

PREPARATION OF FUTURE EDUCATION MANAGERS FOR PROFESSIONAL ACTIVITIES

PREPARAÇÃO DE FUTUROS GESTORES DE EDUCAÇÃO PARA ATIVIDADES PROFISSIONAIS

PREPARACIÓN DE FUTUROS DIRECTIVOS EDUCATIVOS PARA LA ACTIVIDAD PROFESIONAL

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ABSTRACT: In this article, the following objectives were carried out: analysis of the essence, content and structure of the managerial culture, identification of the features of the managerial culture development, working out and testing of the model and the program for the managerial culture development of future education managers. The analysis of various aspects of the manager's activity, the requirements for the professional performance and the specifics of managerial culture in the educational sphere made it possible to state that managerial culture is both a quality of the individual and a property of the managerial environment of the organization. In this context, the following pattern is observed: the managerial culture of the organization determines the managerial culture of its employees, and at the same time, there is an opposite trend, showing that managerial culture of an individual employee affects managerial culture of the organization.

KEYWORDS: Management. Education manager. Management culture. Pedagogical culture.

RESUMO: Neste artigo, foram realizados os seguintes objetivos: análise da essência, conteúdo e estrutura da cultura gerencial, identificação das características do desenvolvimento da cultura gerencial, elaboração e teste do modelo e do programa para o desenvolvimento da cultura gerencial de futuros gestores da educação. A análise de vários aspectos da atividade do gestor, as exigências para a atuação profissional e as especificidades da cultura gerencial no âmbito educacional permitiram afirmar que a cultura gerencial é tanto uma qualidade do indivíduo quanto uma propriedade do ambiente gerencial da organização. Nesse contexto, observa-se o seguinte padrão: a cultura gerencial da organização determina a cultura gerencial de seus funcionários e, ao mesmo tempo, há uma

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tendência oposta, mostrando que a cultura gerencial de um funcionário individual afeta a cultura gerencial da organização.

PALAVRAS-CHAVE: *Gestão. Gestor educacional. Cultura gerencial. Cultura pedagógica.*

RESUMEN: *En este artículo, se llevaron a cabo los siguientes objetivos: análisis de la esencia, el contenido y la estructura de la cultura empresarial, identificación de las características del desarrollo de la cultura empresarial, elaboración y prueba del modelo y el programa para el desarrollo de la cultura empresarial. futuros gestores educativos. El análisis de varios aspectos de la actividad del gerente, los requisitos para el desempeño profesional y las especificidades de la cultura gerencial en el ámbito educativo permitió afirmar que la cultura gerencial es tanto una cualidad del individuo como una propiedad del ambiente gerencial de la organización. En este contexto, se observa el siguiente patrón: la cultura gerencial de la organización determina la cultura gerencial de sus empleados, y al mismo tiempo, existe una tendencia opuesta, mostrando que la cultura gerencial de un empleado individual afecta la cultura gerencial de la organización.*

PALABRAS CLAVE: *Gerencia. Gerente educativo. Cultura gerencial. Cultura pedagógica.*

Introduction

The managerial culture of future education managers is an essential element of the pedagogical culture. Their individual qualities are most preferable for a manager in any sphere: universal, psychological and intellectual qualities, business, communicative, professional skills. A manager having these qualities is considered a model in the field of management and should be able to carry out effective professional performance in market conditions.

The relevance of this study is due to the growing demand for secondary professional education teachers. The extensive network of vocational colleges in Russia lacks qualified teaching and administrative staff. Therefore, to train professionals who would be in demand on the labor market, line-up renewal of the teaching staff is necessary. The graduates of higher educational institutions should know the specific features of the system of secondary professional education, which presupposes the obligatory pedagogical competency. Specialists in education management (Bachelor's graduates) are in great demand in vocational colleges in the positions of teachers, supervisors, analysts and experts who are able to analyze and develop the management culture of a particular professional educational organization. For the effective implementation of professional tasks, future education managers should have a certain level of managerial culture to organize productive educational process, expressed in the willingness and ability to help students in the process of mastering new professional

knowledge and skills, to apply the teacher's self-management. Since in educational institutions an increasing emphasis is placed on the development of students' professional competencies and the level of morality, there is an urgent need not only in the experienced specialists, but in teachers who understand and improve the system of education and upbringing, offer original approaches of working with specific students, help to make an independent choice, implement the function of diagnostics and correction.

