

Spiritual and Moral Values as the Sense Basis and the Factor of Improving the Quality of Management of the Education System

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Abstract: *Modern management of the education system is determined by the need to update the spiritual, moral and value-semantic aspects as the basis and factor for improving the quality of education management. The theoretical and methodological base of this study is focused on the humanitarian methodology that studies the moral and semantic characteristics of the individual and consists of conceptual provisions of sociological, socio-pedagogical theories, as well as management theory, contributing to the disclosure of such basic concepts as “spiritual and moral values”, “educational system”, “educational management”, “educational system management”. The educational management involves subject-subject relations. The article outlines several constituent components of educational management, which are based on the value-semantic foundations of the education system.*

Keywords: *spiritual and moral values, education system, value-semantic aspects of the education system, management, educational management, subject of management, subject of the educational process, quality of management, principles of management.*

INTRODUCTION

In the face of complex contradictory reform processes and a deep crisis in all spheres of social life (Bortsov et al., 2016), when the old value-semantic aspects and moral attitudes are destroyed, and new ones are just being formed, management issues occupy a leading position. Rightfully it can be attributed to the management of the education system, since in the current conditions of the implementation of educational standards of the third generation in the education system, not only a teacher-lecturer, a reporter representing scientific and educational information is needed, but also a manager, trainer, organizer of independent work of students (Sakhyanov, 2013). Today, the task of considering spiritual and moral values as a semantic basis and factor in improving the quality of education management is urgent as never before in the management of the education system. Observations of the management development process in the education system over the course of several years demonstrate a smooth flow from year to year of old and the emergence of new problems in the education system (Goloborodko, 2018). Among such problems, a whole spectrum can be identified: a decrease in the status of education against the background of a general decrease in its quality and the absolutization of the competency-based approach; inadequate financial and logistical support (financing by the residual principle); a significant decrease in the overall level of pedagogical activity among the teaching staff on the background of the formalism of the rating assessment of pedagogical activity; a radical decrease in the role of fundamental knowledge in the education system along with over-technologicalization of the learning process; blind copying of the experience of Western countries in the field of managing the education system without taking into account the national traditional specifics of Russian education; manifestation of spirituality, immorality and abuse in the educational environment, as well as a decrease in education, which is explained by the penetration of consumerism - the ideology of market relations in a consumer society.

The entire range of the above problems actualizes the problem of spiritual and moral values as a semantic basis and a factor in improving the quality of education management (Popov et al., 2019). Modern education, in fact, like other spheres of human activity, is associated with management: management of pedagogical personnel, information and analytical management, and education quality management. The introduction of educational management in the practice of the modern education system is associated with the need for adequate, value-semantic management in series of reforms of the education system. The opinion, that the personal and practical experience of a manager lies at the core of management effectiveness, has previously been traditional in the social sciences and humanities. However, as VA Sitarov emphasizes, the urgent needs of society “dictate new conditions for the qualitative characteristics of managerial activity, the main purpose of which is to implement high humanitarian standards and achieve socially significant results”, aimed at reviving national spiritual and moral values as a semantic basis and factor for improving the quality of education management (Sitarov, 2014). To improve the quality of education and the quality of management of the education system, changes are required in the content and organization of educational activity, in the management of the educational process.

