

Variants of the educational paradigm in training of managers

Variantes del paradigma educacional en preparación gerencial

GUK, Olga 1; ZAVHORODNIA, Yevheniia 2; RYZHYKOV, Vadym 3; SNITKO, Yelyzaveta 4; TERNOPILSKA, Valentina 5 & CHERNUKHA, Nadiia 6

Received: 15/04/2019 • Approved: 07/07/2019 • Published 02/09/2019

Contents

1. Introduction
 2. Analysis of studies and publications
 3. Methods
 4. Results and discussion
 5. Analysis of results
 6. Conclusions
- Bibliographic references

ABSTRACT:

The article deals with the problems of professional training of managers on the basis of modern educational paradigms. The purpose of the article is to justify the possibilities of using modern educational paradigms in the content forming of the future management specialists training. The methodology is based on a set of methods that became the basis for the study of organizational aspects and procedural-semantic components of the educational paradigms of specialists in management professional training. As a result of the research, the qualitative characteristics of the new educational paradigm of management specialists training were highlighted, the logic of the modern educational process was identified, the main vector of educational organization was determined, the model of professional training of specialists in management was developed.

Keywords: approach, change, competence, education manager, paradigm, professional training, specialist

RESUMEN:

El artículo aborda los problemas de la formación profesional de los directivos sobre la base de paradigmas educativos modernos. El objetivo del artículo es justificar las posibilidades de utilizar paradigmas educativos modernos en la formación de contenidos de la formación de futuros especialistas en gestión. La metodología se basa en un conjunto de métodos que se convirtieron en la base para el estudio de los aspectos organizacionales y los componentes semánticos y de procedimiento de los paradigmas educativos de los especialistas en gestión de la formación profesional. Como resultado de la investigación, se destacaron las características cualitativas del nuevo paradigma educativo de la formación de especialistas en gestión, se identificó la lógica del proceso educativo moderno, se determinó el vector principal de la organización educativa, el modelo de formación profesional de especialistas en gestión fue desarrollado.

Palabras clave: enfoque, cambio, competencia, gerente de educación, paradigma, formación profesional, especialista.

1. Introduction

In the theory and practice of education, the situation and principles of pedagogy, which

determine the study of problems of vocational education based on educational paradigms, are actualized.

The management first appeared in antiquity at the time of the Chinese Empire. After, the theoretical basis of management organization was introduced in the state and economic management (Bakhov et al., 2018).

In the process of professional training of management specialists, essential is the basis of professional, economic and logical information thinking, the outlook concept of a specialist; moreover, in this process, the necessary knowledge is accumulated, skills and abilities are developed. The manager is a representative of a special profession, which carries out practical, search and innovative activity which contains powerful design, technological and practical-innovative components (Pecherskaya, 2003).

The pragmatic technocratic model of education managers is based on the accumulation of knowledge. The theoretical attitudes of this model are determined by 'functionality, schematism, typification, congestion of informational and factorial material'. Today, this model has come into conflict with modern requirements for managers and causes contradictions between changes in the content, nature and direction of the manager's professional activity; the integrity of culture and the technology of its fragmentary reproduction through the type of education subjects-knowledge; socio-cultural and individual personal conditionality of the formation of man and indistinctly-imperative methods of teaching and education in the higher education establishments; a continuous change in content, an increasing volume of knowledge and professionally relevant information (Bondarevskaja, 2007).

2. Analysis of studies and publications

Among the recognized scientific and pedagogical public of Ukraine, conceptual tendencies of modernization of professional education, in particular, managers who became the subject of numerous scientific and pedagogical researches, can be named several defining ones. It includes humanization, fundamentalism, informatization, continuity, efficiency (quality, intensity, and economy), technology and mass character.

As the study of the history of education shows and the current state of training managers in Ukraine, it tends the most to dehumanization and pragmatization, due to its content specificity.

