DEVELOPMENT OF EDUCATION AS AN OBJECT OF MANAGEMENT IN MODERN MANAGEMENT THEORIES

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Abstract

The article substantiates the specifics of the state of education as relevant to the modern style of philosophical thinking, technological changes in the information society and the corresponding type of cultural development. Explicit educational action as the main unit of methodological analysis of management of educational development.
The sociocultural content of managing the development of education as managing innovation has been revealed. A sociocultural model of the subject of education has been identified as a guideline for managing the development of education. The specificity of the determinant role of the sociocultural context in managing the development of education is substantiated.

Keywords: education, management, sociocultural context, managing innovation, system.

1.   INTRODUCTION

The focus of the proposed research is the management of the development of education as a sociocultural practice, the understanding of which is carried out today within the framework of new methodological approaches. The information society and the information culture relevant to it actualize the need to study all sociocultural institutions from the standpoint of the methodology that in philosophy and cultural studies initiates the rejection of fundamentalism, logocentrism and various kinds of unified constructions. Education as a sociocultural institution and educational management are also in line with the above-mentioned methodological rethinking.

The relevance of the topic is determined, firstly, by the need to see the resonance of new sociocultural realities in education and, accordingly, in the nature of its management. New methodological approaches, conditioned by the current sociocultural context and adapted in education, reveal themselves in the fact that to a certain extent the features of self-organization become inherent in it. In accordance with this, the possibility of non-linearity and mobility of the development of an individual educational institution, the independent choice of development strategies by this institution, and the activity of educational subjectivity are determined. All this cannot but affect the management of education, its methodological guidelines, concepts and practices. The new state of education creates the need for new management, initiates the abandonment of the previous monostrategic attitude and, accordingly, actualizes the development and study of new management strategies.

Secondly, the actualization of the study is also caused by the fact that modern education as a sociocultural institution is involved in the general cultural dynamics of society and acquires such characteristics characteristic of modern information sociality as the constancy of the movement of information flows, the unpredictability of their changes, and nonlinearity in development.

Thus, the research, realizing the challenges of modern sociocultural reality, actualizes the development of relevant methodological principles for managing the education system. Indeed, the new characteristic properties of the modern state of education and management are associated with the fact that in the conditions of the information society, when knowledge turns into information and in this form enters education, a completely new object of management appears. Information flows transform education, the static state of educational practices is becoming a thing of the past, education in all its manifestations and aspects is becoming a dynamic system. For management this means changing its object. As such, in education management it is not educational statics that appears, but its dynamics - innovation, movement,

change, development. Education as an object of management acts as a process, as constant transformation and modernization. Educational management takes on the character of development management. What is required from management practice in such situations is not the algorithmic implementation of decisions made from above, but, on the contrary, the rejection of algorithms in management, the ability to take risks, the ability to think outside the box, etc.

Thirdly, the relevance of the identified topic is also associated with the emergence of non-state educational institutions, market forms in education, which is embodied in the concept of "educational services". The market in any sociocultural sphere, in particular in education, also introduces features of diversity, variety and dynamics. The commercialization of education is a fairly new process, but it calls for a need to rethink the theory and practice of education management.

New processes in education are thus determined by changes in the sociocultural context and require relevant strategies and theories for managing educational practices.

Modern philosophical, cultural, and pedagogical literature emphasizes that the essence, content and methods of management activities in education are fundamentally changing. A new management mechanism is being developed in the educational space, and it becomes necessary to study the changes characteristic of management activities in education, which today require new management decisions. As such, management decisions in education make it necessary to consider them in a sociocultural context, since every phenomenon of a culture or cultural era is the embodiment of the paradigmatic features of a given cultural era and carries the features of an integral sociocultural reality. Therefore, education in the information society is not the object of only pedagogical research, but becomes the subject of sociocultural, cultural and philosophical analysis.

The study of the theory and practice of educational management undertaken in this article is based on existing ideas in the field of philosophy of management as that sphere of knowledge that arises in response to the new - informational - state of modern sociocultural reality. Of interest for the study are the works of those authors who, one way or another, explore the cultural aspects of the modern information society: (Datta R., 1998), (Maddison A., 1970), (Milner B.Z., Orlova T.M., 2013), (Arnold, H. J., 1982).

