

**IMPROVING THE SCIENTIFIC AND EDUCATIONAL ACTIVITIES OF A  
UNIVERSITY TEACHER IN THE CONDITIONS OF A NEW REALITY**

***APERFEIÇOAMENTO DA ATIVIDADE CIENTÍFICA E EDUCACIONAL DE UM  
PROFESSOR UNIVERSITÁRIO NAS CONDIÇÕES DE UMA NOVA REALIDADE***

***MEJORANDO LAS ACTIVIDADES CIENTÍFICAS Y EDUCATIVAS DEL DOCENTE  
UNIVERSITARIO EN LAS CONDICIONES DE UNA NUEVA REALIDAD***

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**ABSTRACT:** The article considers the issues of scientific and educational activity, the role and significance of scientific schools in this process; defines the main functions, tasks and requirements imposed on the activities of this scientific community; determines the diversification of research areas related to the industry specifics of the University of culture and arts. To meet the study's aims, theoretical analysis, and systematization methods are utilized. Based on the results acquired, the utmost importance of scientific schools of a creative university is much deeper, for it indicates an understanding of their essence in the management of an educational institution, indicates an understanding of the fundamental factors for a systematic approach to the development of scientific potential of scientific and educational activities of the higher-education teaching staff of the Institute of Culture and Arts.

**KEYWORDS:** Interdisciplinarity. Scientific. School. Potential. Continuity. Diversification.

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**RESUMO:** O artigo considera as questões da atividade científica e educacional, o papel e o significado das escolas científicas nesse processo; define as principais funções, tarefas e requisitos impostos às atividades desta comunidade científica; determina a diversificação das áreas de pesquisa relacionadas às especificidades da indústria da Universidade de cultura e artes. Para atender aos objetivos do estudo, são utilizados métodos de análise teórica e sistematização. Com base nos resultados adquiridos, é muito mais profunda a importância das escolas científicas de uma universidade criativa, pois indica uma compreensão de sua essência na gestão de uma instituição de ensino, sinaliza uma compreensão dos fatores fundamentais para uma abordagem sistemática do desenvolvimento do potencial científico das atividades científicas e educativas do corpo docente do ensino superior do Instituto de Cultura e Artes.

**PALAVRAS-CHAVE:** Interdisciplinaridade. Ciência. Escola. Potencial. Continuidade. Diversificação.

**RESUMEN:** El artículo considera las cuestiones de la actividad científica y educativa, el papel y la significación de las escuelas científicas en este proceso; define las principales funciones, tareas y requisitos impuestos a las actividades de esta comunidad científica; determina la diversificación de áreas de investigación relacionadas con las especificidades de la industria de la Universidad de la cultura y las artes. Para cumplir con los objetivos del estudio, se utilizan métodos de análisis teórico y sistematización. Con base en los resultados adquiridos, la suma importancia de las escuelas científicas de una universidad creativa es mucho más profunda, pues indica una comprensión de su esencia en la gestión de una institución educativa, indica una comprensión de los factores fundamentales para un abordaje sistemático del desarrollo del potencial científico de las actividades científicas y educativas del profesorado de educación superior del Instituto de la Cultura y las Artes.

**PALABRAS CLAVE:** Interdisciplinariedad. Científico. Escuela. Potencialidad. Continuidad. Diversificación.

## Introduction

Higher education is not only a developing but also an evolving part of the state system which plays a key role in the formation of culture. Modern university as an educational and scientific organization is designed to carry out both areas of activity on a professional basis, as an essential condition for the quality of training specialists in the field of culture and arts is the interdependence and integration of science, education and culture, the results of which affect the continuity in research and educational personnel training (MEGURO, 2021). A fast developing university is based, first of all, on changing the priorities of educational science practice of faculty members: university effectiveness is based on teaching team's attainments, the disclosure of an aptitude of each member of academic community of the educational institution, its readiness to implement academical innovations in the process of scientific research and scientific methodical activity (DENG; XIA, 2020).

Scientific research and scientific methodical activities focus not only individual, local efforts but also on essential changes in the vectors of education, form the criteria for performance measurement which are the integration of the most demanded areas of organization and conceptualizing of modern education, ensuring its dynamic improvement and development (REZNIK; YUDINA, 2018; VAGANOVA *et al.*, 2018).