Education managers should have a high level of managerial culture, since it is essential for the democratic development of society and education system, and in education institutions, it allows the use of modern approaches to management and teaching practice. This requirement contributes to the transformation of higher educational institutions to create a more comfortable environment, which can be called the corporate culture of a higher educational institution. With the proper use of available resources, it is possible to create a favorable atmosphere where the managerial culture of future education managers would be successfully formed.

The concept of culture attracted the attention of many scientists who devoted their scientific and journalistic works to this problem, including Russian authors A.F. Losev (2000), A.A. Radugin (1995), A.I. Arnoldov (1992), S.I. Gessen (1995), V.S. Bibler (1989), G.M. Kodzhaspirova, A.Yu. Kodzhaspirov (2000), A.V. Valitskaya (1998) and others. Foreign researchers also considered this problem in their works (A. Carpentier (1984), W. Ostwald (2015), E. Cassirer (1944), A. Mol (1973), C. Morris (1983), F. Nietzsche (2005), E.B. Tylor (1989), M. Mead (1988) and others.

Problems that reveal the essence of professional culture were considered by Russian scientists E.F. Zeer (2003), S.I. Arkhangelsky (1980), E.V. Bondarevskaya (2000), A.V. Barabanshchikov (2019), N.S. Pryazhnikov, E.Yu. Pryazhnikov (1995), I.F. Isaev (2002), V.A. Slastenin, L.S. Podymiva (1997), L.I. Dukhov (2006) and others. They studied the professional aspects of the subculture, such concepts as a combination of stereotypical behavior, symbols and attributes, generally accepted norms and rules, habitual life images, lifestyle that have been formed in an individual professional environment.

At present, this topic is still relevant. The research works carried out today are based on the approbation of various approaches to the modernization of educational systems, efficient management decisions, implementation of training programs for personnel, with the aim of improving the quality of work within educational systems, etc. S.G. Vorovshchikov, M.M. Novozhilov (2012), B.S. Gershunsky (1998), A.V. Khutorskoy (2003), O.P. Osipova

(2009), O.G. Khomeriki, M.M. Potashnik, A.V. Lornesov (1994) and others offer the examples of solving the above issues confirmed by practical experience.

The difficulties associated with the perception of managerial culture that arise in future education managers are analysed in detail in the works by modern Russian educators A.N. Vedeneev and T.G. Chemerskaya (2012), A.V. Antyukhov, N.M. Gorbov, T.M. Gorbova, V.N. Ivanov (2009).

Methods

The theoretical grounds of this research are based on the well-known works of Russian and foreign scientists in the field of reforming and modernizing higher education, analysis of the content of the educational process of higher education, and lifelong education.

The methodological basis of the study is grounded on the most important scientific approaches (Table 1).

Table 1 – Scientific approaches to the model for the development of a managerial culture of future education managers

Scientific approaches	Characteristics
System approach	It allows us to consider the management culture of future education managers (Bachelors) in terms of interrelated elements and components combined into an integral system through structural dependence
Activity approach	It implies the involvement of students as active subjects of the educational process and development of theoretical and practical aspects of managerial culture
Cultural approach	It contributes to the development of cultural values and principles that are an integral part of the management culture, personal qualities and professional competence of future managers
Anthropological approach	It forms the managerial culture within the framework of social sciences, allows us to analyze the evolution of changes in pedagogical practices and teaching and learning methods
Learner-centered approach	It promotes the development of skills and abilities based on the individual needs and characteristics of students
Competency-based approach	It is focused on the development of professionally important skills and abilities of future education managers as part of the managerial culture

Source: Devised by the authors

We support the definition of the managerial culture of future education managers by the Russian educator M.N. Burnakin (2021), who believes that this is an integrative quality of a personality, including a set of professional knowledge and competencies, values, attitudes,

moral norms that determine the methods of management, which have a significant impact on the integration of teachers to achieve the goals and obtain the results of effective managerial performance. Based on the characteristics of this concept, M.N. Burnakin (2019a) singled out the components of managerial culture: individually-motivational, competency-based, professionally-reflexive.

It is important to consider the selected components of the managerial culture of education manager not separately, but in the system of interaction, as an integrative, dynamic quality of the individual. An agreed set of these qualities of a future manager provides a high level of his/her managerial culture.

Further, M.N. Burnakin (2019b) identified five groups of qualities that can be assessed as the most important components of the professionalism of a modern manager: universal human qualities, psycho-physiological qualities, business and organizational skills, communication skills, professional knowledge.

