VALUE FOUNDATION OF THE PREPARATION OF MANAGEMENT TRAINERS

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ABSTRACT
The article substantiates the necessity of using value management in the process of management training. As the prerequisites for an active transition to a value approach, the features of modern education as "a continuous process of lifelong learning" and the psychological features of a new generation of specialists are considered. Given that the modern stage of development of value management is based on a relative approach, the basis for modernizing the process of managerial education is the consideration of the establishment of interaction between its participants whose effectiveness directly depends on the level of their value-based coherence. Considering the value basis for interaction between the trainee and the instructor, the authors reveal the essence of learning as a controlled process of self-development based on value transformation.

Keywords: value management, value short-sightedness, value revision, controlled self-development.

Introduction
A characteristic feature of modernity is the constant complication of the system of social relations, the integration of economic and ethical components of activity takes place, the construction of an ethical system of economic relations is required. Ethical values not only serve as guidelines for social development, but also become points of growth. From what values will prevail in the relations between the participants of economic relations, the effectiveness of not only their activities depends, but also the level of development of the entire economy. The introduction of a spiritual and moral vector in the management of economic activities requires the development of new management mechanisms and training of specialists participating in them. Organizational and economic mechanisms and methodological tools are required to achieve the stated goals with the greatest effect. Such an instrument is value management, the subject of which at the present stage of development are relations that are a complex of stable interrelations and interactions of systems arising in the process of creating value.

Education is the foundation of the economy. In modern conditions, it is designed not only to train specialists for specific jobs, but also serves as an important means and resource for the formation of a creative personality, ready for life in a multicultural society and making responsible decisions. In these conditions, the task of constant modernization of managerial education is becoming more and more important.

Prerequisites for the transition to value management in education
The content of modern education is tied to mastering the methods of achieving economic goals, while the cultural and humanistic goals have come to the fore. The growing gap between the quality of education and the growth of requirements for staff competencies is the specificity of world education. In management practice, the phenomenon of "piercing (integrating) qualification" - the role of a body of knowledge and skills in a certain value environment, accepted by all employees, is being given increasing importance to achieve the goals.
The inconsistency of what is being taught can be described as a global crisis in the sphere of higher education: the education system does not work ahead of time. And he prepares specialists for the "outgoing economy". The lack or inadequacy of the general educational background makes it difficult for employees to enter the corporate culture of the organization, undermining its corporate standards. At present, Russia has a relatively high quality of human capital. The total value of human capital in Russia increased compared to 2002. almost six times, and is 600 trillion. rub. Researchers note that although the value of human capital is rising, the quality of it does not change at the same time.

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 skills used in the economy, the ability to create a solid value basis for the functioning of the economy. Therefore, people who have received professional education and who want to improve their skills or acquire new ones are a necessary, but insufficient, resource of the economy. Lifelong learning is becoming an indispensable and increasingly important element of modern educational systems in the training of management personnel. Equally important is the training of management personnel, with a developed value potential that will allow them to develop a certain level of loyalty and commitment in their particular organization.

The training of management personnel throughout life becomes an indispensable and increasingly important element of modern educational systems. Therefore, an increasingly important role in them is played not so much by informal education (courses, trainings, short programs that can be offered at any stage of education or professional careers), but rather a spontaneous education that is realized at the expense of individuals' own activity in a saturated cultural and educational environment.

It is obvious that in the system of continuous education the key factor of the result is the independent work, and, consequently, their independent access to educational resources and technologies of self-education. For this, the listener must be taught to acquire knowledge, however, in the modern conditions, practically no attention is given to learning technologies, which leads to the inability of the learner to think creatively and fixes such values as copying and borrowing.

The formation of a culture of independent and creative thinking is recognized as the most important expected result of managerial education. Despite this, in the practice of higher education, the culture of thinking not only has not won, but it is even more inferior to the culture of memorization and compliance with the standard, although for future managers it becomes especially important to develop non-standard thinking that allows developing and further accepting extraordinary management decisions.

The culture of assimilation must be replaced by a culture of search and renewal, which can be achieved only by strengthening the adhocratic elements in the educational process. In this case, the culture of search, as a rule, arises most often, in the context of teamwork, which requires the development of team competencies, the ability to form diverse teams for solving interdisciplinary tasks.

