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**SOCIAL ORIENTATION OF CULTURAL AND EDUCATIONAL PROJECTS IMPLEMENTED  
IN CULTURAL INSTITUTIONS OF MOSCOW**

**Ph. D. (c) Sophia Stanislavovna Aksenova**

Russian State Social University (RSSU), Russia  
ORCID: 0000-0003-0190-4987  
aksenova\_sofia@mail.ru

**Ph. D. (c) Evgeny Alexandrovich Anufriev**

Russian State Social University (RSSU), Russia  
ORCID: 0000-0002-2239-7876  
evanufr@yandex.ru

**Lic. Semyon Stanislavovich Limanov**

Russian State Social University (RSSU), Russia  
ORCID: 0000-0002-0201-2465  
limanov.s.s@mail.ru

**Ph. D. (c) Irina Ivanovna Murzak**

Moscow city pedagogical University (MPGU), Russia  
ORCID: 0000-0001-8470-4192  
imurzak@yandex.ru

**Ph. D. (c) Nina Aleksandrovna Oparina**

Moscow City University, Russia  
ORCID: 0000-0002-3134-280X  
oparil18@yandex.ru

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**Abstract**

State cultural institutions play a crucial role in the process of forming and meeting the cultural needs of society, as well as creating conditions and technologies necessary for the personal comprehensive development and creative self-realization, ensuring active cultural and leisure activities of citizens and maintaining the proper level of culture as a material and spiritual human environment. For these purposes, socio-cultural projects of a different character and for different audiences are developed and implemented, which have become widespread in Russia in recent decades. The object of the research is the cultural and educational projects implemented in Moscow in the 2000s. The work used theoretical and empirical research methods. Theoretical methods include review and generalization of scientific and methodological literature and project documents, the experience of forming and implementing socio-cultural projects in cultural institutions of Moscow, while empirical methods are practical participation in events and projects of cultural institutions and development of socio-cultural programs. The study has concluded that the social orientation of modern socio-cultural activities is connected to the need to solve acute social problems of Russian society. Among these problems, the authors single out those that are directly related to the social well-being and physical self-preservation of the majority of Russian people, such as unemployment, low living standards, social deviations and dependencies, crime, immorality, etc.

PH. D. (C) SOPHIA STANISLAVOVNA AKSENOVA / PH. D. (C) EVGENY ALEXANDROVICH ANUFRIEV  
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## Introduction

Cultural scientists note a decline in the level of culture of the Russian population in the 2000s, especially of the younger generation<sup>1</sup>. That is why, at the present stage of development, Russian society needs an innovative socio-cultural policy of the state. An important role in its implementation belongs to cultural institutions that perform educational, developmental, upbringing and productive functions. A socio-cultural project is sequentially developed based on a deep analysis of the modern socio-cultural situation, using evaluative and critical thinking and identifying problems, the solution of which in the future will prevent their recurrence and improve the situation, which is necessary for the stable development of society. The topic of socio-cultural design and the implementation of socio-cultural events and programs in state institutions of culture and leisure was studied by social scientists (P. Berger, T. Lukman, L.G. Ionin), cultural scientists (M.A. Ariarskii, A.V. Kamenets) and teachers (T.N. Baklanova, N.I. Anufrieva, V.S. Dudchenko, I.Yu. Isaeva). They all note the importance of designing cultural and educational programs and events for organizing cultural leisure, developing the culture of Russian society and expanding the social and cultural space for the new generation. However, they do not pay enough attention to the social orientation of cultural and educational projects implemented in cultural institutions in Moscow. Therefore, the purpose of the study was the above-mentioned aspect of socio-cultural design.

## Methods

The methodological basis for the research was: works devoted to the basics and specifics of socio-cultural activities (G.A. Avanesova, N.I. Anufrieva, E.I. Grigorieva, V.Z. Dulikov, A.D. Zharkov, T.G. Kiseleva, Yu.D. Krasilnikov, V.D. Ponomarev, V.E. Triodin, A.V. Shunkov, N.N. Yaroshenko); works devoted to the problems of designing social and cultural events and programs (N.V. Apazhikova, G.M. Birzhenyuk, M.I. Dolzhenkova, G.M. Dridze, E.A. Orlova, V.Yu. Dukelskii, S.E. Zuev, V. I. Kurbatov, A.P. Markov, I.V. Soboleva, T.L. Stenina, O.V. Tretyakova); works devoted to the activities of cultural institutions (G.M. Birzhenyuk, A.P. Markov, L.S. Zharkova, A.V. Kamenets). The work used theoretical and empirical research methods. Theoretical methods included review and generalization of scientific and methodological literature and project documents, as well as the experience of forming and implementing socio-cultural projects in cultural institutions of Moscow, while empirical methods were practical participation in events and projects of cultural institutions and development of socio-cultural programs.