To achieve the effective professional performance of a manager, it is necessary to direct efforts to training, which includes the development of professionally important individual traits, professional culture, including managerial. Such training is aimed at revealing the creative potential of the individual, social adaptation, economic literacy, awareness of the motivational aspect of professional performance, value orientations and moral attitudes. Efficient training contributes to the successful development of a managerial culture.

Active forms and methods of teaching and learning ensure the practice-oriented educational process, promote involvement of students and teachers in management activities, and the need for continuous professional improvement.

In our study, we relied on the model of formation of the managerial culture of future education managers (Bachelor level), developed by M.N. Burnakin and V.V. Makarova (2018), which is represented by the following blocks:

- target (includes the goal and objectives);
- informative (includes basic professional disciplines and special courses);
- organizational (includes active teaching methods and stages of organizing the process of developing the managerial culture of future education managers);
- evaluative (represented by criteria, diagnostic methods for assessing the development of managerial culture).

The following diagnostic methods were used in the pilot study:

- communicative, organizational and leadership competency (diagnostics of S. Weinmeier);

Wilson's Managerial Skill diagnostics;

- reflection (V.D. Shadrikov method for diagnosing professional reflection);
- effectiveness of the management system and features of the communication environment, organization of focus groups, monitoring of the organization according to the diagnostics of T. Miles, G. Rinne.

The diagnostic methods presented above have been repeatedly tested and adapted on the Russian students samples and were recognized as most suitable to the requirements of validity.

During the indicative stage of the experiment, the following parameters were investigated.

Block 1. Secondary components of the managerial culture of the future managers in the field of education:

1. Personal motivational component:

- managerial qualities of a personality, a general indicator (R. Wilson diagnostics);
- motivation (method of T.A. Verinyuk).

2. Competency component:

- communicative competency (diagnosis by S. Weinmeier);
- organizational competency (diagnostics of S. Weinmeier);
- managerial competency (diagnostics of S. Weinmeier).

3. Professional reflection component:

- professional reflection (method of professional reflection diagnostics by V.D. Shadrikov).

Block 2. Efficiency of the management system and features of the communication environment in the organization (focus groups, monitoring according to the methodology of T. Miles and G. Rinne):

- psychological climate in the organization;
- the level of trust between the participants in the communication process;
- the level of students' anxiety;
- the level of students' stress resistance;
- communicativeness (stability of the communicative act);
- the level of corporate culture;
- the effectiveness of the management system.

Results

The introduction of the above approaches (Table 1) in the training of students for management activities has a targeted impact on the development of the individual needs and motives, providing sufficient opportunities to meet cognitive needs, manifestation of individuality and development of corporate culture. At the same time, the cultural orientation permeates all areas of training. Approaches implemented in the areas are defined in the integrative differentiated model of the managerial culture development. This model determines the stages of the individual development and the stages of the development of managerial culture, with the integration and differentiation of the educational process.

The development of the managerial culture of the future education manager would be more effective under certain organizational and pedagogical conditions. M.N. Burnakin (2019b) proposed a program for the managerial culture development. We adapted the proposed program for students at the Institute of Foreign Languages of the Peoples' Friendship University of Russia: The program included the following stages:

