Administrative aspects of the state social-humanitarian policy in the educational sphere among countries of transformation type

R. Sirenko

Ivan Franko National University of Lviv
Corresponding author. E-mail: parubchak_io@ukr.net

Abstract. The essential characteristics of the educational sphere for the formation of social and spiritual values among society in the present time are analyzed. The managerial aspects of the development of integration processes in the modern social and humanitarian policy among the transformational countries are analyzed. The importance of the state social and humanitarian policy in the educational sphere regarding the formation of values in the educational sphere is substantiated. The phenomenon of social and humanitarian policy as a factor of educational and civil transformations among the developing countries is researched.

Keywords: transformation, management, education, humanitarian policy, social aspects, sphere, country, integration, values.

The statement of the problem and its connection with important scientific and practical tasks. Social and humanitarian policy is based on the recognition of inalienable human rights, including the right to a decent life for everyone, regardless of national, racial, religious, age, gender, individual or social characteristics. Today, the country of transformational type faces global problems and the most acute contradictions of social development, economic, environmental and most important ones: spiritual and moral crises, the growth of social and national conflicts.

State social and humanitarian policy is a systematic and consistent activity of the state in relations with human in particular and society as a whole, which is carried out through bodies of state executive, legislative and judicial power with the involvement of the society and taking into account basic human rights. It aims at achieving a high standard of living, spiritual and intellectual level of personality, both in its own interests and in the interests of the state as a whole.

Social and humanitarian policy can be defined as a system of decisions aimed at creating conditions for social and humanitarian development of the society, social, intellectual, spiritual security of a personality, realization of his/her spiritual needs and enriching person's creative potential. In the role of subjects of humanitarian policy, as well as social policy is the state as a whole, bodies of state power and local self-government, political parties and associations, social groups, society as a whole and individuals.

The analysis of the latest research in which the problem is initiated. The concept of humanitarian policy combines two main components: humanism and politics, which raises a great number of questions about the future of mankind, the role of spiritual culture and education in public life. It is necessary to distinguish the textual and contextual aspects of the managerial activity of the subject, they correspond to two levels of analysis. G.Kh. Gadamer highlighted the level of conceptual analysis - understanding the meaning of the text from the standpoint of the author's intention and his/her system of values as well as the level of contextual analysis - the discovery of hidden sense or reason that goes beyond the borders [8].

Humanitarian models of management have several differentiations. They are presented mainly in various concepts that distinguish the subjective aspect of organiza-tional relations: the concept of the school: "human relations" (E. Meio), "organizational humanism" (A. Maslow), dichotomous management - the theory of X and Y (D. McGregor), behavioral theory of social roles (R.Seyert, G.March). Socio-cultural principles of management are presented in the concept of humanistic planning of E. Fromm, which presupposes the following: the inclusion of human and his/her living conditions in the planning system, the activation of human potential through participation in the activities of the society, changing the process of consumption, the formation of new forms of spiritual and psychological orientation as an equivalent of religious systems of the past.

The humanitarian sphere of society is connected with the realization of the spiritual potential of the individual, with the processes of increasing the opportunities of human, his/her welfare, safety, health and spirituality [6]. The essence of social and humanitarian policy is based on the consideration of a person as a unique center of social harmony and development. The term "humanitarian" comes from the notion of "humanism" (Latin Humanus – humanistic, humanlike) - the philosophy of the worldview, associated with the perceptions of human as the highest value of society. The task of education is to help society make a conscious choice of social values and to form on their base a stable, consistent, individualized system of orientation that can provide self-regulation and behavior motivation.

The purpose of the research is to substantiate the managerial approaches to the state social and humanitarian policy in the educational sphere of the country and society.

To realize the goal, the following tasks were set:

1. To study the essential characteristics of the educational sphere for the formation of social and spiritual values in society in the present.

2. To analyze the administrative aspects of the development of integration processes in the modern socio-humanitarian policy of transformational countries.