Hence, the manifestations of the inability of managerial education to effectively influence the development of a student as a social subject are not uncommon. Most of the modern problems that arise in the field of managerial education differ fundamentally novelty and extraordinary complexity. Rebuilding the entire education system according to modern requirements means a profound change in the goals, content, forms and methods of learning. This, in turn, causes the need for changes in the traditional structure of the education system of managers and the replacement of the principles on which it was built earlier (Guk and Chernukha, 2017).

The purpose of the article is to substantiate the possibilities of using modern educational paradigms to form the content of the professional training of future specialists in management.

3. Methods

A set of methods that became the basis for the study of organizational aspects and procedural-semantic components of the educational paradigms of professional training of specialists in management was used in the study:

- Historical-genetic method allowed to structure the accumulated pedagogical thought, analyze socio-pedagogical, political, economic and socio-cultural conditions of changing educational paradigms in the training of managers, which enabled students in the process of professional development to develop general, professional and specific competencies, build successfully an individual trajectory of personal self-realization;

- Problem-genetic method provided coverage of the reform of the education system, summed up the achievements and miscalculations of its formation, which makes it possible to choose a student, a future manager, strategies and tactics of professional activity;
 - Comparative, or comparative-semantic method, gave an opportunity to reveal organizational and procedural semantic aspects of reforming the system of training managers in Ukraine in accordance with European and international standards of professional training of modern specialists;
 - Simulation method contributed to the development of a theoretical model for the conceptualization of the directions of educational innovative processes of training managers in Ukraine in the conditions of modern society, which became an essential basis for the transition from the reproductive model of education to the modern humanistic model of education;
 - Paradigm method provided analysis and comparison of educational innovative processes of training managers in Ukraine, which promotes identification and introduction of the most effective and productive mechanisms of professional training of managers in the educational process.
-

4. Results and discussion

The development of the problems of implementation of the paradigm of education managers, based on the principles of fundamentalism, integrity, orientation to meet the interests of the individual and society, is widely reflected in the scientific publications of Ukrainian and foreign scholars. This allows us to highlight certain qualitative characteristics of the new educational paradigm. These include, in particular, the change of the main dominant formations: from rationalistic, technocratic values to cultural and humanitarian values, resulting in a transition from a reproductive model of education to a humanistic, cultural-oriented model; changing the 'ideal of education' of a modern manager of a managerial profile, which is dominated by a non-utilitarian, but a global goal of education, which consists in the formation of a competent specialist who is aware of the problems of the modern management system and presents ways to address them; the orientation on the priority of development in the process of personality education, the transition from the educational-disciplinary model of education to the personalized oriented model as a condition for self-expression of the individual (Bondarevskaia, 2007; Bekh, 2003; Guk and Chernukha, 2017) orientation towards democratization, humanization of the educational process, adapted to the interests of the individual, that best suits the tendencies of contemporary social development.

Proceeding from the qualitative characteristics of the new educational paradigm, the logic of the modern educational process gets a different direction in understanding the goals, objectives and content of the education managers, which increasingly expands the goals of education and the traditional horizons of the professional activities of management specialists.

Scientific polemics, which determines the methodology and directions of the development of education managers, examines the question of its paradigm in various ways. Thus, in the opinion of A. Mazaraki and T. Tkachenko (n.d.), (2013) the paradigm of higher education in management is reduced: to the formation of a person with cognitive mentality, cultural senses and values, cultural norms and guidelines (culture of work, leisure, communication, and so on.) to orientation towards socio-cultural environment; to form the student's image and a higher education establishment.

Modern scholars in the context of the development of management education justified the paradigm of the interaction between the performers and customers of the educational program, which, in turn, should be based on the principles of coadaptation, co-evolution and fractality (Vishniakov and Rodzin, 2000), that is, it should be flexible, open, distributed and autonomous.

It is determined that the paradigm and didactic system of traditional teaching in management, and in general in vocational education, with lecture classes as the leading

form of the organization of the educational process, should come to the paradigm and the didactic system of person-oriented learning from their own, self-directed, self-managed educational activity of the student as the main form of organization of the educational process (Repyev, 2003).