## Results

The concept of socio-cultural activity is wide and diverse. It concerns every citizen of a country, since it means an individual's activity within society in all its manifestations. It is a developing system of material and spiritual relations between an individual and society<sup>2</sup>. Socio-cultural activity has a humanistic, cultural, developmental, educational, leisure-related and recreational character. It is based on the latest achievements of such

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<sup>1</sup> A. V. Kamenets, Problemy dukhovno-nravstvennoi kultury (Moscow: Publishing office "RITM", 2014).

<sup>2</sup> A. P. Markov y G. M. Birzhenyuk, Osnovy sotsialno-kulturnogo proektirovaniya: Uchebnoe posobie (Saint-Petersburg: Publishing office of Saint-Petersburg University of the Humanities and Social Sciences, 1998).

human sciences as psychology, pedagogy, cultural studies, sociology, social studies and art studies. It is also based on the broad social, cultural, historical and pedagogical experience of both Russian and foreign socio-cultural leaders and those from many other spheres<sup>3</sup>.

The development and creative self-realization of an individual in socio-cultural activities and the sphere of leisure occur under the condition of the unity of the life of society and the creation of a socio-cultural environment, including the material and spiritual factors of its existence<sup>4</sup>. Socio-cultural activities are based on social norms and values fixed by traditions and customs, legislative acts and moral principles, public practice and the consciousness of citizens. Socio-cultural activity serves as a means of transmitting spiritual values that play the role of social orientation of an individual in society, as well as transmitting many generations' social experience<sup>5</sup>.

In general, socio-cultural activities combine cultural, educational and leisure activities<sup>6</sup>. Cultural and educational work is carried out in cultural institutions and includes lectures, masterclasses, conversations, clubs, etc. Cultural and leisure activities help to solve social problems using art, folklore and festive culture<sup>7</sup>. The methods and approaches of the two types differ in forms of activity, but not in their goals. Both the organization of citizens' leisure time in the form of entertainment and rest and competent information about events and cultural phenomena of society in the form of educational activities are aimed at mastering socio-cultural traditions, norms and values, as well as the formation of new ones.

In modern Russia, there is a change in the nature and content of socio-cultural activities, which solve the problem of involving various groups of the population in a variety of creative activities. This is connected to the fact that the very ideas about the concept of "creativity" have expanded. This concept includes all forms of human activity capable to create the world "according to the laws of goodness and beauty", from amateur music-making to creativity in human relationships.

Cultural institutions in Moscow form a wide range of public institutions in which people can find the way to meet their needs for cognitive activity, artistic and other additional education, spend their leisure time with cultural activities, realize their creative potential and productive thinking, communicate and entertain themselves<sup>8</sup>.

Cultural institutions in Moscow differ in types of activity: preservation of cultural and historical heritage (preservation of the cultural identity of the peoples of the Russian Federation, promotion of theatrical culture and literary achievements in Russia and

<sup>3</sup> G. A. Avanesova, *Kulturno-dosugovaya deyatelnost* (Moscow: Aspekt Press, 2006).

<sup>4</sup> V. E. Triodin, "Teoriya sotsialno-kulturnoi deyatelnosti: obekt i predmet issledovaniya", *Magister num 1* (1998): 26–36.

<sup>5</sup> A. D. Zharkov, *Tekhnologiya kulturno-dosugovoi deyatelnosti* (Moscow: Moscow State Art and Cultural University, 1998).

<sup>6</sup> N. I. Anufrieva; E. O. Zinchenko; A. V. Kamenets; D. Yu. Chumovatov y A. I. Shcherbakova, *Sotsialno-kulturnaya deyatelnost v sfere dosuga* (Moscow: Publishing office of RSSU, 2016).

<sup>7</sup> G. M. Dridze, E. A. Orlova, *Osnovy sotsialno-kulturnogo proektirovaniya* (Moscow: Russian Institute of Cultural Studies, 1995).

