

# Design of Educational Process

## from the Point of View of Management Humanitology

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### Abstract

The old management system crisis and the involvement of new social sectors into participation in management encourage us to study the humanitarian foundations of managing the higher education system. This article discusses the issues of managerial humanitology and the content of special education, and the ratio of civil and professional elements in the formation of a managerial worldview. A feature of contemporary Russian higher education is the highest level of its fundamental natural and humanitarian component. Furthermore, the development of the higher education system in historical retrospective also indicates its humanistic character, which is laid down by Christianity and the Russian Orthodox Church. Naturally, today highly qualified specialists are needed to successfully implement socio-economic reforms in the country, able to understand and implement them properly. In this regard, the higher education system plays a unique role, since higher education, being a social institution, is responsible not only for the inheritance, accumulation, and reproduction of scientific and specialized knowledge but also for the formation and transfer of cultural values and norms of behavior.

**Keywords:** administrative humanitarology, special education, professionalization, higher education, specialization, humanitarization of education

### 1. Introduction

The concept of managerial humanitology is nearly much more comprehensive than the well-known course in management sociology since it includes studying both the social actions of an individual and their non-social actions. Thus, the problems of the interaction of man and nature, in particular, environmental issues, human relationships with technical means as well as issues of regulating both the life of a body and personal creative development, which directly have a significant impact on the training of a modern specialist focused on the solution of not only professional but also social problems. The latter circumstance is especially important in the modern organizer's activities because he or she often has to make non-standard decisions, act as an inventor and designer of technologies for a specific individual and team actions.

### 2. Methods

The study used both sociological and mathematical methods. Among sociological methods, the sociometric method has been used. As to mathematical methods, pedagogical research, ranking, and modeling methods have been mainly used. (Kireeva et al, 2020).

### 3. Results and Discussion

The study of the problem of the correlation of general civil and professional elements in the formation of a managerial worldview allows us to note that, unfortunately, there is still not enough attention paid to this issue by Russian authors (Fakhrutdinova et al., 2019; Belentsov et al., 2019; Fakhrutdinova et al., 2017; Khairutdinov et al., 2019). An analysis of the experience of foreign research in this area allows us to clarify several positions, in particular in world literature, where, in our opinion, there is no unity in solving this issue. It is possible to question the presence of professional elements in the views and activities of a manager. The desire of managers to acquire professionals' status is due to their envy of the reputation of professionals in other areas of work and insufficient recognition of the importance of the manager's activities on the part of the public. A critical attitude towards management has historically developed among the public under the influence of occupying managerial posts by people who did not have the necessary training for this but held these posts, being the owners of specific means of production and relying only on common sense in their activities. According to scientists, management will not become a profession until a system of knowledge and norms relating to this activity field is developed and universally recognized.

In the current conditions of the democratization of society and the development of industrial democracy, higher education schools strive to orient their graduates so that they associate all successes in their activities, first of all, with the ability to gain public confidence, therefore, so much attention is paid to strengthening their business reputation and maintaining an attractive image. Studying the activities of managers, most theorists are inclined to recognize management as an independent profession. So, for example, I believe that difficulties in constructing a unified scientific theory of management are associated with managerial activity's peculiarities. In this sphere of activity, a person often has to act "blindly". Therefore, the essence of the managerial worldview is well described by the anthology of existentialism. In general, a managerial worldview is identified with an existentialist worldview, claiming a general civilian one's status. Among the advantages of an existentialist ontology, it is possible to mention the analysis of human experiences in borderline situations that a manager continually encounters. According to him, in these cases, it is not the scientific research that is important for the manager, but the problems of "survival" in the conditions of acute struggle and conflicts on the verge between life and death, "experiencing" successes, failures, and guilt for committed or imperfect actions.