Many researchers note that an educational institution for training in management cannot be limited to the educational process in its day-to-day activities. In today's conditions of quality education management, there is a new paradigm of education, according to which, the study of the market of managerial labor is of particular significance, and the substantiated definition of 'technical requirements' for the training of specialists is of particular importance.

In examining the current problems of professional training in the context of the development of professional education managers, it should be noted that at the level of higher education, the issue of changing the dynamics and structure of the pedagogical process becomes particularly relevant. The main vector of the organization of such a pedagogical process is the formation of a professional-quality manager capable of solving various tasks, including a high degree of innovation dominant in professional activities (Voznyuk and Potsulejko, 2012).

In the general model of a specialist, as a creative person, the meaningful and functional structure of its characteristics can be represented as the logical continuity of the levels of formation in their interrelation (Fig. 1).

Figure 1
The content and functional structure of the model of a modern specialist

Modern (elite) specialist				Creative personality (system-centred approach)
Ability to accumulate knowledge (mechanisms for memorizing of information)	Ability to creativity (mechanisms of purposeful transformation)	Ability to self-actualization and self-improvement (mechanisms of integrated behavior and gradient development)		Level of basic properties
Key triad				
Enlightenment	Professionalism	Creativity talent, ability to study	emotional-volitional stability and cognition	professional culture and morality
				Level of professionally significant properties (refer to diagnostic)
Mental 'image' of the educational situation	Mental generating systems			

Psychological mechanisms of self-organization and generalization	Psychological mechanisms of self-development (necessary variety)			The level of higher mental functions and mechanisms in the development of a specialist (objective pedagogical technology)
General theoretical training (1) + (2) Interdisciplinary exam	Professional competence (3) (graduation work)	Functional Literacy (4) + (5) Certification		Level of training quality identification (Form of final control)

In his work, Raven J. (2002) notes that ensuring the quality of professional training of a specialist in a modern high school, in accordance with the competence paradigm, is largely due to the choice of adequate educational technologies. It actualises the reorientation of traditional education on a fundamentally new study, related to the creative development of the individual, with the changing role of the student, where he becomes an active participant in the educational process.

As at the stage of internationalization of higher education systems in Ukraine it is necessary to take measures to bring educational standards to a level of specialist training in accordance with international requirements based on the development of key and professional competences, then it is necessary to pay attention to the significance of changes taking place in foreign educational theory and practice in the processes of the evolution of the western education systems, including the formation of managers, towards her humanistic orientation (Norkina, 2009).

5. Analysis of results

A provided analysis of scientific literature has shown the commitment of American and European researchers to the ideas of changing the paradigm of education in general, and in particular the education managers; changes in the global goal of Western society, which is in the formation of a civilization dialogue; the need for professional, racial, ethnic, humanitarian diversity in managerial education, conditioned by the epochal challenges and variational expectations of students from the education received. Appeal to the publications of foreign authors can reveal the basis of the transformation of the paradigm of education managers, which consist in the need to change the traditional management practices based on comprehensive pragmatism.

An analysis of the essence of traditional scientific and management practices, allows us to emphasize its next main characteristic - the desire to achieve important innovations without their correlation and connection with social, economic, environmental influences. Scientists note that within the framework of the formed paradigm there was a division of managers and society (Managing in the Next Society, 2003). Therefore, it is not always correct that the index of national industrial and economic development of the quantitative indicators of the number of certified specialists in the managerial field is widely used as the index of the national industrial and economic development, as they do not clarify the quality issues gained by the specialists in management education, do not reveal the qualifications of educational institutions that form specialists in management, not speak about the level of formation of personal qualities of these specialists.

The activities of managers in modern professional reality are multifunctional. It includes administration and management of people, management of operational processes and management of financial and economic, marketing and innovation activities and management of logistics processes. Such a combination is becoming rather complicated today; therefore, in accordance with the principle of the sufficiency of forces for the sphere of activity, a more narrow specialization of managers may occur in the future. Another

characteristic trend, which also changes the requirements for the manager, as a specialist, is the gradual convergence of practical and scientific spheres of its activities: from the processes of management of the existing system to the creation of fundamentally new systems and management technologies.