The specifics of the information society are explored in the works of such authors: (Birley, S. and Norburn, D.,1985), (Bourgeois, L. J., Mcallister, D. W. and Mitchell, T. R., 1978), (Dess, G. G. and Robinson, R. B., Jr., 1984).

2.   MATERIALS AND METHODS

Methodological basis of the study: modern theories of cultural development that abandon the principle of logocentrism, philosophy of education, general theory of management, theory of crisis management, personnel management, philosophy and methodology of decision-making under conditions of uncertainty, philosophy of managerial risk, theories of personal development. To solve the assigned problems, the following were used in the work:

- cultural-philosophical analysis of culture, education and management in the logic of modern rejection of unified structures to substantiate the specifics of the state of education as relevant to the modern style of philosophical thinking, technological changes in the information society and the corresponding type of cultural development;

- comparative and historical-logical approaches to the study of management of educational development in domestic and foreign educational practice;

- sociocultural approach to the study of education and management of its development.

3.   RUSULT AND DISCUSSION

Education takes on the characteristics of the development of culture as a whole, and its new state affects management. Education is no longer realized through universal structures, but exists through emerging and constantly changing connections. Management has become management not of its subject statics, but of its change and development. Modern education exists in the constant possibility of being different, its state is change, movement, development. To control movement means to control its unpredictably changing states.

This turn transforms management in the direction of abandoning a strictly defined goal, allows for the possibility of adjusting management concepts and tasks, and acquires flexibility and situationality. If earlier education management was carried out with the aim of supporting and reproducing already existing stable states of society, today it is aimed at reproducing the development process itself.

Building a strategy for management activities as an activity for managing the development of education requires changes in the definition of management culture and in the content of management activities. Both are based on a new state of culture, which in the information society, by definition, turns out to be informational.

Thus, management through educational action adapts education to the information society and contributes to the formation of such personal characteristics as the desire for something new, the ability to keep up with changes in the social and professional worlds, and the possession of high professional skills and creative potential (Maddison A., 1970). Managing the content of

education through educational action is the organization of a meeting between the subject-teacher and the recipient-student, when the subject knowledge that the teacher wanted to convey and which initially did not coincide with the student's thesaurus is transformed and turned into intersubjective knowledge (Bourgeois, L. J., Mcallister, D. W. and Mitchell, T. R., 1978). Management of the development of education, when educational action is considered as its main link, transforms its mode: it turns from a process of translation of subject knowledge into the development of a methodological plan for the discovery of truth. Thus, educational action as a process of genesis and formation of innovation is the principle of organizing education and managing its development in the conditions of the information society. Educational action is an expression of the methodologization of education.

As a criterion for innovation in education, its existence in the context of development, the transition from old to new, is considered. This requires abandoning the principles of managing static systems: power, subordination, centralization. "Transition," dynamics, and communication necessarily include personal relationships in management as its anthropological foundations. Therefore, innovation management comes, first of all, from the sociocultural content of education.

This formulation of the question actively expresses itself in the attention that is given to the quality of education today. A criterion for the quality of education can be the formation of a personality that has a readiness for continuous formation and development - a readiness to be Other (Milner B.Z., Orlova T.M., 2013). Quality management is a sociocultural targeted formation of such readiness.

Innovation management raises the need to discuss the problem of government orders and education standards. The stability of the standard is contrary to the social, cultural and professional dynamics of modern society. However, innovation management is not a rejection of the invariant part of education, but recognition of the flexibility of the invariant in its relationship with the variable part of production plans. Another criterion for humanitarian expertise is set by the modern image of a person, corresponding to today's project-based, pragmatic turn in philosophizing. Future-oriented design thinking views the present as the potential for the future (Dess, G. G. and Robinson, R. B., Jr., 1984). Therefore, the presence of a moment of increasing creative thinking in synthesis with the need to focus on a person's realization of his beingness can be another criterion for assessing educational innovations. As part of the humanitarian expert assessment of any educational project, educational impact, educational practice, the problem of assessing innovation is solved and an appropriate response to innovation is formed.

The commercialization of education presupposes an emphasis in managing the development of education on the management of educational services, the purpose of which is the

formation of "human capital", in particular, the formation of such personal traits as efficiency, initiative, responsibility to oneself, a professional corporation, and honesty in economic transactions. It is these personal characteristics that shape the competitiveness of the future professional, his "human capital."

