



# Conceptual Institutionalization in the Process of Socio-Cultural Translation and Reproduction

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## Abstract

The article considers the triad "enlightenment-education-training" within the framework of the methodological scheme "thinking - thought-communication - thought action". It is argued that education itself is institutionalized in universities within and within the framework of undergraduate studies. Education is fundamentally different from vocational training. Special attention is paid to professional art training, the role of skill and creativity in professional art activities.

**Keywords:** Enlightenment; Upbringing; Training; Education; Training in the field of arts; Art; Skill; Creativity

## Introduction

The conceptual catastrophe, which has been going on in Russian culture and mentality for more than a century, is especially difficult in the sphere of the process of socio-cultural translation and reproduction, sometimes called education, sometimes enlightenment, sometimes vocational guidance and training - so that no one, neither students nor their teachers know, in what, in fact, they participate and why, for what purpose, what result are they expecting or just dragging and killing time? For fundamental conceptual differences, it is proposed to use the methodological scheme of mental activity proposed by M.G. Meerovich and became one of the basic schemes:

Thought activity in its totality represents three interpenetrating layers: the upper one is thinking, in the sphere of school institutional processes it corresponds to education; the middle one is thought-communication (respectively, education) and the lower one is thought action (training).

## Education

For more than two centuries, intermittently, it has been recognized that the main purpose of school (compulsory) education is enlightenment - this is what this department was called and is called in the Russian Empire, and in the USSR, and in the Russian Federation. Of course, this does not remove other functions from

the school, for example, educational and teaching, but the family, the church, and the so-called, also participate in education, along with the school. Environment, "street", Internet and mass media [1,2]. In addition to the school, various circles, sections, clubs and other forms of additional education, cyclic, regular and short-term, participate in training. Enlightenment is called upon to form a worldview, first of all, as the backbone \ frame \ "skeleton" of the inner world of man.

Enlightenment is programmatic (with one "p") in the sense that it gives a bouquet of letters and literacy:

- Linguistic literacy (the ability to write and read in native and foreign languages)
- Mathematical literacy (accounting, calculation of estimates, budgets and expenses, basics of mathematical statistics and accounting, logic, digital operators and combination, spatial orientation and imagination)
- legal literacy (the most difficult, fatal problem that has a thousand-year history of slavery and lack of rights, where the rights of the hedgehog, management and government crushed the essence of law - justice; it is legal illiteracy that does not allow us to be among civilized peoples, it is precisely because of the lack of law as justice that we have unjust and unjust courts and laws, the widespread practice of circumventing and violating our own and international laws, arbitrariness and violence, business and the economy as criminality, deep-

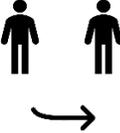
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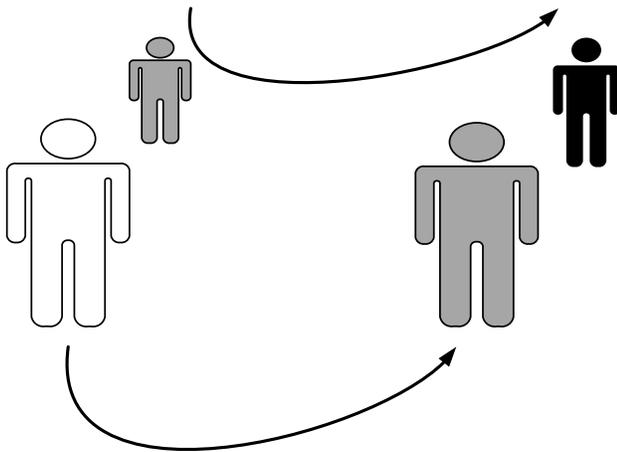
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seated and indestructible corruption, total theft and ethical nihilism, legal chaos and disorder), if we succeed in bringing about universal legal education, then historically such monstrous and tragic distortions as the spy president, Russian imperial fascism and colonialism will be excluded forever and forever

thought-communication layers	institutional processes in the school
thinking 	education
communication 	upbringing
actions and interactions 	education

**Figure 1:** Thinking activity and institutional school processes.



**Figure 2:** Binary process of education.

- Computer literacy, including IT, telephony, robotics, etc.
- financial literacy
- transport literacy, on foot, wheeled non-motorized and motorized, water and air
- sexual and genetic literacy
- Spatio-temporal literacy (history and geography)

- environmental and biological literacy
- life literacy = ideas about the right and healthy lifestyle (healer god Asclepius and his daughters Cooking, Sanitation and Hygiene)
- philosophical and mental literacy
- musical literacy
- artistic and aesthetic literacy (all types of arts, including local and national)
- Enlightenment should occupy at least half of all school time - both in terms of its importance and the fact that the school is practically a monopolist in education. For the sake of education, you can even increase the duration of school life to 12-14 years instead of the current 9-11.