Achieving this goal is impossible without changing the values of the educational environment, the formation of such priority values as personal development, respect for the individual, trust, social responsibility, teamwork, cooperation, partnership.

However, the activities of universities are reduced not only to the training of the future professional managerial elite - they educate mass students. Universities have become complex and large-scale socio-economic systems, for which management is no longer guided by traditional norms and mechanisms.

**Features of the new generation of students**
The organization of a modern educational process for future managerial staff is complicated by the transition to a working age of a new generation (born after 1983) - a "resourceful, evaluating, maximizing person."

1 Moscow business magazine. 2017, No. 11.
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The main incentive of the new generation is material prosperity: money for them is an opportunity to satisfy their desires and an indispensable condition for their self-realization. It is this factor that can be used as a basis for developing their need for self-improvement. One in three is ready to learn only in order to receive more (in the world one is the fourth). In a modern market, the younger generation understands that it is necessary to constantly learn and develop; for them new knowledge and skills are the conditions for a successful career and, as a result, financial well-being. But the desire to obtain greater material benefit reduces the importance of moral values for future managers. They have very difficult to develop loyalty to the organization, to develop a sense of commitment. According to German experts, at the level of the national economic system, losses due to weak emotional attachment of employees to companies (identification with them) are estimated at 234-245 billion euros per year. Only 15% of young employees in Russia are interested in active social life for the benefit of their company (compared with 30% of the world average).

Complicates the situation and the high mobility characteristic of the younger generation. From the position of the organization: young employees are not ready to work long in one place. The new generation is more individualistic, in the first place they have their own interests and financial well-being; they require immediate remuneration for the work done, and not always justified, they can not be motivated by fear, the source of motivation can only be the definition of their future opportunities.

The high potential of entrepreneurial activity comes into conflict with the notion of an ideal leader. In the opinion of 58% of respondents, the head should set specific tasks and distribute them among employees (for comparison, only 12% of Europeans would like to have a head of this type), 7% of Russian young employees participating in the survey preferred the leader to be a coach or mentor ( against 40% in Europe). This indicates that the younger generation does not adapt well to the external environment, often they can not reveal their talent - they need an experienced mentor - all this leaves an imprint on the organization of the training of management specialists.

Traditional forms and ways of organizing the process of training management personnel are not effective. The revealed features leave an imprint on the formation of the training system: young people prefer the game form, visualization of the material - pictures, videos, new knowledge, they are more likely to receive when using interactive forms with elements of competitiveness. The behavioral features of the younger generation are, under present conditions, the main prerequisite for an active transition to value management in the education system.

The transition to a relative approach in education

The current stage in the development of value management is aimed at establishing strong interrelations between the participants in interaction with the goal of creating a new value. The new paradigm of learning lies in the fact that students should now be viewed, on the one hand, as consumers, on the other, as active participants in the educational process. The success of an educational trajectory is possible only when establishing close interaction between the listener and the teacher. That is why the competence approach requires a transition to a value learning paradigm based on a relational approach. Neglect of the value basis leads to the development of value short-sightedness, i.e. conflict between what the learner wants to receive in the learning process and what and how it is offered. Forced passivity of students as participants in the educational process reduces their incentives for real involvement in the educational process as active subjects. Since the effort, and therefore the interest of the student himself, is essential for acquiring education, this alienation negatively affects the learning outcomes.

Moreover, the conflict is exacerbated by the fact that low adaptability of modern management education leads to the destruction of the competencies of the future specialist and a decrease in the student's loyalty to the university. Formation of competencies requires the search for new forms of interaction in the process of "learning by doing". In the process of training management personnel should actively use the psychological formula AIDA (Attention - attention, Interest - interest, Desire - desire, Action-action). To obtain efficiency from the process of interaction, it is necessary to ensure the correspondence between the value systems of the one who teaches and the one who learns. For

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example, one can not form a positive attitude to the value of "trust" in the future manager, if all the
time trying to convict him of dishonesty, lies and various kinds of violations.

No educational system can do without this or that value basis. Values in the system of managerial
education are the link between the ontological and axiological foundations of the educational process.
Unlike the epistemological or purely cognitive principles on which the modern education system is
based, the value approach reflects not the objective laws of its development, but the corresponding
subjective attitude to education as the most important component or characteristic of the modern
person, person and society in their interconnection and interdependence. They reflect the
characteristics of the society itself, the whole history of its formation and development.

