

Value design in management education

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Abstract—The education system in modern society is the most important tool for the formation and maintenance of its social and cultural unity. The education system must ensure social and cultural harmony in society, which opens up access to any knowledge, competence, social roles and citizenship. For the development of society, the system of training of management specialists on which the development, choice and implementation of the vector of development of organizations and the entire economic space of the country is important. It is not enough to train competent professionals, it is important to form a system of values that serve as a basis for building an effective business ecosystem.

The scale of economic and social change in the world requires the modernization of the educational process in the field of management training. The development of management education in these conditions should be aimed at training future managers who are competitive in the domestic and international market; their broadening of their own and other cultures, developing a global vision of the world, and the values necessary for informed and informed decisions to develop the organizational and economic environment.

Traditional forms and ways of organizing the educational process to train management professionals become ineffective. In order to form competent management professionals, it is necessary to carry out the value design of educational trajectories of future specialists, by actively switching to value management in the education system. This article is devoted to the consideration of the concept of value support for the educational process of management training.

The development of value design in management education is based on the active use of value management, which allows to ensure the integration of universal values with the values of the professional culture of future activities. The submissions are the result of a test of research on the organization of the educational process of training management professionals based on the values required, according to the authors, to form modern Managers.

Keywords—value design, value management, management education, value landscape

I.INTRODUCTION

The complex market environment creates new opportunities for the development of modern companies. They are increasingly resorting to the driving force of development as the creation of social values. By forming the contexts of economic performance, social values give an ethical vector to the development of socio-economic systems. In the mid-1980s. Representatives of the Harvard Business School, led by Bruce Scott, conducted a study, the most sensational conclusion of which was the assertion that the most important factor in reducing the competitiveness of American industry in world markets is a weak ideological work in American companies. The researchers recommended "a full understanding of the importance of the ideological factor for the economic efficiency of the national economy." The economy is increasingly governed by systems of ideas, ideology is becoming a tool for realizing economic problems. The successful functioning of organizations in today's environment depends on aligning the values of the participants in the relationship. "Introducing human and personal parameters into managerial thinking" is no less important for maintaining competitiveness than performance and profitability [1, 2].

A characteristic feature of modernity is the constant complexity of the system of public relations, the integration of economic and ethical components of activity, the construction of an ethical system of economic relations is required. Ethical values not only guide social development, but also become growth points. The effectiveness not only of their activities but also the level of development of the entire economy depends on what values will prevail in relations between the participants of economic relations. The

introduction of a spiritual and moral vector in the management of economic activity requires the development of new mechanisms for training management personnel. New organizational and economic mechanisms and methodical tools are needed to achieve the goals with the greatest effect. Education is the foundation of the economy it doesn't just train professionals under specific jobs but also serves as an essential tool and resource for the creation of a person who is ready to live in a multicultural society and make responsible decisions. Management is always about choice - "to be able to manage means to be able to choose," and the main basis of choice is the value system of decision-makers. It is values that [3] determine the activity of management professionals. Under these circumstances, all more important becomes the task of value modernization of management education, based on the use of modern value tools.

The content of modern education is tied to economic goals, while cultural and humanistic goals have been sidelined. The widening gap between the quality of education and the growing requirements for value management systems is the specificity of world education. In management practice, the phenomenon of "penetrating (integrating) skills" - the role of a set of knowledge and skills in a certain value environment, accepted by management specialists to achieve goals - is increasingly important. The value undertraining of management staff is becoming one of the top priorities for the development of the economy. The question of the socio-economic systems is the need to change the principles of human activity, way of life and the values of employees.

For these reasons, today the competitiveness of countries depends not only on the activities of traditional educational institutions, but also on the ability to constantly improve the quality of value skills used in the economy. Professionals who have a value system, an adequate stage in the development of society, are a key resource of the economy.

II. MATERIALS AND METHODS

The educational process should not only correspond to the level of economic development, but also be ahead of the curve, preparing human resources to work in the new environment.

