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**WORLD CULTURAL VALUES:
PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS
OF YOUNGER GENERATION EDUCATION**

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MANAGEMENT OF HUMAN CAPITAL AS A BASIS FOR THE PROSPECTS OF DEMOCRATIZATION OF EDUCATIONAL TECHNOLOGIES

Consider a model of «critical social philosophy of education», as embodied in the programs of social development and learning, which are primarily designed to teach people how to lead an independent and original research themselves, society and knowledge systems. However, it is proved that the models and programs should not be cut off from any individual and the collective system of moral and social values, theoretical and applied training, nor from further use of the acquired values, norms and skills in everyday life, science, or in production, sphere of all social institutions. The critical social philosophy of formation aspires to update the humanised maintenance and sense of formation not for introduction of values of the industrial capital and high technologies, but, first of all, for radical democratisation of formation for the purpose of achievement of the progressive purposes, that research that will promote development of the person, civilisation and community, social justice and strengthening of democratic participation in all versions of a life.

Analyzes the world view and economic concepts of deliberative democracy. The sources of economic growth in informational economics are innovations and the human capital. Like informational economics follows the industrial one, the participation of human beings in the new conditions of innovation technology becomes another logically. It is more capacious and more magnitude, more independent and creative. The most important quality of a person becomes his individuality. So, the place and the role of a person in informational economics is become transformed in compare with the industrial in inevitably. *Deliberative model of management and marketing* of human capital conceptually develops a theory about the need to change the performance and antagonistic relationships between people in all spheres of social and individual life. As the goal of human development is considered a permanent historical progress towards total freedom and the development of human emancipation. Relationship of antagonism, built on the model of exploitation, especially in the sphere of economy, lead to the emergence and preservation phenomenon of alienation, confronting human understanding and are the main stabilizers of social conflicts [1,s.35]. The purpose of social *control theory of deliberative* analysis is to identify the key features and tools to build a society in which there is independent of the will of the people and social relations of

production, that is, a society in which abolished the relationship of coercion and domination of some people over others [See: 1;5;6].

Formation should be reconstructed to the decision of tasks of technical revolution, but at the same time we should recognise, that in the globalized world there is a menacing growing inequality, conflicts and dangers, therefore, to make formation corresponding to a modern situation, it should investigate and solve and these problems. Changes in sphere of democratisation of formation should solve these problems and make formation by public institute in interests of the social majority as it and representatives of modern critical social philosophy of formation and critical, radical pedagogics offer. Globalisation and technological revolution should be used for radical reorganisation of formation and maintenance for representatives of social philosophy of formation and radical pedagogics of educational conditions that they could offer the models of pedagogics and reconstruction of formation for its service of democracy and to progressive social changes. Though also it is necessary to criticise rigidly neoliberal models, also important at the same time and to offer them alternatives [2,s.131]. Thus, it is necessary to accompany demand for new knowledge and reorganisation of formation with the program of its democratisation.

Currently the moment in society (in all its spheres) is largely dominated by false needs imposed on certain socio-economic groups in for the purpose of harassment of individual, group and creative freedom. These requirements reinforce relations of domination and subordination, producing operational work, aggression, social conflicts, economic and social injustice. Imposed stereotypes needs, behavior and social relationships that exist way to fix this relationship, called yet «*Repressive needs*» [9,s.15].

Manifestation of the situation of domination in management functions as *the administrative management model*. Administer social life and economic and industrial relations of this type are presented to the dominant structure as a standard of well-being and accomplishment. Administer serves conservation of controlling antagonistic relations, socio-political conflicts due to intensification of the contradictions between the cooperating parties (workers, power structure, management).

Control over the processes of production and social functioning should go to direct participants in social production (as in the sectors of material production and in the production of ideas and management decisions). This model is called ***deliberative democracy*** (derived from the Latin term *deliberative* – «*discussion*»). Each individual has an opportunity to participate in developing a strategy of functioning enterprises, government, society, which leads to an account of the interests of individuals and social groups and deepen their understanding. Public, governmental, economic and industrial relations education formed through mutual recognition, discussion and compromise, which means the voluntary renunciation of selfish individualistic or group interests, if they are on the way to mutual agreement and expand economic openness, economic, administrative, social and political communication.

The new economy forces us to optimize production resources for enterprise development. The business processes are firmly concepts such as: «Lean», «saving», «waste-free production» – all this makes the search for new opportunities to introduce innovative culture in the enterprise [7,s.91]. Done a hundred Application of environmental management – part of an overall system of corporate governance, which has a clear organizational structure and aims at achieving these provisions in environmental policy through the implementation of programs for the protection of the environment, validates the certificate ISO 14000, which is international standard to establish a system environmental management.