METHODS

The relevance of research in the field of understanding spiritual and moral values as a semantic basis and a factor in improving the quality of education management is confirmed by numerous studies on education management (Belikova et al., 2019). As practice shows, quantitative evaluative methods are used in organizational systems, in the management process; they do not allow giving an adequate value-semantic assessment of the spiritual and moral component of the activity of the managing subject which is correlated with his value positions and orientations. In this regard, it becomes important to apply a humanitarian methodology that studies the moral and semantic characteristics of a person who is the subject of a controlling influence. The fundamental aspects of the humanitarian methodology are presented in the works of such experts as Yu. A. Zubok, V.I. Chuprov (Zubok & Chuprov, 2008), T.I. Shamova (Shamova, 2001), P. Drucker (Drucker P. (2007), G.P. Schedrovitsky [Schedrovitsky, 2003], V.A. Sitarov (Sitarov, 2014), V.A. Shevchenko, (Shevchenko, 2015) and others. The specificity of the humanitarian methodology is to highlight the value-semantic context necessary for personal development. The essence of the humanistic concept in relation to management in the education system is that “a person is valuable in himself and depends only on those ideas that exist in his personal experience. When these ideas are realized, they become a guide in the life and practice of a person. The same principle can be applied to pedagogical management and educational management (Shevchenko, 2015). In general, the theoretical and methodological base of this study is focused on the humanitarian methodology and consists of the conceptual provisions of sociological, socio-pedagogical theories, as well as management theory, contributing to the disclosure of such basic concepts as “spiritual and moral values”, “education system”, “Educational management”, “management of the education system”. Operational-functional and process approaches are also applied in the work; they are used to determine the components of the managerial process in the field of the educational system. The process approach in relation to the quality management of the educational process in particular, and to the topic of this study as a whole, contributes to the transition of the student from the position of the object to the position of the subject of the educational process.

RESULTS

The transition to market relations was marked by a radical transformation of the spiritual and moral foundations of the social spheres of Russian society, and above all, the education system. A market approach oriented on utilitarian values to the transformation of the sociocultural and educational spheres has generated in the domestic education system a neglect of educational activities not only among students, but also a decrease in motivation for vocational work among teachers, which indicates sociocultural trauma (Gafiatulina et al., 2018) of all subjects involved in the educational process. As emphasized by V.V. Kasyanov, V.V. Kovalev and S.I. Samygin, the education system is undergoing the process of transformation “into a kind of business corporation, the purpose of which is to transfer utilitarian knowledge and develop formal indicators that seem to indicate its viability in the field of education and science” (Kasyanov et al., 2017). In this regard, Shevchenko V.A. points out that the issue of making a profit in the education system “is a key one and, in fact, becomes a systemic limitation for the educational process. The goals of the

managerial activity of an educational organization are conceptually incorrectly considered solely as profit-making, and not as improving the life of society, the state, and each individual" (Shevchenko, 2015).

The consequences of reforms are processes of unification in educational space, alignment of both the teaching staff and graduates. In a market economy, the education system dramatically reduces its social and value-semantic status, as it is included in the category of services, both by definition and legislatively. In such circumstances, the teaching staff becomes service personnel with all the attendant socio-economic, socio-cultural, spiritual and moral consequences. It is obvious, that the place allotted to the education system in a market economy with the ideological concept of market relations does not correspond to real sociocultural significance, and fundamentally contradicts the national mentality, that has historically incorporated in the education system not a service mission, but a spiritual, moral and cultural mission (Spiritual security of Russia in the light of the specificity of Orthodox Culture: monograph, 2016). There are two approaches to assessing the place and role of the education system in public life: one approach is oriented to market relations, the other to socio-cultural ones. The status and prestige of the education system in the future will depend on the triumph in the public mind of one of these approaches to the perception of education and the practice of educational management. If the management decision corresponds to the system of value orientations of the personality, then it will be accepted for execution. Nevertheless, in case of inconsistency with the personality value system, difficulties may arise in the quality and voluntariness of the execution of the managerial decision. According to the definition of T.I. Shamova, "violent control" arises, which is based on "suppressing or manipulating the behavior of another person, on the desire to impose manager's will and decision on him. Such a value-normative system focuses on establishing a tough distance between the manager and the managed" (Shamova, 2001).