Thus, education involves the formation of design, technological thinking, methodology constant formation of new knowledge. Accordingly, managing the development of education involves focusing on the "profession model", an emphasis on educational action, on the formation of educational practices aimed at "reproducing" actions. At the same time, the modern economics of education contains the possibility of a value deficit. Since knowledge-information, as a factor that has become a source of development of society, represents itself in the individual abilities of a person, it eliminates the specified deficit from the economy, including the economy of education. Educational management adopts guidelines for the development of personal abilities of operational and dynamic intelligence, for the formation of the ability to quickly grasp knowledge that is constantly changing, and quickly make decisions. Capital is no longer understood in material form, but appears in a person's personal abilities, and represents "human capital" (Datta R., 1998).

Consequently, the management of market relations can be anthropologically deficient if it is focused not so much on the economics of education as on changing a person's way of thinking: in managerial relations it is aimed at the constants of professional activity: enterprise, efficiency, thriftiness, initiative, honesty in observing market transactions, decency , competence, etc.

The specificity of education as a "good" is that it does not fit into market monetary measurements. Their effect affects the quality characteristics of the professional and his work. In this sense, education can be defined as a non-profit activity that is aimed at meeting the needs for the training of qualified specialists.

The new nature of education management in the information society and information culture corresponds to modern changes in the style of cultural and philosophical thinking, which proposed to consider education as an object of management in the characteristics of the uncertainty and unpredictability of the vector of its development, the diversity of its models and forms.

Educational action is the main element of the educational process, to which the main managerial influence is directed (Birley, S. and Norburn, D.,1985). Management in this case acquires the following characteristics: firstly, it reorients the vector of its influence - it becomes the direct content of education (curricula, methodological developments, curricula, technology and methods of education); secondly, managing the development of education, organized

according to the principle of educational action, is a response to the challenges of information culture.

The main features of managing the development of education as management of innovation are the feasibility of management in a project pledge that allows for risks; developing a management culture among teachers as complementary to pedagogical culture; focus management actions to modernize educational technologies (Arnold, H. J., 1982).

The main feature of knowledge as the goal and result of educational practices in this aspect is its transformation into knowledge-information, which neutralizes its value content. Filling the value deficit involves cultivating the ability of the subject of education to reflect and transcend, therefore, humanitarian examination of educational projects becomes the main mechanism for managing the development of education.

Managing the development of education due to the increasingly significant role of the human factor in the process of co-evolution includes a socio-cultural project of the future professional, which involves the formation of responsibility to oneself, to others, to the whole world, a modern understanding of personalization as a permanent recreation of entrepreneurship, corporate tolerance, mobility, self-determination, existential self-realization.

The sociocultural context determines the understanding of development as improvement in "conciliarity", as a movement towards an aesthetic and moral ideal embodied in art, pedagogy, etc. The identification of conciliarity as a development criterion presupposes the formation of a model of education management as an influence on the management of interactions between subjects of education and the building of relationships in the system of educational practices. Thus, educational management becomes more of a management in a system of interactions and relationships. The teacher in this system performs the functions of managing the educational process and creating a situation of understanding.

4. CONCLUSIONS

1. It is substantiated that in conditions of information mobility, sociocultural and cultural-philosophical contexts determine the methodological foundations of education management as management of its development.

2. It is shown that educational action becomes the main unit of methodological analysis of development management.

3. It is substantiated that since innovation characterizes the non-stop development process, one of the main aspects in managing the development of education in the conditions of information culture is innovation management.

4. The main parameters of the sociocultural model of the subject of education are determined, defining the possibility of human inculturation in the space of information culture.

5. The significant role of the sociocultural context in managing the development of education has been revealed.

The theoretical significance of the study lies in its contribution to modern management theories, which is associated with the idea of development management. Specifically, this is expressed in the fixation of a new object of management - movement, development, process - which transforms management activities in education into innovation management. The significance also lies in the fact that it argues for the conclusion regarding the preservation of the inculturation function as the main task of education (and, consequently, the management of its development). This task remains inherent in education even in the context of modern innovations associated with its new state: connection with business, the possibility of commerce, etc.

Thus, the economic side of education, which has become relevant today, is realized through the relations of commerce, educational property and marketing. In this case, management faces the problem of preserving its original - cultural - purpose in education. In the new conditions, it is necessary to preserve education, first of all, as a cultural institution.

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