Traditional management was formed in the last century to solve efficiency problems, the main tools of which were bureaucracy, hierarchical structures, elaborate procedures and tight control. However, it is becoming increasingly clear that financial indicators alone are not enough. Management cannot be based only on "lagging" financial indicators. The need to move away from the ideology of "number and growth" was emphasized by G. Hamel, who outlined two fundamental models of business existence, respectively, two different management paradigms, which divide, in his words, "prisoners of history" from " revolutionaries - innovators." Some follow the paradigm - how to do something effectively, others focus on what needs to be done to create new values and be more useful, competitive and, ultimately, Rich.

Some tend to do something better (produce more, faster, cheaper, better quality, etc.) and he calls them "incritimtalists" (from English, increment - to increase, increase, grow). otherwise, creating completely different concepts, business models and other market space, a different social reality and in the future to become leaders. management of the era of industrialism, on the apology of numbers and short-term results should be refocused on strategic results, the receipt of which depends on the consideration of socio-behavioral factors. To achieve this goal, a new generation of management professionals must be trained, not just to master the economic methods and management technologies, but to make value choices that help build up the values of the socio-economic system.

This goal cannot be achieved through the traditional mechanisms of the educational process. Ignoring the value of governance and the interaction of socio-economic systems in the training of management professionals not only leads to economic backlog, but also makes it impossible to develop them further. According to C. Gray, disregard for values and ethics in favor of efficiency can lead "to the horrors of administrative "perfection." [4].

The transition to a value management paradigm requires a change in methodological approaches to management training, a transition to priority consideration of behavioral, emotional and social aspects of interaction socio-economic systems. Interaction is the basis on which the participants' relationships are formed, both in the business system and in the educational process. Future management professionals should be prepared to build interaction processes in four dimensions:

Functional or technological (responsibility areas, functions, directions, mechanisms, technologies, etc.).

Social (social relationships, initiating and maintaining social change).

Psychological (emotions, perception, expectations of the participants of the interaction.).

-spiritual (meanings and values).

Each of these measurements should characterize the level of increment of the value of the management specialist.

The essence of value in today's environment is characterized by an integrated understanding based, in our opinion, on a value-active approach: Building social values among future professionals leads to the creation of new values, to help build the capacity of socio-economic systems in the future. Sociocultural and economic values represent different but interconnected determinants that collectively determine the behavior of participants in any business system.

Since the main trend of modern management development is its "humanization", it is necessary to build a value-based contour of the educational space of training management specialists, focused on building value future manager's system. In today's environment,

it should be recognized that the art of governance is to strike a balance between the good of the organization and the good of the people associated with it. Such a balance can only be achieved through the formation of common values.

The emphasis on the value of the future of the management specialist can only be achieved by the use of value management in the educational activities, the subject of which at the current stage of development is the relationship representing is a set of sustainable relationships and interactions of systems that emerge in the process of creating value.

In today's dynamic world, education based on a functional principle is being replaced by value-based education and value creation management. The main areas of development of research on the application of value management in educational activities should be recognized the combination of different approaches and the growing interdisciplinarity based on the use of the best methodological approaches developed by representatives of different scientific disciplines.

No educational system can do without one or another value base. Values in the management education system are the link between ontological and axiological foundations of the educational process. Unlike the gnoseological or purely cognitive principles on which the modern education system is based, the value approach reflects not objective patterns of its development, but the corresponding subjective attitude to education as the most important component or characteristic of a modern manager, personality and society in their relationship and mutual conditioning. They reflect the peculiarities of society itself, the whole history of its formation and development.

III.DISCUSSION

The inconsistency of what is taught can be described as a global higher education crisis: the education system prepares people for the "outgoing" economy. the background makes it difficult for management professionals to enter the organizational environment of companies.