### Upbringing

If we talk about institutional (school) education, then it should be oriented, naturally, to the social sphere:

- cultural, gender, racial, ethnic and religious loyalty and tolerance, tolerance for physical and mental deviations
- good neighbourliness and peacefulness, pacifism
- be nice
- rules and norms of behaviour and communication
- attachment to the place / region / city of residence, its customs, customs, mythology and unique features (patriotism, understood as responsibility for one's native place, and not unaccountable and unrequited love for it)
- social autonomy and independence
- teamwork and collegiality, participation and cooperation
- defending one's own interests and goal-setting, competitiveness
- building personal development trajectories

All this means the rejection of the classroom organization, as well as the active development of education, including in the mode of games, simulations, imitations, simulators and trainings.

Schooling must have a user (user) orientation:

- Housekeeping (cleaning, cooking, use of household appliances, including electronic and electrical, repairs, gardening, etc.)
- caring for children, the sick, the elderly and the infirm
- possession of vehicles, means of information and communication
- Proficiency in computers, telephony and robots
- ownership of money and finances
- possession of one's own body and psychosomatics (fitness, physical education, aerobics, dancing, sports)

One of the most important requirements for user (and only user) learning is the interactivity of all these skills and abilities (skills), since life itself is integrative, and also due to the fact that they "support" each other, they have reciprocity (mutual assistance and



mutual influence). Professional skills and abilities are not the prerogative of the school, but the system of voluntary (optional, and therefore mostly paid) additional education.

Strictly speaking, education itself begins after enlightenment, or with a slight overlap. Scientists claim that education takes at least 10,000 hours and thus corresponds in duration to a bachelor's degree. Education is understood as:

- Entry and development of culture (culture-oriented education)
- Becoming human in a person (humanistically oriented education) [3-6].

The university as the most common institutionalization of education (the most common is self-education) does not limit the educational process: In the course of education, we change, but one step ahead is the change in our image of ourselves, which we strive for. Education, like culture, is cumulative [4] and therefore we can only determine the level of education - from complete ignorance to high/broad education. In this sense, education is extensive and cannot be described in terms of intensity characteristics. It is always the same - unlike professions, of which a person can have an indefinitely many.

## Professional Training

Unlike education, vocational training can take place over an indefinite period of time, which depends on three critical factors:

- a person's predisposition to the profession, professional suitability (a stutterer can be made a radio or television announcer, but this will take an unreasonably long time)
- the complexity of the profession itself (a pizza delivery man can be trained in 2-3 days, a surgeon in a few years)
- The adequacy of training means - only by playing chess, mastering the profession of a military strategist will take a very long time [5].

Vocational training in most cases is not associated with education, therefore, it can precede university education, for example, in a college, or go in parallel (this happens in about half of American universities), or complete education, for example, in a master's program [2]. In any case, vocational training provides the minimum required level of professional competencies, the minimum acceptable competitiveness, which is tested either by practice or by special tests/examinations/standards. This, among other things, opens the floodgates of professional growth. A special place is occupied by professional education, which allows a person not only to engage in professional activities, but also to transform/improve/develop/design it in prospective reflection, and to teach it to others in retrospective reflection.

There are several basic types of mastery of professions:

- full cycle vocational education (multi-stage)
- primitive vocational training (training)

- self-training
- apprenticeship in activities (in tandem with a mentor)
- self-learning in activities (without a mentor)
- life experience

In any of these trajectories, there is a fairly objectified target / criterion for professional growth - mastery. A master is not a slave of this or that craft, but one who freely masters it, a free person. A professional rogue and half-educated cannot feel and be a free person.

## Art: Craftsmanship and Creativity. The Riddle of Creativity

Man is an artificial being, an art being, mastering himself and the world aesthetically, not only mentally and sensually. And any art is built on a combination of skill acquired in the course of professionally organized activities and creativity, an inner bold desire to overcome existing cultural norms and limits. Creativity cannot be imposed or inspired from outside, it is always an internal impulse caused by the awareness of one's own imperfection and the imperfection of the world. According to Plato, God created this world imperfect for this, so that a person, struggling with this imperfection, would improve himself. After all, man is in the image of God, and, therefore, by nature he is a creator. And this is the mystery of creativity, which, in principle, cannot be taught, except perhaps with some technical means, but which is required from everyone who is given talent, talent is given to everyone.

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