Value-semantic and moral issue is seen as assessment of learning activities of students and professional educational institutions by score-rating system. It is a question of rating standards: the number of students, number of publications, number of educational materials, etc., and the indicators necessary for monitoring the passage. The essence of modern reform in the education system is reduced to an increase in the quantitative assessment parameters, which are not consistent with the quality category. Under these conditions, quality itself becomes a synonym for increasing quantity, which does not imply a value-semantic background. As a result of score-rating system in education, training of specialists was replaced by teaching based on a competency approach and a credit-modular system, that changed the quality of education, the scope of its moral and creative components, "turning it into accounting" (Kasyanov et al., 2017). We have witnessed unprecedented managerial incompetence in assessing the activities of educational organizations of various fields on the same predominantly economic indicators. However, it must be recognized, that it is impossible to identify the quality of work of humanitarian and technical educational organizations by the same criteria because of the qualitative differentiation of their educational results.

Before we talk about improving the quality of management of the education system, we must consider the category of "quality of education." The quality of education is understood to mean such a combination of properties that determines its adaptability to the realization of social goals for the formation and development of personality in the following significant aspects: education (training), socialization (upbringing), increasing the quantity and quality (severity) of physical, mental, social

and moral competencies (Shaporenkova, 2009), as well as the experience of the value attitude to the world. Values, according to E.V. Bondarevskaya and S.V. Kulnevich, are “ideals turned into moral guidelines of a person” (Bondarevskaya & Kulnevich, 2009). Values and value attitude to the surrounding world as preferences are determined by the sensory sphere and affirmed by consciousness. They are determined by the ways of personality’s behavior. The establishment of values is based on the objective factors, which do not depend on the person, but at the same time exist subjectively, i.e. belong to the consciousness of each subject of activity. Through consciousness, they are comprehended and become the property of the individual. Managerial impact on the individual is conducted through conscious regulation. Any education system as a paramount task puts forward not only and not so much a scientific, educational, material or professional result - but to a large extent a personality-developing effect, spiritual and moral increment obtained as a result of educational, upbringing and socializing influence on a person (Gafiatulina et al., 2019).

In the process of obtaining education, a person expands his personal worldview, joins the achievements of science, and appropriates the sociocultural values formed during the socio-historical development of humankind. In this case, education (as well as the corporate culture of an educational institution) should be personally oriented, aimed at self-actualization, self-development in the formation of a personality, useful to society, possessing a system of spiritual, moral and cultural values, a high level of knowledge (Gafiatulina, 2012). All processes that occur in the educational system are aimed at achieving an educational result, expressed in qualitative changes in the student’s personality, expressed in the system of his spiritual, moral and sociocultural values (Kolesnikova et al., 2019). The dynamics and stability of educational processes aimed at achieving an educational result, through managerial influence, are provided by specialists acting in the form of an individual or collective subject. It should be mentioned, that from a scientific and theoretical point of view, management is “a process of systematic, conscious, purposeful influence of people on the social system as a whole or its individual links (production, social and spiritual life, etc.) based on the knowledge and use of objective laws inherent in society and progressive trends in the interests of ensuring its effective functioning and development” (Sociology. Encyclopedia, 2003). Management in the education system (educational management) has its own specific features, carried out by influencing the educational processes, the conditions of educational activity and value orientations. Education is also a process of management, “managing the social institution of training and inclusion of individuals in various spheres of society, their involvement in the culture of mankind” (Mukhametzyanova & Levina, 2015).

The educational management involves subject-subject relations, i.e., the object of control in the education system is the personality as a subject, the controlling effect is exerted by another subject that performs the functions of management and takes management decisions as a subject of management (Popov et al., 2019). Executive managers at different levels of the education system should be guided by an understanding and clear ideas that the process of forming a student’s personality is not yet complete, the spiritual and moral structure of consciousness has not been formed yet and is in the phase of active development. Hence the need arises for organizing purposeful activities for the formation of personality, the development of his/her spiritual and moral world and the effective management of the process of his/her upbringing, as well as the formation of value orientations as a semantic basis for managing the education system. The quality of education includes the quality of processes (activities) - the quality of results - the quality of management. In the