Diversification of research directions in higher education is associated, as a rule, with industry specificity that determines the mechanisms of functioning and management of innovation processes. These universities incorporate the sphere of culture and arts that has capacity for innovation based on the originality and depth of scientific and creative research, music, pedagogical, cultural and art investigations. One of the ways of organizing scientific and education research is to develop and adapt interdisciplinarity that is the most important guideline for innovation of scientific work of higher-education teaching personnel (POOLE *et al.*, 2021).

In interdisciplinary studies, a trend is emerging, defining new directions in the quality of education, containing previously unused concepts, phenomena previously considered in isolation from each other. Interdisciplinary integration in humanitarian vocational education of higher education promotes the use of new ideas, practice-oriented technologies that require substantiation and development of methodological and scientific methodological support of the educational process (VORONINA *et al.*, 2019).

Consideration of continuous multilevel education in the field of culture and art makes it possible to identify vertical and horizontal links between disciplines, to determine “blank spots” that require a holistic and comprehensive consideration of an entire system. Horizontal interdisciplinary integration in the educational process of universities of culture and arts involves a retrospective consideration of various types of art and education cultures that affect modern processes and function in the modern intercultural space. Interdisciplinarity-oriented scientific and educational research of teachers leads to qualitatively new works and contributes to the disclosure of internal university reserves, the definition of new areas of scientific research, brings along experience of a holistic, systematic vision of their own prospects. And this is natural since higher educational environment can accumulate unrelated research in the field of cultural studies, pedagogy, art history etc. (CAPONE, 2022).

The scientific and educational environment of university constantly attracts the attention of scholars who believe that the use of a system-interdisciplinary approach will allow in practice to implement innovative projects, introduce modern information technologies (ALMAZOVA *et al.*, 2020). Recently, questions related to research quality enhancement, effective scientific

activity organization have been keenly solved; synergistic, polyconceptual, contextual and other approaches in the implementation of scientific research within university have been offered (AFANASIEV *et al.* 2018; FROLOVA *et al.*, 2020; POOLE *et al.*, 2021). The system-interdisciplinary approach is recognized as promising, aimed at opening new areas of scientific and educational research, acts as the basis for innovative thinking of higher-education teachers.

## Methods

To meet the aims of this article, a set of complementary techniques of scientific and pedagogical research, such as methods of theoretical analysis – historiographic, retrospective, comparative, and modeling are considered.

## Results and discussion

The analysis of research directions in the universities of culture and arts reveals that system-interdisciplinary endeavor focuses on:

- professional orientation of training students in universities of culture and arts, scientific substantiation of the development of academic discipline programs having consideration for the new generation of teaching standards;
- implementation of interdisciplinary relations, both in the interrelation of the cycles of disciplines of the curriculum, and within a discipline itself;
- systematization of the content of disciplines of professional training of students and graduate students with the integration of interdisciplinary training.

The systemic-interdisciplinary approach in the research and educational environment of universities of culture and arts involves the consideration of professional activity of a graduate, based on the requirements of the state educational standard, the level of competence required from individual and creative perspective, depending on the formed ideological, semantic and value attitudes.

Of particular importance in the scientific and educational activities of universities regarding interdisciplinary aspect is the scientific school that contributes to generation of ideas, translation of knowledge, experience and skills. The concept of “scientific school” has firmly entrenched the practice of universities, the activity of which, as a rule, is aimed at the continuity of research study, the reproduction of scientific brainpower (REZNIK; YUDINA, 2018; NIE *et al.*, 2020; DENG; XIA, 2020). The purpose of the scientific school of the university is to

determine the priorities of scientific activity, ensuring the quality of fundamental and applied research for several generations of scientists. The presence of scientific school in the university can be judged by the implementation of system-forming criteria, such as:

- the presence of complex interdisciplinary research dealing with the solution of specific scientific problems in the sphere of culture and arts;
- innovative tendency of scientific projects carried out in the context of complex university (department) research, having a methodological and applied focus;
- a historical period of time, involving the creation of a scientific team, with the engagement of noted scientists, graduate students, masters, students whose activities are aimed at the development of conceptual and practice-oriented research on relevant topics;
- the presence of the founder of a scientific school, the author of an innovative theory aimed at improving scientific and educational activities of the university which has the followers (doctors, graduate students, masters, students) who develop the main ideas of the school, ensuring the development of the scientific potential of the university.