Competency approach was the basis of the new version of the branch standards of higher education of Ukraine in the field of knowledge 'Management and administration', which led to the transition from the traditional triad to educational activities of forming a model of the manager of 'knowledge - abilities - skills' (aimed at reproductive automatism) to pintade 'knowledge - professionalism - ability to create - the ability to entrepreneurship - social', aimed at productivity, creativity and practicality.

Changing educational goals determines the change in the functioning of the entire educational system and its components (including the content part). The realization of the humanistic goal of education involves the fundamentalization and humanization of disciplines in the programs of higher education institutions. In place of didactic-centrist technologies come person-oriented technologies, which establish the subject - the subject relations between participants in the educational process. Humanism is a philosophical approach, which in the theoretic-ideological aspect combines the doctrine of man as a defining purpose and the highest value of society. Humanization is a combination of philosophical, epistemological, psychological, socio-cultural, legal views that determine the goals and objectives of higher education in order to prepare and educate a future specialist as a creative person. Humanization of education is the orientation of the educational system and the entire educational process to the development and establishment of mutual respect for students and teachers based on respect for the rights of every person; on preservation and strengthening of self-esteem and development of personality potential. It is this kind of education that guarantees students the right to choose an individual development path. Formation of a mature specialist on the basis of humanization of higher education is a complex process in which the internal essence of a person, his business qualities, intellectual capabilities and personal goals are realized (Vishnyakov et al., 2000; Vlodarska-Zola, 2003).

By exploring the current practice of developing the conceptual foundations of educational systems, it should be noted that from the standpoint of the continuity of education, the creation of a system of continuous vocational education of management personnel is put forward. The main purpose of this is to satisfy fully the educational needs of the individual during all professional activity and preparation for it. In these conditions, education can be regarded as a process aimed at expanding the possibilities of choosing a personal life path and self-development of the individual. In this regard, the new paradigm of education sets requirements for the development of educational routes that allow individuals to choose an individual educational trajectory.

The new individual-oriented educational paradigm is largely realized through the introduction of information technology into the process of continuous education managers, called the virtualization of the educational process. This project involves the creation of electronic textbooks, the creation of electronic directories and glossaries, virtual libraries, the creation and use of educational, training and controlling computer programs in the educational process. It involves widespread use of multimedia technologies, local and global telecommunication networks. Unlike traditional forms of training, the future specialist who is studying can individually choose the rhythm of preparation, the rate of completion of the course, colleagues in the group, educational and methodological and reference literature. The main task is to inform the national education with the simultaneous creation of adequate material, technical, psychological and pedagogical and organizational support, which allows providing the necessary level of professional qualification of trained managers.

It should be noted that in recent decades, both external and internal conditions of managers at different levels have changed fundamentally, as well as the nature, content, methods and forms of their activities. Innovative economy, organized on the basis of the use of technology-intensive technology, is increasingly pushing out the industrial-socializing enterprises of the industrial and socio-economic life of an enterprise of an industrial age. Modern production technologies are 'short-term' ones. They progress rapidly, continuously

increasing their knowledge and intelligence, requiring from all process managers not only the corresponding level of development of intelligence, but necessarily ahead of the level, which enables to predict and evaluate possible alternatives of the further stages of technological, economic, scientific and social development. The ability to predict the development processes of an organization becomes necessary for ensuring competitiveness, both by managers and their organizations, through the implementation of professional and psychological continuous self-training for successful activities in any of the possible variants of scientific and technical and socio-economic development.

The reaction of national systems of higher education to the eruption of the crisis was the development of different and diverse innovative transformations. The central, strategically important innovation of modern managerial education is the change in the educational paradigm, the irreversible transition from the information-translation paradigm of education to the personality-creative. As a result, the quality criteria of education have changed dramatically. Parameters of the quality of training specialists required by the society, the state and modern organizations are increasingly controlled and provided internally by university quality management systems that apply a process approach to managing the system of university bachelor and masters training.

