

**THE GUIDANCE CULTURE IN THE CONTEXT OF BUILDING SOCIETY 5.0.**

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**Abstract.** *The purpose of the study was to analyze the development of educational policy, which should contribute to significant social improvements and still remains a major problem area in most democratic societies. The article focuses on educational institutions and, in particular, their leaders, who must confront the challenges of education in the twenty-first century. It is noted that educational institutions should be transformed into institutions to promote internal change, stimulate social transformation and prepare students for active participation in increasingly diverse, complex and dynamic communities. Attention is focused on educational managers and leaders who should be agents of change, civic leaders and promoters of social development, playing the role of leaders, in particular within the framework of the five-pillar spiral model and the achievement of the UN Sustainable Development Goals. The article is devoted to the analysis of the phenomenon of leadership as a new stage of leadership development of future education managers in the context of building Society 5.0. The obtained results demonstrate the need for synergistic modeling of the concept and programs for the development of leadership culture in future education managers, with the inclusion in the «orbit» of this training of the goals of sustainable development, achieving social justice, translating knowledge and innovation in society, strengthening the foundations of the country's soft power on the basis of transformational leadership and deep conscious personal motivation. The practical significance of the study lies in the possibility of applying the conclusions and recommendations in the process of optimizing the university training of future education managers.*

**Keywords:** *the guidance in education, education managers, leadership, sustainable development*

Changes in socio-economic conditions in society have led to progressive changes in vocational education. One of the features of the current stage of development is the training of education managers. In the context of expanding the functions of educational systems, the focus of education on humanization and professional and personal development of the subjects of pedagogical systems, the most in demand in higher education institutions are not just highly qualified teachers. And not just specialists capable of researching the educational process, planning strategies and tactics for the development of the pedagogical process and individual routes of personal

and professional development of students, making independent decisions,

carrying out corrective and control and evaluation activities, but leaders capable of influencing social processes and promoting the harmonious development of society in all its manifestations, promoting the synergy of knowledge, culture, innovation, and even soft power and security of the state.

Unlimited and increasingly accelerating technological growth, called in the 20th century the scientific and technological revolution, has turned into permanent technical transformations that are not keeping pace with social and cultural transformations of society and the spiritual development of the individual. Under such conditions, it is no longer the individual and society that determine the content

and direction of scientific and technological development, but the logic of technical development and technological rationality that begin to dictate the goals, values, and norms of social organization to society and the individual. «Technology does not just create a new reality, it draws people into a new way of life, it dictates values and goals to people. Technology in the modern world shapes the way of life. The relations when production was developing under the influence of needs rising to an ever higher level have been replaced by relations when human needs are shaped by a new environment of life – Technology» [9].

The dehumanization of technology is manifested in the actual devaluation of humans, their personal qualities and creative potential. The very existence of a person in the world depends on how successfully they manage to adapt to the conditions created by the modern technical system. «Man is becoming a type of raw material to be processed and can no longer free himself from the power of the technology he created. As a result, nature and man are degraded (destroyed) because they become mere functional elements and material of a soulless machine» [9].

The dehumanization of technology has a devastating effect on the consciousness of the individual, destroying such basic systems as spirituality, humanity, humanism, and morality. These systems that make a person human are being replaced by primitive consumerism, consumerism, moral indifferentism, technical formal rationality and calculation, and unlimited egoism. Scientists call this a cultural crisis or «identity crisis» [6].

The second factor that caused the dehumanizing transformations and processes of modern society was the global problems generated by scientific and technological development. The complex of the most acute global problems that emerged in the 20th century and became extremely acute in the 21st century has

led to a global practical, historical crisis of classical humanism. «The interconnected global crises of our time, caused by the one-sidedness of technogenic civilization, have completed the defeat of the traditional classical humanism of the Renaissance and the Enlightenment.

According to the general nature of the problematic processes, two groups of global problems can be distinguished: 1) problems-threats - negative processes and phenomena that need to be changed to prevent their negative consequences or to prevent or minimize their possible potential harm; 2) problems-necessities - positive processes that need to be implemented and stimulated to optimize the formation and development of global humanity [Hite, K., and Seitz, J. 2021. Global issues: An introduction. Wiley-Blackwell]. Appropriate management of these problems requires progressive humanistic development on the scale of each country, which, in turn, implies the presence of an advanced social stratum that carries out educational activities or leadership.