The current stage of value management development is focused on establishing strong relationships between the participants of interaction in order to create a new value. The new learning paradigm is that students must now be seen, on the one hand, as consumers, on the other, as active participants in the educational process. The success of the educational trajectory is possible only when the close interaction between the student and the teacher is established. That is why a competent approach requires a shift to a value-based learning paradigm based on a relationship approach. Neglect of value grounds leads to the development of value myopia, i.e. conflict between what the student wants to learn in the process of learning and what and how he is offered. Forced passivity of students as participants process reduces their incentive to engage in real involvement in training Since the efforts, and hence the interest of the student, are

necessary to acquire education, such alienation is necessary. negatively affects the results of training.

Moreover, the conflict is aggravated by the fact that the low adaptability of the teacher leads to the destruction of the competences of the future management specialist and a decrease in the level of loyalty of the student. Competence-building requires finding new forms of interaction in the process of "learning action."

The teacher must own and actively use the psychological formula AIDA (Attention - Attention, Interest - Interest, Desire - Desire, Action-Action). In order to be effective from the interaction process in management education, it is necessary to ensure that there is a correlation between the teacher and the learner's value systems. For example, it is impossible to form a positive attitude towards the value of "trust" if all the time to try to incriminate the student in bad faith, lies and various kinds of violations.

The formation of a value system of a managerial specialist largely depends on the extent to which civil society is formed, what is the relationship of social relations, what role in the implementation of these ties belongs to the state, what ideology it adheres, and as it all is refracted in the organization of the education system. In other words, the values and guidelines of educational activities in the training of management personnel determine the very essence of the educational system, most clearly express its orientation, specificity and effectiveness, i.e. define a value landscape, without which the educational process is impossible.

The value landscape is a set of external (background) values that characterize the value system that has developed in the external environment where participants operate. This group of values forms ethical norms that stimulate the activity of participants to the implementation of the goals.

The issue of values is the central problem of reforming the existing system of management education as a central link in reforming the whole modern society as a whole. Without the transformation of existing stereotypes of pedagogical thinking and experience, nothing can be changed, because, otherwise, new approaches will inevitably be rejected, or concluded in old organizational and other forms, in existing algorithms in the form of well-established rules and methods of educational activity. In this case, only their name will change, but not the content. Innovation in education must inevitably be accompanied by a change in the value orientation of the teaching corps. Without innovation in management education, there can be no question of significant innovations in social development.

In the management education system, the key factor in the result is the independent work of students, and therefore their self-sufficient access to educational resources and self-education technologies, for this listener must be taught to learn on their own.

The formation of a culture of independent and creative thinking is recognized as the most important expected result of management education. Despite this, in the practice of management Not only has the culture of thinking not won, but the culture of memorization and conformity to the standard is increasingly inferior.

The culture of assimilation must be replaced by a culture of search and renewal, which may be achieved only by strengthening the adhocratic elements in the educational process. At the same time, the culture of search, as a rule, arises most often, in the context of team work, which requires the development of team competences, the ability to form different native teams to solve interdisciplinary problems, without which the future management activity of the specialist is impossible the main factor in the implementation of the goal is the teacher, whose role has changed from a simple translator of knowledge to a generator is not so much knowledge as the value bases of the future manager. The basic principle of teaching management disciplines should be the principle - "exploring - teaching, teaching - research."

Management training is a value-oriented process aimed at interactively transferring knowledge and values. The modern learning process for the formation of future management professionals should be focused on the formation of non-clear knowledge and the active use of a value configurator, which allows to determine the value vector of development and to choose the most appropriate forms of enshrining values in students. This process is associated with the development of subjective perception. empathy, intuition, is based on transformation processes in which the value of learning plays an active role.

A competent approach cannot be effectively implemented without determining the value trajectories of the development of a management specialist. The construction of these trajectories depends not only on the features of the future professional culture, but also on the value characteristics of the student.