The next context of the new educational paradigm is related to the borrowing of 'best practice' in the education of managers, implemented through the Institute of Independent Professional Accreditation and International Accreditation of Educational Programs and Quality Management Systems. The analysis of the requirements for managerial educational programs in their international accreditation showed the need for a fundamental rethinking and restructuring of their life-processes. For example, it turned out that meeting the requirements of Ukrainian state educational standards is a necessary, but not always sufficient, condition for recognition of an educational program abroad. In order to achieve the goal of foreign accreditation, there is a need for a radical improvement of the critical indicators of the life of the programs, such as the quality, volume and nomenclature of the provided educational services, monitoring of knowledge, taking into account the interests of customers.

Education, as a process, includes obligatory stages, goals, tasks and means of their achievement. The absence or false formulation of some of the listed components usually indicates 'incompetence of the authors of the educational program, the inability to evaluate the results and the level of education'. The main trend in the development of educational programs both in Ukraine and abroad is connected with the integration of advanced information technologies. However, in modern conditions, the educational strategy should be supplemented by new organizational and managerial strategies related to supporting the life-processes of the educational unit in which it is implemented, for example, by ensuring effective communication of the interested departments. The realization of this idea leads to the development of fundamentally new forms of collective interaction at different stages of the implementation of the educational program. At the same time, a highly integrated organizational structure based on the leading department develops, which can serve as an important factor for the continuous support of the life of educational programs.

Among the processes related to the implementation of a new paradigm of higher education in higher education, a special place is occupied by the development of professional criteria for a specialist, whose competence is determined not only by professional knowledge but also by variational socially significant characteristics. There is no doubt about the fact that in this connection the need to search the internal resources of universities for improving the training of pedagogical staff taking part in the training of management specialists, in activating the variational structural, substantive and procedural components of the educational process is being updated.

6. Conclusions

Based on the mentioned above, we got the following conclusion: the change of the paradigm of the Ukrainian system of higher education is largely due to the processes of its integration into the world educational space. Such factors as: the formation of a multilevel

educational structure, the development of educational standards, adequate imperatives of modern civilization development, the tendencies of fundamentalization and humanization of the education of managers - necessitate a comprehensive consideration of training specialists of this profile in the context of professional mobility and competitiveness, as well as in the context of its formation, as a socially and humanist-oriented personality. Ensuring the competitiveness of the young specialist in the modern labor market is possible, if the level formed in the process of professional-oriented (context) training of the future manager corresponds to his readiness to independently qualitative solution of real multicriteria management tasks. A qualitative solution to the problem involves achieving a scientifically sound compromise between customer requirements and developer capabilities.

In order to ensure a guaranteed training of managers for successful innovation, it is necessary to diagnose the dynamics of their competencies and to manage the process of their increase through the use of opportunities of flexible teaching technology. The projected high efficiency of innovative personality-oriented learning, aimed at joint implementation by educational entities of designing, testing and maintenance of intellectual property objects of managers, motivates teachers to solve the actual problem of pedagogy - the development of adequate pedagogical technologies. Thus, it should be noted that each new educational paradigm does not abolish the former, it generates new goals and proclaims another result of education.

The accumulated experience in researching, designing and practical implementation of various didactic and educational systems, achievements in the field of psychology, didactics, pedagogy, advanced information and telecommunication technologies, science-intensive educational technologies allow comparing different didactic and educational systems from the point of view of their correspondence to the nature of mental processes of cognitive and practical activity of the individual. It allows to determine their didactic fields and formulate the principles of designing and implementing educational processes of teaching systems capable of realizing the modernization of education managers.

Bibliographic references

Bakhov, I., Ryzhykov, V. and Kolisnyk, O. (2018). Leadership Abilities of a Military Manager, Professionalism of a Commander as the Guarantee of the Practice of Effective Activity of a Military Organization. *International Journal of Engineering & Technology*, 7(4.38), 45-49. DOI: 10.14419/ijet.v7i4.38.24318.

Bekh, I.D. (2003). *Education of the personality*: in 2 books. Book. 1: Personality-oriented approach: theoretical and technological principles, Kyiv: Lybid, 280 p.