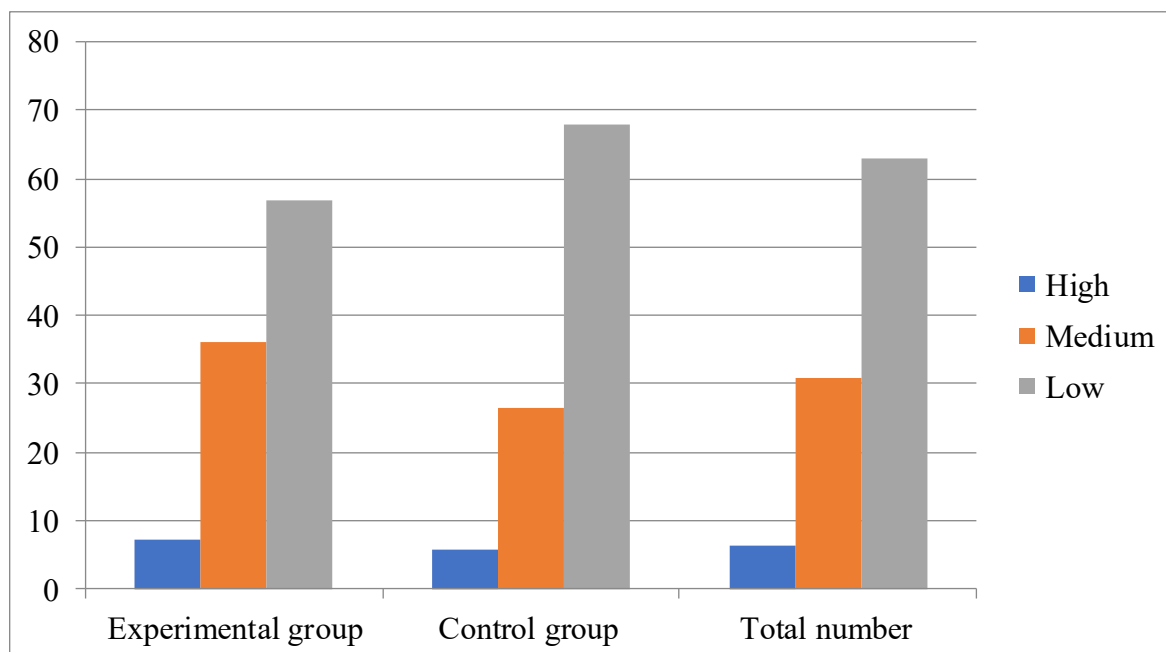
- development and application of educational and methodological support aimed at improving the level of managerial culture of future education managers (Bachelor level);
- carrying out activities that form the motivation and desire of the students to master the managerial culture;
- raising the level of managerial culture through special events.

Table 2 – The level of managerial culture of students (at the beginning of the experiment)

Groups of students	The level of managerial culture						Total	
	High		Medium		Low		Number of students	%
	Number of students	%	Number of students	%	Number of students	%		
Experimental group	11	7,3	54	36,0	85	56,7	150	100
Control group	10	5,6	47	26,5	121	67,9	178	100
Total number	21	6,4	101	30,8	206	62,8	328	100

Source: Devised by the authors

Figure 1 – The level of managerial culture of students (at the beginning of the experiment)



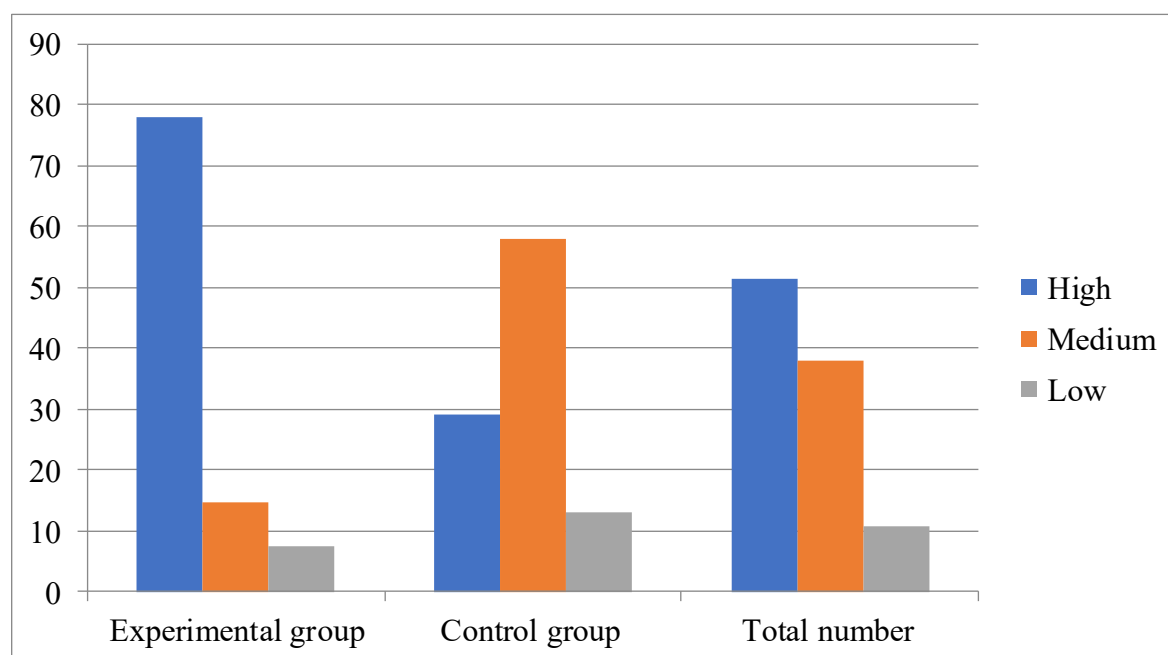
Source: Devised by the authors

Table 3 – The results of the experiment on the managerial culture development of students (%)