summary of the World Monitoring Report on monitoring the imperative of the quality of education, the so-called EFA (Education for All) from 2012 the main factors determining the quality of education are indicated: 1) individual traits of students; 2) the public and spiritual-moral and public contexts of the education system (values, attitudes, worldview, value-semantic basis of educational standards and curricula); 3) resources (of a material nature: libraries, educational institutions, teaching materials and human resources: teachers' salaries, the ratio of the number of students and the number of teachers, etc.); 4) teaching and learning (the time spent on training, the nature of the assessment of the successes achieved in the formation of the value system, spiritual, moral and public safety) (Imperative of the quality of education, 2012).

Various analytical reports can be used for accounting these factors. L.N. Sakhyanov points out that the analytical activity of each subject of the educational process has a semantic content orientation: management oriented - the administration, methodically oriented - teachers, and educational oriented - students as subjects of the educational process (Sakhyanov, 2013). Concerning the management of the quality of education, it represents a systematic, coordinated impact both on the educational process and on the complex of other basic, managerial and supporting processes with the aim of achieving the greatest compliance with the functioning parameters of the educational system, its social, pedagogical and educational results of established and proposed standards, requirements, norms and projections of the education system. It should be noted, that the quality management of education is based on the principles of *qualitology* as a triune science (quality theory, theory of quality assessment and theory of quality management), which "is consistent with the regulatory provisions of international quality standards ISO 9000: 2000 series, taking into account the specifics of the field of education". This specificity combines the signs and characteristics of the sphere of production (in particular, production and reproduction of intellectual resources) and the sphere of services aimed at sociocultural, spiritual, physical, intellectual development of a person (Subetto, 2000).

The principle of the process approach is a key principle in the construction and application of modern quality management systems, enshrined in the new generation of standards ISO. In other words, quality management systems are arranged by educational systems in the form of process-oriented management systems (Panasyuk, 2003). As part of the quality management of the education system, several activities are integrated within the processes aimed at achieving a certain level of quality of educational activity and its results. For this reason, the State Standard of the Russian Federation introduces the concept of "subprocesses of quality management" (including the quality of the educational system) (State standard of the Russian Federation GOST ISO 9001-2001). It is advisable to interpret the quality management subprocesses as such operational and functional components of the managerial process, through which a complex of tasks is solved to correct the parameters of the educational process, diagnose, control and evaluate its results, determine the conditions and trajectories of its development. This operational-functional approach to determining the components of the management process in the field of the education system is based on and considers:

- nodal procedures for managing the quality of education, implemented by management entities;
- considering the education quality management cycle, starting from the identification of the needs of the subjects of the educational system, and ending with the assessment and analysis of the degree of their satisfaction;

- highlighting the fundamental directions of educational management aimed at individual components of the modern education system;
- recognition of the importance of dual quality management of the education system, i.e. highlighting the line (circuits) of the quality management of the current functioning and the line (circuits) of the quality control of the education system;
- orientation on a process approach to the education system in the understanding of international standards ISO 9000: 2000 series and recognition of the central role of the principle of reflection in modern quality theory;
- structuring of educational processes according to their importance in the management system, awareness of the need to build a single network of interconnected educational processes as a special system (State standard of the Russian Federation GOST ISO 9001-2001).

In our opinion, the semantic basis and factor for improving the quality of education system management is the choice of the principles of training and education. In modern didactics, a number of principles are defined; however, we will designate only those that are related to the formation of spiritual and moral values as a semantic basis and factor in improving the quality of management of the education system. Firstly, it is the principle of the unity of the educational, developmental and upbringing functions of learning, which require the comprehensive development of the learner's personality, as well as the focus of the educational process not only on the formation of knowledge, skills, but also on the development of spiritual, moral and aesthetic qualities of the personality, which serve as the basis for the choice of life ideals and social behavior. Secondly, the principle of students' consciousness and activity, according to which learning will be effective when students show cognitive activity, are subjects of educational activity, are actively involved in the process of self-obtaining knowledge, pose problems of spiritual, moral and intellectual development, consciously form a system of value orientations. Thirdly, the principle of orientation to the system of moral values and value relations, which means focusing in the educational process on the importance of the formation of sociocultural values in relation to nature, man and society, to good, truth and spiritual beauty, to work, and also to knowledge and value-semantic foundations of a worthy life (Rakhmetov & Machneva, 2016).