<sup>8</sup> L. S. Zharkova, *Deyatelnost uchrezhdenii kultury* (Moscow: Moscow State Art and Cultural University, 2000).

abroad), cultural activities (organization of leisure time activities, introducing citizens to art as a means of humanization of personality, art development and popularization, assistance in the development of cultural programs), developmental and educational activities (promotion of moral, spiritual and patriotic education of young people, satisfaction and formation of aesthetic needs in art), creative activities (creation and distribution of works of art, organization of entertainment and cultural leisure time activities), as well as the activities of professional member organizations (unions of composers, artists, writers, etc.)<sup>9</sup>.

As a rule, sports, theatre, dance and music centres are involved in certain types of activities. For example, “Centre of Culture and Sports”, the Centre of culture “Stsena”, the House of Culture “Temp”, the House of Culture and the Centre of Culture “Garmonia”, the Centre of Culture “Lira”, “House of Romance” and others. Organizations, which work in the field of arts and cultural leisure, not only provide creative development, self-realization and artistic education of citizens, but also hold exhibitions, concerts, festivals, city holidays and stage performances.

Recently, there has been a trend to unite various types of social and cultural activities in one cultural institution. The most famous universal organizations in Moscow are the cultural centres “ZIL”, “Alye Parusa”, the House of Culture “Gaidarovets”, the Moscow Multifunctional Cultural Centre, the State Museum and Cultural Centre “Integratsiya” named after N.A. Ostrovsky. Leisure time activities for the whole family are organized by the cultural Centres and Palaces of Culture “Salyut”, “Sodruzhestvo”, “Peresvet”, “Astrum”, “Voskhod”, “Desna”, “Druzhba”, “Mayak”, “Smena”, “Stimul”, “Yunost”, “Lider”, “Vdokhnovenie”, “Dobrovolets”. Numerous institutions in Moscow work in the field of culture. They introduce citizens to art as a means of humanizing the individual, develop and popularize art, promote the development of cultural programs. In every district and region of Moscow, there are Centres, Houses or Palaces of Culture bearing the appropriate names: Zelenograd, Kapotnya, Yakovlevskoe, Brateevo, Zagorie, Zarechye, Mikhailovskoe, etc. They mostly implement social, educational, developmental, leisure projects, both short-term and long-term, providing cultural services to the population of different ages living in a particular district or region. Regional and district-based cultural institutions address different categories of the population and social groups, to whom different projects are devoted<sup>10</sup>. Thus, the Leisure and Sports Centre “Garmoniya” in the North-Eastern Administrative District of Moscow includes a sports and dance hall, a stage for performances, rooms for creative classes, a nursery with a large window for parent control and rooms for master classes. Centre “Garmoniya” implements the socio-cultural project “Art for All” aimed at teaching the adult population of the region (30-60 years old) different types of art without any background knowledge and skills, not only for organizing leisure time and creative self-realization of citizens, but also for the possible future vocational retraining. Visitors of the centre can try flower arrangement, beading, sewing, knitting, floristry, photography and other creative activities.

<sup>9</sup> Sotsialno-kulturnoe proektirovanie v gorode Moskve: vedushchie tendentsii i aktualnye praktiki: materials of the scientific and practical conference (Moscow: Moscow City University of Management Moscow Government, 2018).

<sup>10</sup> G. M. Birzhenyuk y A. P. Markov, Osnovy regionalnoi kulturnoi politiki i formirovaniya kulturno-dosugovykh programm (Saint-Petersburg: Saint-Petersburg State University of Culture and Arts, 1992).

Leisure centres attract citizens, people come there for creative activities, education, self-development, self-realization and communication. To implement social and cultural projects, regional and district-based centres benefit from their partnerships with other organizations in the district. The centres host exhibitions, excursions and performances in large venues of the city.

The leading goal of the activities of Moscow cultural institutions is to create conditions for the formation and meeting cultural and spiritual needs, for the development of initiative, the realization of the creative potential of the population of various age categories, primarily children, adolescents, youth and their families. The priority goals of socio-cultural design in the capital are the solution of acute social problems of Russian society. Among these problems, some are directly related to the social well-being and physical self-preservation of the majority of the Russian people (unemployment, low living standards, social deviations and dependencies, crime, immorality, etc.), as well as solving the problems of socialization and creative self-realization of the so-called troubled kids, orphans and children from disadvantaged families<sup>11</sup>.