In modern conditions it is necessary to focus on *human capital* - the main factor in the formation and development of innovative economy and the knowledge economy, as the next higher stage of development, intelligence, health, quality and productivity and quality of life. One of the conditions for the development and improve the quality of human capital is – a high index of economic freedom.

Use the following classification of human capital:

1. **Individual human capital.**
2. **Human capital firm.**
3. **National human capital.**

Over the past decades in the chain of production resources «human resources – material resources – financial resources» changed the strategic importance of each component depending on the environment, the goals and objectives of economic development. In modern business conditions intellectualization main source of productivity and prosperity of organizations are just human resources.

Introduction of the category of *human resources* in scientific and theoretical apparatus of the economy shows that the professional knowledge, experience, creativity, entrepreneurial skills of workers do provide economic efficiency and competitive advantages of the organization in the market environment, as a result of their activities as a general organizational achieved (increase profits) and personal (meeting social needs of workers) goals. In the scientific literature, the concept of human capital (**Human Capital**) appeared in the publications of the second half of the XX century, American scientists and economists Theodore Schultz and Gary Becker (1992 g.). For laying the foundation of the theory of human capital (HC), they were awarded the Nobel Prize in Economics – Theodore Schultz in 1979 g., Gary Becker in 1992 g. has made significant contribution to the creation of the theory comes from the KGB and Russian Simon (Simon) Smith, who won the Nobel Prize in Economics for 1971 [8,s.67]. Changing the concept of the organization. If traditionally its main function is the production of goods, now – the production of knowledge, know-how, development of new technologies. Firms seek to maximize the use of the whole spectrum of abilities of their employees. Innovative activity is no longer the prerogative of the individual or of a special unit, it covers all levels and departments of the enterprise. As a result of changing idea of the already well-established scientific categories. In an industrial society under capital as «self-expanding value» primarily understood funds are invested in production and as a result generate additional income. Now increasingly talk about «human capital»,

where the worker today – not just a performer, as a strategic resource company, the basis of its competitiveness [7,p.112].

Sources of information such as economic growth is innovation and human capital. Similar to how the information economy performs logical consequence of industrial and man's role in the new technological mode of production becomes a logical – more succinct and meaningful, less dependent on circumstances and other people, and therefore more independent and creative. Major economic «property» of a person becomes his personality. Hence, the place and role of man in the information economy inevitably transformed compared to industrial economies. Intellectual potential growth, in turn, accelerates the development of technology and increasing efficiency. Thus, the interaction between productivity growth and increasing needs led to savings in development time and accelerate this process. Now more than 50% of the economically active citizens of developed countries (and in the U.S. – more than two-thirds) are engaged in mental labor. Concept of human capital was the first historically specific term nascent economic theory of the information society. Human capital theory was an important step in the development of ideas about man in the economy, as formulated an idea about the value of human resources in the organization of economic activity.

Man has a creative, entrepreneurial abilities, productivity, which has no visible limits. That is why the greatest human resources hidden reserves to increase the efficiency of the organization. In today's scientific and technological progress is possible «obsolescence» of human resources, but people are constantly and consciously seek to improve, skills, updating knowledge and skills.

The main elements of human capital, as a rule, include:

- ***capital formation (knowledge – general and special);***
- ***capital training at work (qualifications, skills, experience);***
- ***health capital;***
- ***possession of economically significant information;***
- ***capital migration (the mobility of workers);***
- ***motivation of economic activity.***

When evaluating the intellectual capital researchers face many problems. These include:

- limited strictly formal and adequate description of the measurement and intellectual resources;
- methodological problems of defining standards of creative work (or even the creation) and their reliability.

These problems can be solved only when the development of common recognized criteria integrated assessment of human potential.

I'd like to refer to the company's technologically staff to instantly «factory», turning the team into the machine for making money, in reality this does not happen. Cast in the car to make money, in reality this does not happen. If owner suitable evaluation organization as a machine, and this is the approach of the industrial economy, then who does the organization service components and assemblies.

Polls show almost everything is done intuitively, and internal resources (assessment superior management or HR department at the company). As a result, when such service problems «become defective whole departments – units-units». All these risks for organizations that small enterprises can be fatal if not work with them. We all know that any employee, regardless of position, the organization uses for personal purposes and for personal development. Numerous and research prove: 30% employee paid work efforts, the performance of their official duties, and 70% of the effort–by itself, the implementation their personal development plans within the **workflow**. This is not a judgment of management, it is a reality that must be taken into account in the work of the organization. All corporate and administration can regulate only 30% of the effort your employee, or rather formal relationship, Deliberative tools marketing, deliberative management – owners are suggested to use 70% of the potential involvement employee in the workflow. In fact, including the creation of an image of well-being, trusting and respectful relations project. No need to be a great investor to understand the scope of investment.