The literature concentrating on the essence and content of the activities of scientific schools contains a great many classifications. The most important is interdisciplinarity, the significance of which was substantiated by Averina *et al.* (2019), arguing that, at the present stage, a scientific problem, not a branch of science, seems to be significant. The functioning of interdisciplinary-oriented scientific and educational schools at the Belgorod State Institute of Arts and Culture represent a branching system of scientific communication directed at collective understanding and discussion of scientific results of fundamental and applied research on complex topics, such as: Management of Educational Systems and Professionally Personal Development of a Specialist: Scientific School of P. E. Reshetnikov (head of the school: V. I. Kovalenko); Multilevel System of Continuous Professional Education in Socio-Cultural Sphere (head of the school: N. R. Turavets); Man in Socio-Cultural Dynamics (head of the school: V. P. Rimsky); Discourse as a Cultural Phenomenon (head of the school: N. A. Turanina). Scientific schools play a significant role in building up a reputation that is necessary for university's prestige and image because the criteria for their effectiveness are the popularity of scientists in the research community, whose works have a high level of culture, affecting integration into Russian and world scientific community. Given that scientific schools are self-regulatory organizations that affects academic reputation, they have a meaning for:

- reproducing and extending knowledge when using the obtained scientific product by other scientific schools at the university;

– recognition of scholars’ research as a result of vigorous publishing activities and popularization of the obtained scientific results in the community of scientists in the field of culture and arts.

Interaction within the scientific school integrates the research of the professional and teaching staff, scientific staff of the university, teachers of secondary educational institutions, scientific student society, young scientists, creating a scientific field discussion that allows members of the scientific community to learn and act according to the logic of the modern state of science. Despite the fact that the topic of scientific research of each scientific school determines its own vector, cultural, pedagogical, art history directions of scientific and educational activities, they concentrate on the transmission and assimilation of cultural values and their comprehension from generation to generation. Scientific schools are based on the principle of academic freedom. The analysis of the presented scientific schools characterizes the interdisciplinarity and complexity inherent in the modern educational space of universities of culture and art via a number of features:

- anthropological content of innovation, playing a facilitating role in scientific substantiation of the methodology and research methodology in the field of culture and arts;
- consistency and integrity of scientific research, involving the interaction and interrelation of elements of the scientific and educational space;
- vertical and horizontal interdisciplinary links between the elements of the system of scientific and educational environment;
- reputation mechanisms that foster image of the university, promote scientific and educational products to be domestically and internationally recognized.

The system-interdisciplinary approach in the activities of scientific schools of the university of arts and culture determines:

- relationship between the directions of research and educational process;
- employment of effective means, methods and technologies, successfully adapted in practice of educational activities of universities of culture and arts;
- coordination of the productivity of the use of research results in teaching and learning process of the university;
- development of research and methodological competences of all participants in scientific school;
- intensification and coordination of the content of disciplines, in accordance with the results of the activities of scientific school;

– creation of integrated interdisciplinary complex disciplines, taking into account the results of research of scientific schools.

The scientific school's efficiency is determined by the research activity of educators, the effectiveness of approved scientific research, the ability to involve bachelors, masters, graduate students, young scientists interested in developing their scientific capacity. Concerns are factored into: the quantity and quality of scientific and educational publications in the RSCI and HAC journals; citation index of works in national and foreign scientific sources; SCOPUS publications, publication of textbooks and monographs, the number of defended candidate's and doctoral dissertations etc. (AFANASIEV *et al.*, 2018; AVERINA *et al.*, 2019; JANDRIĆ; KNOX, 2021; MUKUDI OMWAMI; SHIELDS, 2022). At the same time, significant are not only quantitative indicators: Considerable demands at the present stage are placed on innovation, the relevance of scientific research results in practical activities of universities, which allows influencing the development of scientific and educational activities not only in university, but also in the entire scientific community.

## **Conclusion**

The motivation for attracting a scientific school to the activities depends on: the prestige of scientific and educational activities at the university (incentives, assistance in publishing publications, assistance in grant activities, etc.); the existing university publishing and information infrastructure; business quality of the head of the school and his/her prestige in the scientific world.

Consequently, the role and importance of scientific schools in scientific and educational activities of universities of culture and arts is to maintain traditional views and innovative focus in the development of the potential of scientific community. The utmost importance of scientific schools of a creative university is much deeper, for it indicates an understanding of their essence in the management of an educational institution, indicates an understanding of the fundamental factors for a systematic approach to the development of scientific potential of scientific and educational activities of the higher-education teaching staff of the Institute of Culture and Arts.

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