The procedure of management training in today's environment should be developing and manifested through the formation of a certain type of behavior aimed at value thinking about the actions taken. The student is a strategic resource not only for the future employer, but also for the educational organization itself, on the level of his loyalty and commitment depends on the establishment of a stable relationship with the future specialist, that is the leading factor in the competitiveness of the universities. The learner should be treated as a potential customer forever in the case of a high level of student loyalty and establishing strong relationships with him at various stages of his career, the university can not only count on the expansion of the area interactions related to educational trajectories and innovation. One of the most obvious contrasts between the two value systems in the teacher-student tiara is the differences between the prevailing types of culture: control and development. The second is the desire for order, stability, certainty and rationality, which does not contribute to the desire of

the participants to continue the interaction, i.e. the value trajectory of the student increasingly gravitates to rejection and the breakdown of relations.

The new generation of future managers is more individualistic, first, they have their own interests and financial well-being; they know their worth and demand immediate reward for the work done, they cannot be motivated by fear, they need to show opportunities. It is tight control and distrust on the part of the teacher that irritates them and reduces activity.

Analyzing trends in values change in recent years, the researchers note that in the youth environment there have been complex processes, indicating a reassessment of the cultural values of previous generations, disruption of continuity in transmission sociocultural experience. As a guide, young people choose the desire for individualism and material well-being, and the focus on the acquisition of material goods becomes of great importance for young people. This trend is a serious danger, as it is associated with the loss of ideology by the younger generation.

Therefore, it is alarming that almost 46% of respondents do not consider the teacher as a teacher who demonstrates the preferred behavior by his behavior, in the process of the relationship broadcasting a certain type Values. Ignoring by some teachers the ideological component of the student's development leads to the dehumanization of the younger generation, the manifestation of civil indifference and civic selfishness. "If the purpose of education is traditionally accepted only by education, then the real teacher will still be life, with all its ugly randomness." [5].

Values are an expression of the inner basis of a person's relationship to the values of both the substantive order and the ideal values associated with the various manifestations of the human spirit. Value-oriented unity is a kind of indicator of group cohesion, acting as an integral characteristic of the system of intragroup ties and relationships, reflecting the level of or the degree to which the estimates, attitudes, and positions of the interaction participants match.

Lack of attention to the work on emotional involvement of students in order to strengthen their loyalty, negatively affects the results of training of the future manager.

IV.RESULTS

Creating the value of a manager in the learning process can be seen as a systemfully organized process of continuous value-oriented training to prepare for new production functions, professional qualification to promote, to create a pool of managers and to improve the social structure of staff. As a training of managers in today's environment, it is impossible to choose only narrow-professional training. The plan for building value unity is to teach in a variety of semantic areas, but coinciding with or developing professional values.

There are two types of learning goals: 1) transferring knowledge and consolidating values; 2) the

formation of a certain arsenal of skills, as well as the transformation of the value system of the learner. Accordingly, we can talk about two different types of curricula - "developing" and "innovative" in the management education system.

The goal of "developing" learning is to strengthen values, master ingesher of methods and rules in order to work effectively in the company. This type of programme is particularly effective in conveying new knowledge and consolidating the existing system of professional values. Since this type of training is primarily focused on maintaining the company's performance in a certain area and strengthening a certain value system, the training is based on the experience of the industry in the past.

"Innovative" training is focused on the future, preparing the employee to work in the new conditions. The development of innovative training programs should be preceded by a prediction of the industry's need to change the competences of employees, based on appropriate changes in the external environment, in the technology of operations and management. "Innovative" learning is usually focused on the development of a new value system and solving unique problems.

The modern concept of management education sees students as a key resource and social value. Creating a new value from the perspective of a student-consumer, employer and society depends on the integration of interconnected components inherent in each teacher: work function, social relations and personality. The growth of the value component of the educational process is aimed at creating and strengthening social and relationship capital.

The absence of common values or their contradiction divides people into camps, turns them into opponents, opponents and opponents. In this difficult situation, the development of a value learning space is an important condition for effective training of future specialists.

The transition to value management in management education requires a transformation of the methodological basis of educational activity: a shift from a systematic approach to synergistic, accounting-based and ensuring relativity values of various participants in the educational environment: society, government, employers, students. The principle of relativity is designed to ensure that the best forms and ways of implementing innovation and educational trajectories are finding the best. Synergy must be manifested in the application of an interdisciplinary approach to learning, which requires a change in the value basis of the teaching staff: the transition from individualism and autonomy to teamwork and cooperation. The value of synergies is trust, the institution of which, unfortunately, is now almost completely destroyed.

