprehensible as continuous, unbroken and concurrent from the main activity process.

This attitude was shaped analyzing the peculiarities of artistic educational projects and professional activity.

The results of research of artistic educational project «Tinkly spring»

The project was aiming to develop general cultural competence of the library staff arranging cultural events for the local community and focusing on the promotion of choral art. During the series of concerts, spectators were acquainted with the deep traditions of Lithuanian choral performance. The members of local community learnt about different kinds of choral composition like mixed, children’s, male or female, and their music repertoire. There were also some fragments from Lithuanian authors and poets along with the famous tunes.

Furthermore, it was cleared up how the library staff rated the experience they gained in terms of accumulation, and what factors conditioned the success.

All of the participants were asked to describe the impressions and experience they had got, so the survey demonstrated rather positive attitude: six people presented various reasons proving how much they enjoyed the project organisation and implementation. The majority of participants felt the peculiarities of the new style of communication and absolutely new experience, they became real team members who were able to find solutions quickly and effectively. Another useful lesson was the search of sponsors and their persuasion to cooperate for the common purpose.

Table 1

Librarians’ attitude towards educational project

| <i>Category</i> | <i>Subcategory</i> | <i>n=6</i> | <i>Confirming statements</i> |
|----------------------------|----------------------------|------------|--|
| Participation in a Project | Accumulation of experience | 6 | «...even though not many projects were realized, much experience was received» «...my thoughts were materialized through the artistic project activities» «...felt self-confidence doing these jobs» |
| | Training objectives and | 4 | «...expanded my objective skills thanks to the project...» |
| | | | «...before hand training and learning is essential» «...the grasp of how to arrange a project has come» |
| | Team work | 6 | «...it was fun to be a team member» «...it is much easier to look for the problem solutions with the team mates than individually» «...working together helped to set a task much faster» «...if a team is good, any job runs smoothly» |

Project organisation is often associated with management or a mean that allows to implement the strategic plans of any organisation. Nowadays, it is established both in business and the institutions of culture, education and science. Among the most common project destinations are business, science, training and non-profit kinds, so the latter one is more typical for the libraries as a non-commercial institution.

The respondents also underlined that, arranging the project, they learnt to plan which is extremely important for the future success.

Librarians, the project participants, never had any experience in this field, that is why they got not just positive impressions but also essential skills. All of the team members put stress that the project taught them to be innovative, creative, able to plan, share and match the activities with the colleagues.

People realized that doing a team work, the goals are easily achievable, and the skills are better mastered, that everyone's share makes up the total result.

Table 2

Project contribution to the private experience

| Category | Subcategory | n=6 | Confirming statements |
|--------------------|----------------|-----|---|
| Personal qualities | Self- | 4 | «...now I know what my input in the common job is» |
| | | | «...learnt a lot by myself» |
| | | | «...shaped my self-sufficiency skills» |
| | | | «...self-sufficiency helped turn my ideas into reality» |
| | Responsibility | 6 | «...felt responsibility in front of my colleagues and myself» |
| | | | «...it was uneasy at the beginning to feel responsibility for the engagement» |
| | | | «...workin hard, I revealed my good qualities» |
| | | | «...self-sufficiency, self-confidence and feeling of responsibility got stronger» |
| | | | «...experienced the freedom of creation» |
| | | | «...looks like all mates around were creative» |
| Creativity | | | |

The confirming statements mentioned above let assume that the project organization and implementation designed the advanced conditions for the participans themselves to keep doing these jobs in future, to create the common community plan of activities, to estimate the benefits of participation and to set up the diversity of opportunities.

The survey results gave evidence that participation in the project has a lasting value in terms of the personal skills metamorphosis: people became more self-confident and self-sufficient, they learnt to express their thoughts and attitude towards others. Besides, the project changed their scale of values, thei

desire for search and innovation. Consequently, the project activities encourage people to learn and act independently and creatively, to develop the environment of positive emotions. In other words, this competence spreads effectively if participants' principles, attitudes, and expectations match their scale of values. It should not be forgotten that an individual general cultural competence is a source of the whole institution's success. On the other hand, people exercised real challenges looking for the problem solutions.

Table 3

Problems of the project implementation

| <i>Category</i> | <i>Subcategory</i> | <i>n=6</i> | <i>Confirming statements</i> |
|--|-----------------------|------------|---|
| Problems | Lack of experience | 6 | «...giving an estimate for costs was not easy» |
| | | | «...knew nothing about such projects» |
| | | | «...no experience at all» |
| | | | «...faced difficulties preparing the financial report» |
| | | | «...community members were not active» |
| | | | «...with the reduced financing, had to recompose the project which was difficult» |
| | Psychological factors | 5 | «...plenty of extra work» |
| | | | «...the very birth of the project» |
| | | | «...lots of time was shared» |
| | | | «...reluctance to take responsibilities» |
| | | | fear of the project presentation» |
| | Shortage of funds | 2 | «...no ideas what is possible to do having so little» |
| «...all good intentions are going to be killed because of low financing» | | | |
| | Scheduling | 1 | «...planning a timetable was something...» |

Among the difficulties, shortage of funds and estimation for costs were the main ones. Another trouble people faced was the exact time frames of the changing project implementation because, in that case, the project design had to be either totally changed or corrected. However, the participants got very useful experience, they also had time to contemplate the final result along with their activities in view of themselves and others. On the other hand, they had a chance to scoop up their colleagues' experience. In conclusion, all the participants expressed the strong wish to keep working with the projects in future as it gives them a feeling of satisfaction.

The search corollary. The artistic educational project «Tinkly spring» revealed some peculiarities in the development of general cultural competence: participation in the community cultural life is a desirable practice since it designs the favourable conditions for the institution employees to advance at their work

and life in general. This practice is up-and-coming because it improves the competence of the staff, and consolidates the links within community.

Such projects stimulate the demonstration of respect to the local choral and cultural traditions, they strengthen cooperation within the institution and community, they motivate people to be more active participating in the improvement of local life.

The results of this educational project confirm that such kind of activities and methods of implementation should be recommended to other libraries as far as it gives an additional impuls for the development of general cultural competence, further active cooperation and collaboration.

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