The analysis allows us to note that there are other options for a philosophical interpretation of the manager's worldview's essence. For example, J. Burnham (Fakhrutdinova et al., 2017), the author of the famous book "The Managerial Revolution", identifies the manager's worldview with the philosophical views of N. Machiavelli. In his book «The Machiavellians: Defenders of Freedom», he opposes the confusion of scientific and technological activities with management's essence. A person can be an outstanding technical specialist and a lousy manager and, vice versa, a good manager and a wrong technical specialist. This does not mean that the modern manager does not need humanitarian and special training. However, the main advantage of the manager is the ability to work with people. This ability allows managers to fulfill their responsibilities in various organizations successfully.

It is known that success in managerial activities is directly dependent on knowledge of the theoretical and methodological foundations of the humanities and special sciences. For example, T. Parsons proposes considering the theory of action as such a general methodological basis for the humanities (Parsons, 1951; Didenko, 2019). To reveal the content of the action, he uses a systematic approach. In his opinion, the action structure includes three elements: the actor, the situation, and the orientation of the actor on the situation. The action includes processes occurring in four subsystems: the behavioral organism, personality, social system, and culture. Applying the initial principle of dividing an action into an actor and a situation, T. Parsons considers four arbitrary structures of action: organism-environment (to describe the functioning of a behavioral organism); figure - situation (when considering a person), system - environment (in the case of analysis of society); subject-object (in the study of culture).

A specialist's orientation to the situation is divided into two types: motivational orientation and value orientation. T. Parsons describes the role of orientation in a personality's behavior using the "need-attitude" formula. The concept of an institution is used to denote the integral unity of two subsystems - culture and society. Thus, a person who focuses on his or her needs - attitudes takes place within various institutions' framework simultaneously in the social and cultural dimensions. Accordingly, the solution to social management issues is due to two factors: personal and cultural.

According to T. Parson, a person's behavior in a particular situation depends primarily on the solution of five problems and on the choice among five pairs of alternative orientations:

1. Affectiveness——affective neutrality,
2. Self-orientation ——group orientation,
3. Universalism ——particularism,
4. Prescription ——achievement,
5. Specificity ——diffuseness.

At the social level, this choice becomes the basis for determining the role of an individual. For example, a person chooses and plays a social role either with a focus on himself or with a focus on the interests of a group. Then the satisfaction of his or her own interests is possible only to the extent that this does not contradict the satisfaction of the group interest. At the cultural level, this choice accordingly highlights personal or group values.

Criticism of scientific management from the perspective of practical management contributed to the spread of praxeological management methods. The founder of praxeology T. Kotarbinsky considers his research as a continuation of the efforts undertaken by T. Parson and other scientists to study acting, but with an emphasis on the effectiveness of action. He introduces into the analysis of the structure of action such concepts as the material and product of labor, as well as the concept of the culprit of action and, therefore, responsibility for the action. Enough attention is paid to the study of the totality of action, especially the relations of positive and negative cooperation. The structure of a complex action considers the features of collective actions, the principles of interaction, and the possibilities of economization, instrumentalization, and preparation of actions. T. Kotarbinsky sees the reasons for the development of praxeology in rich historical and cultural material. In his opinion, the works of scientists, politicians, artists, athletes, philosophers, economists etc. can be used for these purposes. Thus, management's practice brings skills to use various sources to develop effective management methods (Kotarbinsky, 1975).

#### 4. Summary

Due to its humanistic orientation, higher education, becoming a critical link in the educational system, educates a spiritually rich person who can understand and live in peace with other nations, be able to find a peaceful solution in any conflict situation, knowing and understanding the language and culture of other people (Fakhrutdinova et al., 2017).

Paying attention to the essence of the formation and development of the content of academic disciplines, which are carried out both from the perspective of the student's attitude to the necessary information useful to him or her, and from the perspective of creating conditions for developing education, we can conclude the factors that must be taken into account when forming the content of the academic discipline:

Firstly, a targeted selection of all types of educational material is necessary, taking into account the following principles:

- scientific basis;
- visibility;
- developmental education;
- availability;
- connection with life;
- consciousness;
- systematic and consistent application;
- strength and assimilation of knowledge;

Secondly, the content of education is primarily determined by the activity of both teacher and student personality.