The main goal of the modern educational process is to develop the ability of future managers to generate new solutions themselves; why we should move away

from the process of transferring knowledge to the process of transforming them into practical skills, i.e. the process of personalization. The value aspect of learning should be implemented on the basis of the following steps:

Activating existing stereotypes of behaviour based on a well-formed value system;

Value audit - revealing the impossibility of action based on traditional values;

- value design, i.e. Value design patterns of behavior in the proposed conditions;

- value consolidation.

It should be noted that in order to carry out value training, the teacher himself must have certain behavioral analysis skills and a willingness to value-change, taking into account the effect of cross-learning. It is he who will start the processes of emotional experience, self-problematization of the abilities of learners, create motivation to self-change the participants of the interaction.

The basis of educational interaction in the conditions of value management should be managed self-development. In the new environment, the teacher ceases to act as a translator of knowledge, shifts the emphasis from advice to innovative and creative partnership and cooperation between the learner and the learner to form a new value base Behavior. Any action and form used by the teacher in the learning process must be valued. The introduction of new forms of interaction in the educational process - organizational-active, organizational-thinking, organizational-communicative, educational and production games - entail an increase in the requirements for competences and the values of the learner: the teacher himself must be motivated by self-development.

Thus, the modern process of management education is the management of the process of self-development of the trainee by the formation of an adequate value system and professionally meaningful abilities, the implementation of which is possible only on the basis of the active use of value management.

V.CONCLUSION

The transition to a value-based management paradigm requires a change in methodological approaches, a shift to priority consideration of the behavioral, emotional and social aspects of the interaction of socio-economic systems. "Even traditional industrial firms are forced to admit that their further path lies through emotion and imagination... The reality is that a company that wants to be competitive has no right to deprive itself of what we call the "economic effect of sincerity." For our consumers, the "economic effect of sincerity" means that the company focuses on joint experience... Money is just a positive side effect..."[6].

Creating value in the process of training management professionals is the result of the

integration of internal and external interactions based on a single value basis. In today's environment, the need for qualified, newly trained personnel has increased, and this, in turn, requires a new approach to education and the education of new leaders. "Today's paradigm of education is based on the principles of optimization, intensification, unification of the educational process, focuses, first of all, on the development of technocratic and technological consciousness of man, practically leaving aside emotionally-sensual, moral side of the personality." [7].

The main question of our time: how to move from the leadership of the famous to the "management of the unknown." This requires a change in competence and skills, both at the personal and organization levels. Competitiveness no longer depends only on profits, market places, business strength. Management relies on the ability to build and maintain a value-creation relationship. The process of training future managers should be focused on the management of subjectivity, which includes the cognitive moment - the ability to interpret a new reality and an emotional component based on value perception.

The modern educational system is designed not only to enrich the listener with fundamental knowledge and develop his professional skills, but also to form the student's motivational attitudes and personal qualities, adequate to the conditions of the future professional activities. The modern educational process should be a process of managed self-development. Knowledge and skills are provided, first of all, by the meaningful side of the educational process, and the system of personal qualities and behaviors is formed by the "behavioral environment" of the university, its organizational culture. It is in the process of training in parallel with training that the future manager must receive the psychological training necessary to carry out his future activities. Each student should be prepared for future management activities, i.e. seen as a potential future manager, a carrier of a certain value system.

Educational activities are particularly specific compared to other activities. Creating sustainable relationships in management education allows the knowledge of participants in the interaction process to accumulate. Relationship management, the creation of a system of informal rules and regulations, and the creation of a "climate of cooperation" are important aspects of interaction management and the choice of the behavior attractor. This is largely due to the management of expectations and perceptions. Creating an environment where relationships are perceived as sustainable, profitable, "fair," facilitates the harmonization of goals, renders unnecessary formalization unnecessary and promotes the creation of social capital.

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