3. To substantiate the importance and role of the state social and humanitarian policy in the educational sphere regarding the formation of values in society.

4. To study the phenomenon of social and humanitarian policy as a factor of educational and civil transformations in developing countries.

The presentation of the main research material with

the full substantiation of the scientific results. The concept of humanitarian policy is closely linked to the concept of social policy, and is often inseparable. The difference lies in the fact that social policy is aimed primarily at ensuring a decent level of material well-being in society while the humanitarian policy is aimed at achieving a high spiritual and intellectual level of personality, preservation and development of fundamental human and national values. The essence of humanitarian policy is related to the concept of "humanitarian potential of the nation", determined by the level of physical and mental health of the nation, its social well-being, morality, intellectual development, solidarity [2].

Sociological reflections helped to understand that the past century has passed under the unconditional primacy of technology, it will enter history not only as the age of wisdom and the triumph of rationalism, but also as the beginning of the systematic critique of traditional ideas about the omnipotence of science and technology. The global ecological and moral imperative that has emerged in the recent past urgently demands the future of new rules of behavior, without which mankind may not survive. Such rules can be developed within the co-evolution of nature and society, based in its development on the values of the humanitarian culture and the updated socio-humanitarian system of education.

At the individual level of human prevail such qualities as: pragmatism, spiritual impoverishment, antihuman. More and more members of society believe that a way out of a crisis situation is possible only by finding new paradigms of humanistic development for each country and for humanity as a whole. It is about deep changes in people's minds, about a new spiritual and moral culture, about the formation of a humanitarian-oriented environment on the human scale with the help of education.

Ecological and anthropological crises, which impose on humanity, encourage the active search for new models of society development, a new system of spiritual values, designed to unite people in the name of survival. In order to radically influence the overcoming of the global crisis, the organic synthesis of different ways of knowledge and transformation of the world is necessary, it is vital to overcome the gap in the culture of spiritual life that arose in the history of New Europe as a result of the breeding in different directions of science and morality, rationalism and humanism, knowledge and faith [4]. It's not about putting irrationalism and religious belief in the place of rationalism and knowledge, but about creating a new, humanist-oriented rationalism that includes all the valuable components of the humanitarian culture.

The effective management of institutional changes in countries of transformation type requires knowledge of the source principles of sociogenesis of modern social and humanitarian education, familiarity with which must be conducted in the university community. In the process of constructing social institutions and organizations, for example, private business or management systems, it is necessary to take into account the whole range of socio-economic changes. The analysis of the processes and contradictions associated with the reform process in the transformational type of Ukraine shows that the main emphasis in the actions of the subjects of governance is on the implementation of social changes and innovations.

Cultural changes do not keep up with the development of events in the social sphere - the creation of new organizational forms, management systems [10]. Even more lagging behind social innovations is personality changes, which entails an increase in tension and conflict in society. New social systems and institutions can only be created on condition of improving cultural preconditions and by selecting the most viable cultural patterns. In this case, direct copying and transferring to the national soil of samples of another culture is excluded without their prior adaptation and assimilation within existing institutions. New social forms are the result of not only a deliberate activity of people, but also a long-term cultural evolution.

Therefore, the creation of a market economy and liberal democracy in countries of a transformational nature must be preceded by certain cultural changes that arise from the objective needs of the social system as a whole and the interests of specific subjects. Establishing adequate relations between different types of institutional changes means proportional and balanced development of the personal and socio-organizational subsystems of society, which implies, as one of the conditions for successful socio-engineering activity, accounting mentality or according to E. Fromm, the social nature of people involved in transforming processes [1].

As we know, these processes change much more slowly than the social institutions themselves and their material environment. Ignoring this principle in the practice of social transformation, as a rule, is one of the main reasons for their inhibition and resistance to changes and innovations. The scheme of institutional changes should be as follows: culture - personality - social organization. Subsidiarity contributes to solving management problems, including those related to the construction of new institutions and organizations, taken at the lowest possible level. This is a key to the success of market and democratic reforms that do not end in transformational countries, but not in establishing the "vertical power",.