Under the development of an academic subject's content and its parts is understood an increase and improvement of useful information. A useful part of the subject's content is a combination of concepts and definitions, as well as competencies (Pasons, 1951).

In educational activities, the degree of usefulness of fragments of the subject's educational material in the training of a specialist fluctuates quite noticeably. Fragments of fundamental subjects that form the essential competencies for special educational subjects in a higher educational institution have a high degree of usefulness. A low degree of usefulness is characterized by those fragments of academic subjects that have little effect on specialist training (Kotarbinsky, 1975).

The student's interest in learning and self-study largely depends on the quality of the educational material. The content of the discipline is understood primarily as:

- a set of competencies that are logically related to the subject of study;
- means and methods of its modeling, allowing the student to acquire knowledge and develop his or her cognitive abilities independently.

The creative content of a study subject is determined by the educational material, which would give the student the opportunity:

- to choose a goal;
- to set a task;
- to pick up useful information;
- to draw up an action plan;
- to evaluate the result;
- to determine the perspective.

The formative factor in the content of a study subject is its conceptual apparatus, which is a complex of the target set of concepts, means, and methods for studying and implementing the knowledge gained (Karelina et al., 2019).

From the foregoing, we can conclude that a whole single conceptual toolkit should form the academic subject's content.

Based on the fact that the conceptual apparatus of a subject is understood as two interconnected groups of basic concepts:

- one is connected with the subject of study and reveals its qualitative aspects;
- the second group of concepts establishes means and methods for studying the properties of a given subject.

The interconnection of these groups of concepts forms the worldview-cognitive focus of the academic subject.

As a rule, when compiling an academic subject's conceptual apparatus, the main point of logic is applied.

Thus, using the conceptual apparatus, it is possible to establish a hierarchy of concepts in the academic subject and intersubject communications with other parts of the curriculum and logically substantiate the structure of the studied concepts in it.

In the management problem investigated, selecting educational material in a higher educational institution is important (Verbitsky & Larionova, 2011). This refers to the selection of educational information (theoretical principles, guidelines, algorithms, instructions, etc.) to achieve specific goals and objectives in the preparation of a modern specialist.

Questions of the essence of forming and developing the content of an academic subject, characteristics of the content of academic subjects in a higher educational institution, as well as questions of the conceptual apparatus of academic subjects and the selection of educational material, have a strong theoretical basis and play a sizeable practical role in solving the managerial problem - an essential component of a holistic organizational and pedagogical problems of correlation of humanitarian and special training of students in modern conditions (Moiseev et al., 2019).

## 5. Conclusions

The following conclusions can be attributed to studies of the problems of managerial humanitology and the content of special education:

- managerial decisions at various levels are determined by the need for professionalization of the content of education, which is caused by changes in the political and socio-economic spheres and the needs of public practice (Reischmann, 2002);

- the directions of the reform of the educational system served as the basis for developing new management decisions that meet modern requirements (Moiseev et al., 2019), which is reflected in the curricula and educational programs, as well as in the educational literature of higher educational institutions of Russia, in particular, in the implementation of the educational process at the Moscow Automobile and Road State Technical University (MADI);
- the implementation of the provisions of the Federal State Educational Standards is essentially reflecting the level of management of educational content (Reischmann, 2002);
- the analysis of the curricula of the leading educational programs implemented at the Moscow Automobile and Road State University (MADI), which was carried out in the process of preparing the University for the state accreditation procedure in the 2013-2014 academic year, revealed changes in the nature of the content management of higher education in Russia implemented in the approaches and principles of curriculum development of a new generation;
- in general, the problem of managing the educational content is, to a certain extent, related to the professional level of the teaching staff and the professionalization of this content (Klenin, 2010).

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