In the process of spiritual and moral self-improvement and development, the worldview of the personality is radically changing. The worldview of the subjects of the education system, especially its leaders, has a decisive effect on the effectiveness of the strategic management of human resources and the education system. As ancient wisdom says, "There are people under whose control every undertaking perishes. There are people who can distinguish one from another" (Odintsov, 2013). This wise saying must be interpreted in such a way that for a more or less large-scale undertaking, for an educational project, the key value even more than knowledge and the ability to use managerial tools, is the worldview of the leaders of the education system. The important elements of the worldview that are important for leading people are the following: a system of views and principles of management; ideas about the place and role of the leader in the process of managing an educational organization; orientation to a certain management style (rivalry or cooperation, authoritarianism or democracy); attitude to the subjects of the educational space, contributing to the formation of a socio-psychological climate; value orientations, etc. As pointed out by A.A. Odintsov, the leader's convictions, his spiritual and moral appearance, ideology, and the value-semantic content of the worldview determine the level of mastery of the scientific methodology, motivation for professional

activity, managerial ideas, the degree and nature of mastering the values of the educational organization, the ability to team work, the nature of using managerial tools, a tendency to philosophical self-education, etc (Odintsov, 2013). Let us dwell on some issues of the theory and practice of components for improving the quality of education system management, oriented on spiritual and moral semantic foundations. We can rely on the selection of the components of pedagogical (educational) management in the educational space made by researcher V.P. Simonov, who defines the following series of management components (Simonov, 2009):

- educational component - provides for the organization of the process of training and education in its relationship with the principles, methods, means and forms of management of the educational process;
- cognitive component - reflects an explanation of managerial and pedagogical knowledge as methods of developing corporate thinking in the education system;
- motivational component - provides setting goals for individual subjects of the joint educational process;
- activity component - is used in the process of using scientific educational and pedagogical methods of developing corporate thinking, including value-semantic, focused on improving the quality of education;
- information component - defines information as a subject of pedagogical activity in the education system;
- creative component - provides for educational and pedagogical activity, based on the creative nature of pedagogical activity, setting goals and developing a way to achieve them;
- integrative component - allows implementing the management functions of educational activities by setting goals developed in conjunction with the sectors of the educational space and ways to achieve them.

DISCUSSION

The crisis of spirituality, morality and the value-semantic basis of the education system has caused [20]:

- devaluation of most value orientations of the Soviet education system;
- changes in the scale of material and spiritual values, in the structure of which the intellectual, spiritual and moral components gave way to the prerogative of the values of pragmatism, consumerism and the justification of achieving the goal by fair means or foul;
- hyperbolization of the advantages of the Western image, the values of Western democracy, unconditionally and uncritically accepted by the new democratic government of Russia;
- distrust of most social institutions and the institution of power, capable of solving urgent problems for society;
- contradictions caused by “the ongoing confrontation between innovative traditional, collective and individual, spiritual and material competition for primacy in the system of values, nostalgia for the past and the need to move to the future on different principles of organization” (Popov, 2015) and the management of socio-political relations, including education system.