The term «leadership» in English is denoted by the word «guidance», and guidance in education, in turn, is referred to as «the guidance in education». The concept of leadership in education was first presented and substantiated, in particular, in the publications of T. Sergiovanni, M. Hanson, and S. Sarason, and M. Fullan [4; 10; 11].

Sergiovanni (1996) tries to trace a kind of systemic connection between school and community, thus expanding the purely educational role of the school, going «beyond» the school to the external environment. According to him, the educational «game» can be more like surfing than baseball. Previous understanding and experience are used to build intuition and enhance professional judgment, and one learns to «pave the way» by constantly solving problems and making adjustments. Universal rules and their consistent application and established

«playing positions» are not as important in communities [11].

In turn, Sarason (1998) argues that talented school leaders can initiate important changes in their schools, but that changes require a paradigm shift in the power relations in the system, while M. Fullan (1993) considers the role of the «productive individual» in shaping and testing the effectiveness of school and other social institutions [3; 10].

It should be noted that these ideas in the United States in the last 21 years have essentially acquired the meaning of so-called thought leadership, although this concept has not yet found its application in the field of education. The term was widely used in the business world and sounded like corporate jargon, but conceptually, intellectual leadership is aimed at the greater good. Closer to the concept of leadership is the definition proposed by Van Halderen and Kettler-Paddock: «The introduction and popularization of ideas that shift conventional wisdom, which induce people to change their attitudes toward market platforms or societal issues» [15].

High expectations and consistency are two fundamental elements of any educational institution's vision for excellence in behavior. They are the foundation of any attempt to create a culture. Leaders and staff must embody ambition, aspiration, and high expectations for every member of the institution's community. Through their actions and words, they demonstrate the belief that progress is not only possible but expected.

Generally accepted features of the most successful schools and universities include the following [14]:

1. Committed, visible leaders with ambitious goals, supported by a strong leadership team. These are leaders at all levels of the organization, including teachers, who are leaders in the classroom and in the team. Leaders with persistence, vision, and a commitment to improvement who are present and visible in all areas of

the school community - in the lunch line, on the playground, at the beginning and end of the school day, and regularly in the classroom. Effectively communicated, realistic, detailed expectations that are clearly understood by all members of the institution. A dream described with clarity and passion that is understood by all members of the school/university community (including a genuine understanding of the reasoning and logic behind it). This should include how strategies are to be monitored and tracked, and what strategies are needed. There needs to be an appropriate level of commitment and detail in the institution's action plan.

2. High level of support between management and staff. Commitment to staff development with an expectation that staff will reciprocate by doing their best. Ongoing professional development and performance management contribute to the success of the collective skill base of staff in this area. Conversely, all staff are expected to be accountable for their decisions, adherence to routines, and demonstration of school/university values.

3. Attention to detail and thoroughness in the implementation of institutional policies and strategies. In the most successful schools and higher education institutions, nothing is left to chance, and every aspect of school/university life is carefully considered and aligned with the values of the institution's behavioral policy. The policy itself is sufficiently detailed and clear. It is constantly mentioned and publicized in the life of the institution. There is little chance that any member of the school/university community can misunderstand any element of the institution's behavioral strategy.

Today, many organizations in the education sector need a very different type of leader than in the recent past: A «digital leader» who can build teams, keep people connected and engaged, and foster a culture of innovation, risk-taking and continuous improvement, and

most importantly, promote progressive and humanistic development within the organization and in society at large.

The education manager controls the processes of professional activity, monitors their purposefulness and organization, which contributes to the achievement of the organization's goals as a whole. Such a manager must have professional competence not only in the managerial sense, but also possess knowledge and skills related to leadership and guidance.

According to Zhadko and Bidzil, «a leader in the education system is a person who has developed a philosophical way of life as a spiritual and practical one. That is, for him or her, the way of thinking is not just intellectual entertainment that satisfies productive and interrogative interest with the answers received, but also directs his or her individual activity in the direction determined by their content. Of course, this is a supertask, a definition as an ideal type (M. Weber). After all, a person, including a prominent thinker, is not born this way. As a result, the fact that, as noted by J. P. Sartre and A. Camus, existence is ahead of essence is triggered. That is, when you begin to cognize existence, you are already acting according to the habits developed by each person in connection with the social conditions of life, which are not formed in accordance with the requirements of the law as existence» [17].