The priority activities of cultural institutions in Moscow are: cultural and educational activities, the organization of leisure time activities for the population, productive and intermediary social and cultural activities on behalf of society. The target audience of the projects is primarily children and adolescents with various socio-cultural and personal problems. The formation of projects in the centre proceeds from the study of the problematic situation in the socio-cultural sphere of the life of children and adolescents, for whom the projects are created.

In the modern Russian social policy, there is a trend to realize the cultural potential of various leisure institutions as one of the main resources in solving social problems, especially the problems of children and adolescents. According to this trend, the importance of social and cultural activities is increasing, which introduces a wide range of methods and technologies for involving the population in various forms creative self-realization and self-development that are socially significant<sup>12</sup>.

Social disadvantage of society is a consequence of its spiritual disadvantage, which is the result of the loss of the meaning of life, ideals and values that contribute to the self-improvement of the individual and the development of their creative abilities and civic consciousness. Thus, the following chain is built: a values crisis and a lack of ideals – spiritual disadvantage – social problems in society – poverty – social deviations and dependences of individual members and groups of society<sup>13</sup>. In this regard, the formation of values of everyday existence and activities of an individual, where social and cultural activity plays one of the most important roles, is extremely demanded.

In modern conditions, other values and worldview guidelines are needed that synthesize the best achievements of the spiritual life of people and new humanistic values

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<sup>11</sup> E. A. Orlova, *Problemno orientirovanoe sotsialno-kulturnoe proektirovanie. Teoriya i metodologiya. Teoreticheskie osnovaniya kulturnoi politiki* (Moscow: Russian Institute of Cultural Studies, 1993).

<sup>12</sup> N. N. Yaroshenko, *Istoriya i metodologiya teorii sotsialno-kulturnoi deyatel'nosti* (Moscow: Moscow State Art and Cultural University, 2013).

<sup>13</sup> *Sotsiologiya. Osnovy obshchei teorii* (Moscow: Norma, 2003).

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of a civilized society, which determine the need for new organizational and pedagogical technologies of socio-cultural activities. As the first step in solving this problem, it is necessary to study the traditional spiritual values of the nation, which form the basis of its mentality and cultural identity.

## Discussion

Socio-cultural activity is one of the sources for the formation of state social policy, which is implemented based on the mobilization of creative potential and social activity of socially disadvantaged members of society due to the introduction of appropriate conditions by the state. An example of such a social policy is the “Longevity Centres” in Moscow, created for the older generations. The centres involve the representatives of this age group in a variety of cultural creativity and provide social contacts. Thus, a different “philosophy of old age” is proposed. It is not the “survival”, but a space of new social and cultural opportunities<sup>14</sup>. These opportunities for social and cultural activities have been analysed based on various observations and studies.

The most common “social troubles” in the preschool age are inadaptation of many preschoolers to the conditions of group activity and group interaction; non-detected innate inclinations and predispositions that could be the basis for the development of the corresponding abilities, which negatively affects the development of the child’s individuality; various deviations in psychophysical development, even within the medical norm, mainly associated with intrafamily troubles. In this case, the technologies of the necessary psycho-correctional work are not enough because it is necessary to create special social circumstances that compensate and eliminate the imbalances in the individual development of preschool children<sup>15</sup>.

In this case, the potential of socio-cultural activity is in the development and the implementation of game technologies of a socio-corrective nature, because it is well-known that games at this age are the leading activity, even a child’s way of life<sup>16</sup>. In this regard, it should be noted that nowadays, in preschool pedagogy there is a shortage of specially developed games that contribute to solving the above mentioned social problems of this age group<sup>17</sup>.

Among the most common social problems of children of primary and secondary school age, are inadaptation of many children to positive interaction with other members of the classroom; problems with academic performance caused by the personality characteristics of students, which are not related to their ability to learn (for example, lack

<sup>14</sup> I. Yalom, *Ekzistentsialnaya psikhoterapiya* (Moscow: Independent firm “Klass”, 2015)

<sup>15</sup> N. I. Anufrieva; M. G. Kruglova y M. V. Pereverzeva, Value of the art-therapeutic and gaming technologies based on folk music in rehabilitation and socialization of children with health limitations. Economic and Social Development: 45th International Scientific Conference on Economic and Social Development - XIX International Social Congress (ISC 2019): Book of Proceedings (Moscow, 2020).