Cultural policy should be aimed at creating conditions for the comprehensive development of the spiritual potential of the individual and society, ensuring accessibility of the use of services of cultural institutions, guarantees of freedom of creativity [9]. Priorities of the state policy in the field of science should be the defining the state's needs in the field of science, the formation of intellectual potential of society, the formation of a new system of national science and technology policy and its organic entry into the world of scientific space, increasing the status of science in society, strengthening the mutual necessity of science and economics.

The main goal of the state policy in the field of education is to ensure the availability of education and to create conditions for the comprehensive development of all branches of education as the basis for the socio-economic, spiritual, cultural and intellectual development of society, the preservation of positive achievements and education, the introduction of foreign experience in the development of education, enrichment of educational space of countries of transformation type. The health protection of the population should be aimed at ensuring the availability of qualified medical assistance to every citizen, the introduction of effective mechanisms for financing and management of health care, and creating conditions for the for-

mation of a healthy lifestyle.

Religious policy, the main task of which is to ensure the rights and freedoms of worldview and religion, religious activity, equality of religious organizations, should promote the combination of the interests of the state, society and church in the process of formation of morality and spiritual development, creating conditions for the religious environment [3]. State policy in the field of tourism, sports and physical culture, the main priorities of which are the creation of conditions for meeting the needs of citizens in strengthening health, physical and spiritual development, should stimulate state support of domestic and foreign tourism, the formation of a competitive tourism product in the world market.

The management system in this area is not only a problem of social and humanitarian knowledge, with its special vision and understanding, but also the subject of rational-technological activity and the field of educational activity. In essence, it can be stated that in recent decades there has been a profound technological revolution in the field of governance. All this justifies the scientific and methodological foundations of the educational sphere and requires correction of both existing educational approaches and the development of new educational concepts and models; there are different management models: socio engineering and humanitarian.

The socio engineering approach to management is associated with a scientifically grounded and practically oriented change in social organization, based on the rational construction of models of human behavior and the correction of a set of regulatory requirements. It does not affect the mental characteristics and does not allow involvement in practice of social transformation orientation of all participants in management activities. Management of education and educational programs provides a project approach, in which the listener is considered not as an object of pedagogical influence, but as a full-fledged subject of the learning process, participant in the project activity [7].

The humanitarian approach to management, in particular, involves a different logic of research, discourse, and practical action, the meaning of which is the identification of semantic content and symbolic forms of communication used by people both in the processes of symbolic interaction and the exchange of reasoned positions and practical interaction in the field of management. The humanitarian approach to management in general is oriented towards the formation of a new image of the manager - a "person who understands" - capable of obtaining new knowledge and decoding the cultural codes laid down in the text and in the context of management activity.

Based on this understanding, one can propose the following preconditions for a humanitarian approach to the development of management technologies. First, "understanding person" is a full member and subject of the management process, co-author of the text of the activity. Management is the content and form of managerial activity, as well as various technologies. The context of managerial activity is an imaginary reconstruction of the whole set of conditions and factors that directly affect the textual component of management processes. Text is the actual or essence of activity while the context is what is usually meant when any conditions and situations are described.

Humanitarian management paradigm significantly changes our perceptions of the image, including the image of the person who understands the idea of humanity of the world and society as a new worldview and activities. However, one humanitarian approach to the study of management and managerial technology is not enough. It is necessary to combine its meaning with the cognitive and practical possibilities of the socio engineering approach, which involves the development of an integrated, socio-humanitarian approach to changing socio-cultural systems. This approach is aimed at understanding and designing models, organizational forms, and other means, which with one or another degree of adequacy, allows us to change the social systems: institutions, organizations and structures.