These values largely depend on the extent to which civil society is formed, what is the correlation of
social ties, what role does the state play in the implementation of these ties, what ideology does it
adhere to, and how all this is refracted in the organization of the education system. In other words, the
value bases and guidelines of educational activity determine the very essence of the educational
system of each of the states, most clearly express its orientation, specificity and effectiveness, ie,
determine the value landscape, without regard to 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 the participants function. This group of values forms
ethical norms that stimulate the activity of participants in the interaction of the educational process for
the realization of the goals.

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

Training of specialists in the field of management represents the process of value-oriented interaction
aimed at the interactive transfer of knowledge and values. The modern learning process for shaping the
personality of the future manager must be oriented towards the formation of implicit knowledge and
the active use of the value configurator, which enables us to determine the value vector of
development, to choose the most appropriate forms of fixing the values of the future management
specialist. This process is associated with the development of subjective perception, empathy,
intuition, is based on transformation processes, in which the value basis of learning plays an active
role.

The competence approach can not be effectively realized without determining the value trajectories of
the development of the trainee of each training profile. The formation of this profile depends not only
on the characteristics of the future professional culture, but also on the values of the trainee. In our
opinion, for each direction of training in order to increase the effectiveness of the educational process,
it is necessary to develop a value standard on the basis of which the value profile of the future manager
must be formed.

The procedure of training in modern conditions should be developing and manifested through the
formation of a certain type of behavior aimed at value understanding of the actions undertaken. The
trainee is a strategic resource not only for the future employer, but also for the educational
organization itself, on the level of its loyalty and commitment depends the establishment of a stable
relationship with the future specialist, which is the leading factor in the competitiveness of the
university. The trainee should be considered as a potential client who will again apply to the university
to continue his education in the magistracy, in the MBA system, and further training. If he develops a
high level of loyalty and establishes strong relationships with him at various stages of his career, the
university can not only count on expanding the field of interaction concerning educational trajectories

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and innovation activities. We must not forget that each of the students is the bearer of the university's brand, therefore, due to the strengthening of information links between young people, it is "the transfer of impressions" that is an important tool for attracting new entrants. This is evidenced by the results of a survey of first-year students who, as the main reasons for admission to the GUU, indicated the opinion of friends studying in this institution (40%) and information distributed in social networks (37%).

Conclusion

The transition to value management in management education requires the transformation of the methodological basis of educational activity: the transition from a systematic approach to a synergetic one, based on accounting and ensuring the correlation of the value streams of various actors in the educational environment: society, government, employers, students. The principle of correlation is intended to ensure finding the best forms and ways to implement innovative educational trajectories. Synergism should 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 basis of synergism is credibility, whose institution is now, unfortunately, almost completely destroyed. Otherwise, interaction within each individual discipline will result in fragmented learning, not in building competencies, but in returning to the initial level in the study of each new discipline, which will lead to the destruction of the value basis for learning.

The main goal of the modern educational process is to develop the ability of the students to generate new solutions themselves; for which purpose it is necessary to move away from the process of transferring knowledge to the process of their transformation into practical skills and values, i.e. The process of shaping the personality of a future specialist in management. The value aspect of management training should be implemented on the basis of the following stages:
- formation of the training standard for the management specialist;
- development of the value trajectory of managerial education;
- activation of existing stereotypes of behavior, on the basis of the formed value system;
- value audit - identification of the impossibility of actions on the basis of traditional values;
- value design, i.e. determination of the value basis of the behavior model under the proposed conditions;
- value fixing.

It should be noted that for the implementation of value learning, the teacher himself must possess certain skills of behavioral analysis and readiness for value transformation, taking into account the effect of cross training. It is up to him to launch the processes of emotional experience, self-problematization of the trainees' abilities, create motivation for self-change of the participants in the interaction.

The basis for educational interaction in the context of value management should be managed self-development. Any action and form used by teachers have a value orientation. The introduction of new forms of interaction in the educational process - organizational, communicative, educational and productive games - entail an increase in the requirements for the competencies and values of the educator: therefore, the teachers themselves must be motivated for self-development. Thus, the modern educational process is the management of the student's self-development process due to the formation of an adequate value system and professionally significant abilities, the realization of which is possible only on the basis of active use of value management.

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