<sup>16</sup> A. V. Kamenets, *Kontseptualnye osnovy kulturnoi politiki* (Moscow: Moscow State Art and Cultural University, 2005).

<sup>17</sup> A. A. Davydova; M. V. Pereverzeva; D. V. Tsarev; A. I. Shcherbakova y V. M. Shcherbinina, “Musical Art-Therapeutic Technologies of Overcoming Psychological Problems and Developing the Emotional Perception of Children”, *Journal of Pharmaceutical Sciences and Research* Vol: 10 num 4 (2018): 846–848.

of interest in learning, insufficiently developed willpower, etc.); inability to build collectivist relations of cooperation in the school environment due to the many children's lack of such experience in preschool age<sup>18</sup>.

In this regard the socio-cultural activity of representatives of this age group is capable to provide a variety of opportunities, but only if there is no mechanical duplication of the regulations of educational institutions and if there is a search orientation of the created groups and communities. Several projects are implemented in cultural institutions for children. For young lovers of creativity, there is a club "Good knowledge", there are regular master classes "Magic Spoon", master classes in watercolour portrait painting, free individual lessons with a speech therapist "Speak Correctly", baby quest "Search for Snowdrops", conversational English club, as well as the program "Longevity", which unites children and their mothers and grandmothers. At the end of all clubs and masterclasses, there are exhibitions of works and handicrafts of the participants.

The main problem of adolescents is their marginality, which appears due to an intermediate social status (between children and adults). The representatives of this age group "leave" the world of childhood but are not yet adequately accepted into the "world of adults"<sup>19</sup>. Hence, in many adolescents, social loneliness, apathy, rejection, offence and inferiority complexes appear. Educational institutions have no opportunities for the full social adaptation of this age group, since the very procedure of organizing school life, as a rule, minimizes the independence and individual creativity of students, bringing them under control of the average educational standards.

Concerts, educational programs and clubs are organized for teenagers in cultural institutions of Moscow, for example, an academic concert "Who created you?" and a pop concert "Friends", a regular meeting of the discussion club "I will remake it", a meeting-concert "These delicate flowers" with the vocal group "La-la-fa" as part of "Lyceum Fridays", which are weekly evening lectures and conversations about contemporary music of different styles, pop artists, dance, theatre, cinema and television organized for teens of Zelenograd<sup>20</sup>.

Among the main social problems of young people is the lack of opportunities for creative self-realization due to the received professional education. The lack of employment according to their profession leads to deep dissatisfaction with their lives of many representatives of this age group, the loss of meaning of life, which is not adequately compensated by the prevailing leisure time activities. Another problem is preparing to create a family and preserving the well-being of the latter. Because more than half of all marriages in Russian society end with a divorce, it can be argued that in this case, we are dealing with a serious social problem, the main reason for which is the low culture of premarital and marital relationships.

<sup>18</sup> M. V. Pereverzeva; M. L. Kats; V. A. Ovsyannikova; S. S. Aksenova y N. S. Yushchenko, "Technology and Innovation in Schoolchildren Training: Development of Musical and Acting Skills", *Universal Journal of Educational Research* Vol: 8 num 7 (2020): 2766-2771.

<sup>19</sup> M. V. Pereverzeva, "Family policy in USA at the 21st century as a reflection of sociocultural values of modern American society", *Contemporary Problems of Social Work* Vol: 5 num 4(20) (2019): 87-93.

<sup>20</sup> E. I. Grigoreva, "Osobennosti tvorcheskoi samorealizatsii studencheskoi molodezhi v usloviyakh dosuga", *Kultura i obrazovanie* num 2-4 (2013): 111-114.

PH. D. (C) SOPHIA STANISLAVOVNA AKSENOVA / PH. D. (C) EVGENY ALEXANDROVICH ANUFRIEV

LIC. SEMYON STANISLAVOVICH LIMANOV / PH. D. (C) IRINA IVANOVNA MURZAK

PH. D. (C) NINA ALEKSANDROVNA OPARINA

Young people from the capital take part in the exhibition projects “Small steps across the big country”, which is a series of photo exhibitions about interesting and little-known places in Russia, which were personally visited by the project participants. There are also informative meetings with project participants, travel photographers. Young people who love to travel and find rare natural and geographical phenomena in Russia were allowed to present to the viewers' little-known places, tell about them and share their love for the motherland. In 2014, the project was awarded the Moscow Government Prize in the category “For the best implemented cultural project”.