Final experimental stage								
Groups of students	The level of managerial culture						Total	
	High		Medium		Low		Number of students	%
	Number of students	(%)	Number of students	(%)	Number of students	(%)		
Experimental group	117	78,0	22	14,7	11	7,3	150	100
Control group	52	29,2	103	57,9	23	12,9	178	100
Total number	169	51,4	125	38,0	34	10,6	328	100

Source: Devised by the authors

Figure 2 – The results of the experiment on the managerial culture development of students (%)



Source: Devised by the authors

Discussion

Russian educator M.N. Burnakin (2019a) developed a model for the development of a managerial culture of future education managers (Bachelor level), which includes the following stages.

The organizational and target stage is the definition of approaches and principles, the structure of the managerial culture of future managers in the field of education in the training on the Bachelor level. One of the theoretical foundations is the culturological basis for the development of a future manager as a competent professional with a value attitude to professional interaction.

The procedural and activity stage is the implementation of the areas of training at each stage of individual development (theoretical, practical, research and cultural dimensions).

The diagnostic stage is the determination of indicators and methods for the measurement of managerial culture level.

The purpose of the program for the development of the managerial culture of future education managers (Bachelor level), developed by M.N. Burnakin is to improve the skills of managerial culture of students, so that they meet modern requirements.

The program includes seven one-day autonomous modules (2019b):

- value-motivational (value orientation of educational activities in the current context of socioeconomic development);
- creative (management of knowledge and creative abilities of the teaching and administrative staff of an educational organization);
- legal (development and approval of the regulatory framework in an educational institution in accordance with the intended goals);
- administrative (the system of activities of the administrative staff of an educational organization);
- control (indicators and benchmarks for evaluating educational performance in modern socioeconomic conditions);
- change management in an educational organization, methods of managing resistance to changes;
- decision-making module (the function of decision-making as an integral aspect of management: significance and importance).

Outcome control was carried out with the help of an outcome presentation on each of the seven developed topics, showing a group or individual result of professional training.

Russian researchers L.Zh. Karavanova, M.G. Sergeeva (2020) revealed the main components of the managerial culture of future social workers (organizational, managerial, communicative, motivational competencies), identified approaches to their development. The implementation of the model in the preparation of future social workers in the university is based on the increasing complexity of technologies, forms and methods. The choice of educational technologies is carried out in accordance with the goals and specifics of the content of training, the level of development and individual differences of students, technical equipment of the educational process. The technology for the managerial culture development in the training of future social workers is built considering the existing material, technical and personnel conditions, the psychological and pedagogical characteristics of graduates, and is aimed at achieving the set goal.

T.P. Makarova (2016) developed a pedagogical model for the development of the managerial culture of future civil servants, which includes the goal, methodological approaches (systemic, cultural, anthropological, activity, learner-centered, competency-based), principles (scientific, cultural conformity, unity of consciousness and behavior, taking into account age and individual characteristics of students, professional orientation), program, stages of development (stage I: actualization of the personal and social significance of managerial culture, stage II: adaptation (adoption of ethical standards, value orientations of a

civil servant), stage III: formation of an individual style of activity) , levels of formation (low (formal), medium functional, high (creative)), outcomes (development of the managerial culture of future civil servants).

Conclusion

This research deals with the technology of the managerial culture development of future education managers, which implies the target, procedural and diagnostic stages. We determined the pedagogical conditions, including:

- educational and methodological support to improve the level of managerial culture of future education managers (Bachelor level);
- activities to motivate the students and teaching staff to master the management culture;
- special events raising the level of managerial culture;
- approbation of pedagogical conditions that contribute to the effective development of the managerial culture during the period of university training.

The identified criteria allowed us to experimentally trace the dynamics of learning outcomes.

During the study, the contradictions in the process of development of the managerial culture of future education managers were revealed, the main of which is the contradiction between the existing demands of the state, society and the economy for competent education managers possessing a high level of managerial culture, and an insufficiently developed system of professional training.

We determined the prospects for the practical use of the research results related to the study of the managerial culture of students in educational institutions of higher education at all levels of education to create a unified concept of training education managers for the effective management of educational institutions.

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