Accordingly, a model of managerial and pedagogical training is needed that performs organizational, managerial, socio-cultural, integrative, prognostic, design functions and ensures the continuity and completeness of the managerial and pedagogical training process through integrated and differentiated knowledge, methods of professional and economic activity and the sequence of gradually increasing complex educational tasks in order to prepare not just a manager, but a leader whose leadership extends beyond

the educational institution, who is a representative of a meritocratic class that ensures the progressive, democratic and humanistic development of society.

**Literature review.** Returning to the philosophy of leadership in the sense of the English word «guidance», it should be noted first of all that education plays a crucial social role due to its penetration into all key spheres of life. It is the basis of the most diverse labor activity of a modern person, his or her professionalization, and thus is part of the functioning of the political, economic, cultural and other spheres of social life. As a result, the social burden of education is rapidly increasing. Education performs numerous social functions aimed, on the one hand, at the formation of the individual and, on the other hand, at the development of society.

Experts identify two essential functions of education [2]. The first function - hereditary or social reproductive - is manifested in the fact that education reproduces the «social type», i.e. reproduces and ensures the preservation of a particular society as a social whole in its qualitative originality and specific social identity. Education equips the new generation with skills of socially organized life and transmits social features of a particular society to new carriers; reproduces the social structure and system of factors of social mobility of each particular society; creates conditions for self-determination and self-identification of a person; ensures immersion of a person in social reality (socialization). The second function - developing or adaptive and changing - is manifested in the fact that education forms the ability of a social subject to develop and innovate. Thanks to this function, social and historical practice develops, and social progress takes place, taking into account previous experience. This function appeals to the social subject, to its potential, which is «turned on» both at times of significant restructuring of the entire social system and in difficult periods of an individual's life. Thus, in the

first case, human potential acts as a driving force for the development of society, and in the second case, it allows a person to cope with a difficult life situation.

Thus, the dual and, in fact, contradictory task of education is to prepare society and individuals to reproduce the existing social reality (preservation) and to renew it (development). Education, acting as a «social elevator», serves to reproduce social reality in the form of replenishing existing social groups, and even forming new social types in accordance with the challenges of objective reality [1].

Within the framework of these essential functions of education, there are specific functions that serve to realize its potential as a factor of social mobility. These functions of education are nothing more than a reduction to its essential functions. These include social selection, testing, distribution, certification, elitist, egalitarian, social differentiation functions of education. The specific social functions realized by education are reduced to the social-status function, which ensures social mobility of a person. Its essence lies in the influence of education on changing the social position of a person, which serves to consolidate, and also contributes to the increase or decrease of his or her social status, career and professional growth. Haydens, as an integral characteristic of modern effective education, plays a pivotal role here [2].

Tatiana Gurman writes that the theory of vocational guidance adopted the main provisions of pragmatic pedagogy and defined the formation of «the ability to adapt to life» as one of its tasks. Considering the school as a kind of model of society, pragmatists were convinced that it could help solve many social challenges. «US educators explained the decisive influence of pragmatism on the school by the fact that reality requires the education of a business person who, no matter what step of the social ladder he or she is on, feels confident in the rhythm of the

«American way of life». Pragmatist educators viewed the teacher as the first means by which the values held dear by each social group and the goals it seeks to achieve are disseminated and brought to the consciousness and will of the individual» [18, c. 108-113].

The creation of a system of vocational guidance and professional selection in the United States took place over many decades. The beginning of its formation is associated with the name of Professor F. Parsons. In 1908, he organized the first youth vocational guidance office in Boston, which provided assistance in determining the type of professional activity based on the study of human capabilities. Career guidance and vocational selection were put on a scientific basis in the activities of this bureau. Later, similar bureaus were opened in most European countries. «Although F. Parsons was not the first practitioner and theorist of vocational guidance (before him, D. Davies and others worked in this field), he is considered the founder of the Haydens system, as he was one of the first to apply the «man-work» theory in practice and tried to identify the relationship between individual personality traits and the characteristics of the profession. «Haydens» is a psychological and pedagogical service in US schools that helps prepare graduates for independent living and career choice, and to form an active and proactive personality» [18, c. 110].

Ф. F. Parsons believed that career guidance should be managed by specialists who know all the latest methods of studying children, and their leadership should «become part of the public school system in every society» [16]. The scientist argued that for the correct choice of profession, the determining factors according to the «three-factor model» formulated by him are:

- 1) a clear understanding of a person's own capabilities, abilities, interests;

2) knowledge of the requirements, advantages and difficulties of the profession, its prospects and conditions for successful activity in the chosen field;

3) an objective assessment of the correlation between the two above factors and a reasonable choice of profession.