Bondarevskaia, E.V. (2007). Paradigm as a methodological regulation of pedagogical science and innovation practice. *Pedagogika*, 6, 3-10.

Guk, O.F., and Chernukha, N.M. (2017). Priority vectors of modern education. In *Topical issues of social pedagogy: Collective monograph* (pp. 30-55). Barbados: CARICOM.

Managing in the Next Society (2003). *livelib.ru*: Retrieved from <https://www.livelib.ru/book/1001008061-managing-in-the-next-society-piter-ferdinand-druker>

Mazaraki, A.A. and Tkachenko, T.I. (n.d.), (2013). Competency model of the manager in branch standards of higher education in Ukraine. The materials of the NAPA and Berlin Higher School of Management and Law (FHVR) seminar on the development of new Public Administration training programs. Retrieved from http://confcontact.com/2013_04_11/1_Mazaraki.htm

Norkina, O.F. (2009). Valuable orientations of education in the context of European integration. *Scientific Bulletin of Chernivtsi University*, 433 Series "Pedagogy and Psychology", 92-103.

Vishniakov, Yu.M. and Rodzin, S.I. (2000). Problems of Integrating Intellectual Learning Environments into Virtual Educational Structures. *Artificial Intelligence News*, 3, 89-101.

Pecherskaya, E. (2003). *Conceptual aspects of preparation of a competitive expert in*

modern conditions. Samara: Samar. state ok Acad, 260 p.

Raven, J. (2002). *Competence in Contemporary Society: Identification, Development and Implementation*. Moscow: Kokito Center.

Repyev, Yu.G. (2003). Invariant didactic system of interactive self-study in engineering education. *Higher education today*, 11, 10-22.

Vishnyakov, Y.M., Rodzin, S.I. and Zur, A. (2000). Design of the Integrated Intelligent System for Distant Tutoring , Perspective Information Technologies and Intelligent Systems Retrieved from: <http://www.pitis.tsure.ru/>

Vlodarska-Zola, L. (2003). *Professional training of future managers in higher technical educational institutions* (PhD Thesis).

Voznyuk, O.M. and Potsulejko, A.B. (2012). *Features of humanitarian and professional training of students at technical higher educational institutions*. Lviv: Lviv State University of Life Safety.

1. Ph.D. of Pedagogy, Associate Professor of Social Rehabilitation and Social Pedagogy, Taras Shevchenko National University of Kyiv; Ukraine, E-mail: norkaukr@gmail.com, ORCID [0000-0002-2474-0316](https://orcid.org/0000-0002-2474-0316)

2. Candidate of Pedagogical Sciences, Department of Management Luhansk Taras Shevchenko National University; Ukraine, E-mail: Euro2006.06@mail.ru

3. Doctor of Pedagogical Sciences, Professor, Senior Researcher of the Military Institute of Taras Shevchenko National University of Kyiv; Ukraine, E-mail: vadr66@rambler.ru

4. Candidate of Technical Sciences, Associate Professor Head of the Department of Management Luhansk Taras Shevchenko National University; Ukraine, E-mail: esnitko@gmail.com

5. Doctor of Pedagogical Sciences, Professor, Professor of the Department of Theory and History of Pedagogy, Boris Grinchenko Kyiv University Ukraine, E-mail: v_tern@ukr.net, ORCID [0000-0002-1468-9932](https://orcid.org/0000-0002-1468-9932)

6. Doctor of Pedagogy, Professor of the Department of Social Rehabilitation and Social Pedagogy, the Faculty of Psychology, Taras Shevchenko National University of Kyiv; Ukraine, E-mail: nm_chernukha@ukr.net, ORCID [0000-0002-5250-2366](https://orcid.org/0000-0002-5250-2366)

Revista ESPACIOS. ISSN 0798 1015
Vol. 40 (Nº 29) Year 2019

[\[Index\]](#)

[In case you find any errors on this site, please send e-mail to [webmaster](#)]

©2019. revistaESPACIOS.com • ®Rights Reserved