Besides, young people work with children from boarding schools: they independently organize master classes “Pottery” and “Fairy basket”, clubs “Plastic Arts Studio” and “Textile Studio” and other projects. As a part of the discussions and conversations of the “Family Club”, the problems of lack of communication and socialization among orphans and boarding school children were discussed. By a general vote of the district activists, it was decided to develop and implement the “Helping Hand” project, which consists in organizing a series of masterclasses and clubs for children from boarding schools.

Representatives of the middle age group also have certain social problems, which can be partially solved by the organization of social and cultural activities. The main problem is the low standard of living, which is especially acute concerning the creation of a family. To avoid poverty, many middle-aged people are forced to combine several types of work, experiencing serious psychological and physical overload in the struggle for a dignified existence.

The lack of free time among representatives of this age group cannot be fully compensated by watching TV and using a computer. Another problem is the crisis of life values and meanings. The problem is not only in the notorious “midlife crisis”, but also in the disappointment with the ideals of Russian society modernization, which have been fully utilized by a small part of the population.

The entire set of socio-economic and psychological factors and arising in this case depressive and stressful conditions in this age group is expressed, in particular, in the syndrome of chronic fatigue, the reasons for which, as shown by special studies, is in the spiritual sphere. It turns out to be possible to overcome it through the organization of various forms of social activity and family leisure time as compensation for the lack of social and cultural activity, which contributes to the acquisition of new life meanings and goals.

The older age group includes both working and non-working pensioners, whose social problems, of course, differ a lot. At the same time, there are common ones, among which one can distinguish a significant narrowing of interpersonal contacts, largely caused by the state of health, as well as an awareness of the completion of the life cycle. Another problem is that many representatives of this age group feel the lack of interest in their life experience, skills and knowledge that may be significant for society. Excessive enthusiasm for various innovative projects without relying on certain social and cultural traditions and the experience of previous generations in modern Russian society quite often lead to rash decisions and negative consequences in various spheres of life.

The “Family Collections” project has existed at the Creative Lyceum in Moscow City State Budgetary Institution for several years and was originated to support one of the most glorious family traditions – collecting things. Remembering about the hobby of one of the family members, relatives bring new items for the collection from their trips as a souvenir, thus, it becomes a true family tradition. During the existence of the project, collections of bells, decorative spoons and figurines of mice, frogs, owls, hippos, penguins, angels, cats, dogs, etc. were presented. Information about the project was carried out through social networks and a survey of members of clubs. The project aims at promoting family values and supporting family dynasties.

Besides, every year on the eve of the Day of the Elderly (October 1), the festival of creativity of the elderly “Second Breath” is held. Within the festival, an exhibition of creative works of participants is held. The project aims at supporting older people in the manifestation of their creativity and talents, as well as helping to present their creations to the audience. Especially for the older generation the following projects of the clubs were developed: “Computer Design”, “Batik”, “International Communication: Business English”, “Workshop of Communication for Children and Adults”, “Chalice of the Heart” and the pop vocal and instrumental ensemble “Fantasy”.

## Conclusion

Thus, the priority activities of cultural institutions in Moscow are: cultural and educational activities, the organization of leisure time activities for the population, productive and intermediary social and cultural activities on behalf of society. The target audience of the projects is primarily children and adolescents with various socio-cultural and personal problems, as well as people of the older generation. The formation of projects in the centre proceeds from the study of the problematic situation in the socio-cultural sphere of the life of children and adolescents of the Zelenograd region, for whom the projects are created.

Regional cultural institutions do not interfere with socio-cultural problems typical for most regions of Russia, which are solved within federal programs. However, specific regional problems actualize projects and programs of the corresponding cultural institutions. Solving the problems of a particular social group is the aim of local projects of cultural institutions in Moscow. The social orientation of modern socio-cultural activities is connected to the need to solve acute social problems of Russian society. Among these problems, we single out those that are directly related to the social well-being and physical self-preservation of the majority of Russian people, such as unemployment, low living standards, social deviations and dependencies, crime, immorality, etc. The social orientation of projects of cultural institutions in Moscow distinguishes their activities from those of other centres.

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