And nowadays, the US schools have a counseling psychological and pedagogical service called Haydens, which closely supervises students in the process of choosing a specialty. «Haydens assists high school students in several areas: it helps them choose a curriculum, decide on a future profession, and identify personal characteristics for intensive development. The scientific basis of the Haydens career guidance system is pragmatic pedagogy, i.e. «learning by doing». The U.S. career guidance system is decentralized and has many organizational schemes. A special department of the U.S. Department of Education manages the national Haydens program, while state and district divisions of the ministry manage the program. Each school district develops its own Haydens programs. Their task is to promote the fullest development of the potential of each student. For this purpose, special committees are set up in schools, which include the principal and deputy principal, a chief specialist of the service, a counsler, and several experienced teachers who are respected by children. The task of such a committee is to study the problems of schoolchildren, their interests, etc., and then develop a program of activities for the service based on the data obtained. A Kaunsler is a person with a higher education degree in education who has additionally completed a one- or two-year course in the field of Heidens. According to the law of 1981, vocational counseling for students continues throughout their education [7].

The vocational counselor keeps a separate file for each student, which, with his or her consent, is transferred to the employment service after graduation. The

vocational counselor also introduces students to the world of professions and ways to obtain them, helps them find information about the content of professions and their requirements, coordinates the work of school teachers in career guidance, and assists parents in developing their children's interests and aptitudes. The Occupational Information Network (OIN) also helps American students choose a profession. It provides information about various professions, such as the content of activities, working conditions, qualification requirements, means of activity, requirements for professional qualities, professional education, medical contraindications, family occupations, and a list of educational institutions. Future applicants can use this database to explore the world of professions on their own and compare their abilities and aptitudes with the requirements of the professions [13].

Recently, the term «profession» has been increasingly replaced by the word «career» in the United States. For graduates of American schools, along with the level of remuneration, interest in work and the possibility of personal development are important. In this regard, schools have developed and are effectively using the Academy X and School to Work educational programs aimed at adapting graduates to adulthood and based on the Haydens principles [8].

### **Conclusions.**

Education plays a very important role in promoting the civilization of a nation, which can contribute to the creation of a high-quality, creative and productive society. The role of educational leadership managers has undergone many changes in the era of globalization due to the diverse needs and expectations of educational stakeholders. This increases the need for professional development of educational leaders to fulfill their roles in society, development and nation-building. By fostering a culture of leadership in fu-

ture educational managers, the University, with all its capabilities, can engage with industry and government to be able to produce new innovations and create higher education-led development strategies to respond to development challenges in various areas, including social justice and sustainable development.

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## КУЛЬТУРА ПРОВІДНИЦТВА В КОНТЕКСТІ ПОБУДОВИ СУСПІЛЬСТВА 5.0 Ірина ШУМІЛОВА

**Анотація.** Метою дослідження став аналіз розвитку освітньої політики, що має сприяти суттєвим соціальним покращенням, і все ще залишається основною проблемною сферою в більшості демократичних суспільств. У статті йдеться про освітні заклади та, зокрема, їх керівників, які мають протистояти викликам освіти в XXI столітті. Зазначено, що освітні заклади мають перетворитися на інституції

для сприяння внутрішнім змінам, стимулювання соціальних перетворень і підготовки студентів до активної участі у все більш різноманітних, складних і динамічних спільнотах. Зосереджено увагу на освітніх менеджерах та лідерах, які мають бути агентами змін, громадськими лідерами та промоутерами соціального розвитку, виконуючи роль провідників, зокрема в рамках моделі п'ятикомпонентної спіралі і досягнення Цілей Сталого Розвитку ООН. Статтю присвячено аналізу феномена провідництва як нового етапу розвитку лідерства майбутніх менеджерів освіти в умовах побудови Суспільства 5.0. Отримані результати демонструють необхідність синергетичного моделювання концепції та програм розвитку культури провідництва у майбутніх менеджерів освіти, з включенням до «орбіти» цієї підготовки цілей сталого розвитку, досягнення соціальної справедливості, трансляції знань та інновацій у суспільстві, зміцнення основ м'якої сили країни на основі трансформаційного лідерства та глибокої усвідомленої особистої мотивації. Практична значимість дослідження полягає у можливості застосування викладених висновків та рекомендацій у процесі оптимізації вузівської підготовки майбутніх менеджерів освіти.

**Ключові слова:** керівництво освітою, менеджери освіти, лідерство, сталий розвиток.