Exploring the state of science and education in a liberal society, M.G. Delyagin identifies the following trends: the degradation of science, the erosion of education, the rejection of a systematic approach, the flight of researchers into business, and the

decrease in the effectiveness of human consciousness. Of danger, according to the researcher, is the loss of independent thinking skills, the dogmatism of consciousness. Education in modern society has evolved in the words of M.G. Delyagin into “training”, scattered knowledge about individual aspects of the process under study replaced a holistic, systemic understanding (Delyagin, 2019). This type of education and the type of thinking it produces is easily exposed to external influences, which becomes a factor in reducing the viability of society. Of great importance for the cultivation of spiritual and moral values as a semantic basis and a factor in improving the quality of management of the education system is the definition of a spiritual ideal that has a serious impact on the formation of moral consciousness of subjects of the educational space (Belikova et al., 2019). It is an important guideline in the value interpretation of good and evil, right and wrong, beautiful and ugly. The humanistic ideal, determining the value-semantic content of the sphere of education, enriches socio-psychological attitudes, worldview, and moral attitude of all subjects of the educational space. In the absence of an officially proclaimed ideal in modern pedagogical management, according to V.P. Ponomarev, the image of the Fatherland, embodying the spiritual and moral essence of the national culture of the people, in whose life the spiritual always dominated the material. The image of the Fatherland symbolizes the unity of the individual and society. The presence of a spiritual ideal as a semantic guideline in the management of the education system promotes the development of students' caring, spiritual and moral attitude to nature, awareness of the need for spiritual unity of all people and spiritual and moral self-improvement (Ponomarev, 2015).

All subjects of the educational process are endowed with their personal worldview foundation, a system of value-semantic orientations, moral norms, in accordance with which their life and relationships are built in interpersonal and business interaction. The higher the level of the hierarchy at which the subject of management of the educational system is located, the higher requirements must be imposed on his spiritual and moral condition. As P. Drucker wrote, to learn to manage... one must answer the question, “What are my moral principles?” (Drucker, 2007). V.A. Shevchenko wonders how the value orientations of the individual are linked with such a managerial concept as “systemic restrictions” that are objective in nature (Shevchenko, 2015). Answering this question, he refers to the position of V.S. Lazarev, who classifies the system requirements as “requirements that go to the process and result from a larger system” (Lazarev, 2002). These requirements are implemented through the activities of subjects of managerial action. The subjects of educational management have personal capabilities that may be in demand in each specific management situation. The position of the subject of management involves the so-called “Subjective opportunity”, revealing consciousness in which not only personal ideas, knowledge, experience, but also ideals and value-semantic foundations are laid. The higher the level of consciousness of the subject controlling the educational process, the higher the “subjective ability and likelihood of overcoming external constraints” (Shevchenko, 2015). As pointed out by L.N. Sakhyanov, in assessing the quality of educational processes in the education system, it is important to correlate both consumer needs with educational results, the quality of educational management and learning conditions, and the value-semantic characteristics of education with the content and technology of educational processes. Quality management of the educational process, according to L.N. Sakhyanov, should be started with the organization of the activities of the teaching staff in this direction. Quality management of the educational process implies a

targeted, integrated, coordinated impact on the educational process and its main value-semantic elements in order to meet the results of educational activities with standards and the needs of social partners (Mukhametzyanova & Levina, 2015).

CONCLUSIONS

The education system plays a key role in the formation of spiritual and moral values in the process of subject-subject interaction. In the framework of the article, it was found that the semantic basis and factor for improving the quality of management of the education system is the choice of principles of training and education. Spiritual and moral values play an important role as a semantic basis and factor in improving the quality of management of the education system. The clearer the value-semantic filling of educational management, the more prosperous is the society in its socio-economic and spiritual-moral development. All subjects included in the education system should adhere to the value-semantic basis of education, which is a factor in improving the quality of the education system. The coordination and coherence of the actions of subjects functioning within the framework of the education system increases the effectiveness of educational management and is a factor in improving the quality of education management, thereby contributing to the achievement of goals focused on the formation of spiritual and moral values. The mechanism for coordinating and combining these efforts lies in the unity of worldview and value-semantic attitudes set by the concept of educational management and accepted for execution by subjects of the educational process. The principle of the process approach is a key principle in the construction and application of modern quality management systems in the education system.

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