In practical terms, humanitarian and socio engineering approaches are oriented on different strategies and objectives of managerial activity: the humanitarian component of management consists in the formation of the personality of a specialist in the existential and general cultural sense while social - in changing its socio-normative situation and, first of all, professional status and public position. Therefore, both sides of social and managerial training are important for the graduate student. These areas are united in the framework of the socio-humanitarian approach to management in the educational sphere.

The socio-humanitarian approach focuses on the study and purposeful development of management systems in the unity of their social and cultural, subjective and objective, institutional and symbolic aspects, that is, the entire socio-cultural context of organizational change. Transformations are achieved by forming in the subjects relevant representations about the desired or optimal from the point of view of the subjects themselves the state of objects and systems. This happens taking into account the life strategy of the subject, this type of technology is extremely necessary in the process of reforming the modern educational system of countries of transformation type.

From the standpoint of the humanitarian approach, we do not actually change social systems as such, but representations about them that largely structure the reality of their existence. Obviously, humanitarian approaches are intended to reconstruct the semantic content of managerial activity, it has to be considered in organic unity with another type of technology - social, aimed in its turn at transformation of real social systems and institutions, including their infrastructure and organizational forms [5]. The benefits of social technology include the effectiveness of their application for the design of social systems and the implementation of institutional changes.

Concerning the disadvantage, or rather, the limitation of this type of technology, should be named their orientation mainly on the object, and not on the subject of managerial activities, the institutional nature of changes, as well as underestimation of human potential and socio-cultural features of organizational systems. Therefore, such technologies are not very suitable for the field of educational activities, social work with different segments of the population, organization of work with youth. The advantage of humanitarian technology is, of course, their pronounced emphasis on understanding and improving the structures of managerial and other professional activi-

ties.

Its disadvantage is the underestimation of the institutional aspects of undertaken socio cultural changes, with excessive emphasis on the personal problems of the subjects of governance. The integrative nature of managerial technologies in general is precisely determined by their belonging to two classes of technologies - social and humanitarian, as well as the possibility of creating new diagnostic tools. Under the influence of the transforming consciousness, science began to change its character, especially humanitarian one, from science to the knowledge of essence increasingly transformed into a science directed toward the future.

In the information epoch, we can talk about the real possibility of ripening a new type of sociality, the essence of which is expressed in the change of consciousness, in the change of priorities and target orientation of society. If at previous stages of its development social goals were determined by the fact that human remained only as a means of their achievement, then the principle of a new social state is the multiplication of the wealth of the essential forces of human, in the full extent of their manifestation on the basis of a stable humanistic orientation, formed under the influence of education in general, and in the first place social-humanitarian education among countries of a transformational type.

Formulation of the conclusions and perspectives of further exploration in this direction. In our time, in connection with the beginning of the transition of humanity to the information civilization, the place, social functions and the role of spiritual culture and education in the production and reproduction of social life have radically and fundamentally changed. The way out of crisis of the educational system cannot be found only at the expense of its organizational and structural reform, computerization and increase of investment, as it is planned in the documents devoted to the reform of the education system. It is necessary to change the theoretical paradigm of so-called supportive education on the paradigm of innovative, humanistic-oriented education.

The new paradigm of integrated education emphasizes the need for the growth of such functions of social and humanitarian education as the formation and development of morality, spirituality, social responsibility, culture as factors of professionalism. Implementation of tasks and priorities of humanitarian policy should be carried out in many areas, by all state authorities and local municipality. The basis of the unity of all directions should be the idea of the national character of humanitarian policy, the formation of national consciousness, the protection of freedoms enshrined in the United Nations Regulations, the consolidation of society for harmony and labor.

An important role in the development of processes of accumulation of knowledge for the formation of social and humanitarian education play researches in the field of social anthropology, philosophy, sociology of the world and culture, the role and significance of ideology, spiritual processes in the revival of transformational countries. In this regard, socio-humanitarian policy of the state is manifested in the consistent implementation of measures aimed at supporting the humanitarian development of society in accordance with defined priorities and national interests.

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