When we consider the environmental management, we evaluate external resources, and to a lesser extent, or in the least, we consider the ecology of human relations. While any business – is primarily ecology of human relations, as I wrote in detail. In our view, it is relevant today, especially for key leaders in the management of the organization. You are building a business, recruit, turn them into the family car or for making money, invest energy and, if not create a team in fueling, do not reimburse am in lost energy in the energy as not compensated, you lose health, you lose business – a practice floor on confirms. So if you have health problems is the first Symptoms for Treatment to egokonsulty. And of course, a few words about the competition. The information economy is primarily a highly competitive environment where all participants have roughly equal technology, competitive advantage can be realized only on human resources, organizational culture on business. More in postindustrial space. where previously perceived control over a technical point of view, there is now a trend of development from a position of humanization, intuitive operation.

Democratization of the economic life leads to the fact that the employee was not formally related to the category manager requires more possession abilities, previously considered the exclusive domain of managers or organizers of production. This leads to the division of responsibilities previously focuses on the top floor of the hierarchy throughout the organization. Thereby weakened resistance f changes. New socio-economic organization based on information technology, leading to decentralization. At the same time, there is the possibility of new solutions to ensure interaction segmented types of labor at the workplace level (communications) and inter-firm level (network organization, outsourcing, reengineering).

The most important quality of workers in the «new economy» include:

- high ability and motivation to learn;
- basic skills (ability to work with information, computer literacy);
- ability to organize communication (ability to articulate ideas and listen);
- adaptability (creativity, formulation and problem solving);

- self-improvement skills (motivation, goal setting, personal development);
- group effectiveness (interpersonal skills, negotiation and teamwork);
- skills to influence others (organizational effectiveness and leadership).

Deliberative management – an important tool for managing the information economy. In the information economy, the main role belongs to the person with all the ensuing consequences for management, and to promote, and to the educational process. Personality is more important than the organization, a new type of employee. Society and production in the long term should be *self-administered*. In place of the «man-thing-man» the system should come «people-person», where relationships are directly interpersonally-public, reasonable. But such relationships require and certain people – fully developed, the ability to navigate in all social relations. *Municipality* takes place within social systems due to the inclusion of the population in the management and ownership, empowerment and freedom, social security, the humanization of social life. The new society, so – it consciously controlled and self-governing system.

Democracy in all forms of deliberative the model first of all - it's communication, which in the process of extensive discussion will rationally generates its participants. That is, you must not proceed from pre-defined views and decisions, and the processes of their formation in the public communicative discourse. To «deliberative communicative democracy» in the social, political and economic-industrial levels is to achieve a conflict-free situation through concerted action, which aim to address common interests and participation of workers (production) and citizens (society) in the management structure. Previous production and management *objects* (people) have become *subjects* of production, social organization and management to implement their collective and common and public needs and abilities [5,s.51].

A system of incentives and shared a common interest due to the general participation in the government, which as a result of acquiring the features of self-government. In this case, rules and decisions may be based on the total legitimized communication, which is the regulatory principle. Established structure should provide the same conditions for equitable choices and eliminating coercion and domination. The aim is to reach a consensus on democratic decision-making. At the level of society and enterprise standards and solutions are formed as a result of a compromise and agreement (*consensus*) among all stakeholders that have equal rights to equal access to managerial power. At the same time eliminated the excess pressure from one of the parties is not given to anyone privileged power-management position. Consensus is achieved through the procedure of forming a general communicative solutions that based on the equal benefit of everyone, are all informed approval.

In current trends of social development with ever more general need arises the need solving in theoretical and practical terms, the problem of civic institutional democratization, including systems management, and education and realize the vision of a democratic public education and enlightenment. Modern philosophy and sociology of education, developmental psychology suggest that the mechanisms and conditions for the implementation of *pedagogical ideas* are reflected not only in the

formal organizational structures and training programs. A key role in pedagogically meaningful social affairs educational institution plays a set of explicit and implicit factors – an informal organization of schools forming objective (institutional) context of democratization of education. However, the existing studies, this task is not fully resolved. Therefore it is important to answer the question of what institutional context can be given in school to become a condition of its conversion to an open democratic community? Significant severity of the theory and practice of democratic education is the fact that existing studies on democratization listed areas are considered on the basis of understanding of democracy, designed for advanced social institutions at the beginning of the century [See: 10].

Therefore, the implementation of the said idea requires, first, clarify ideas about democracy under contemporary socio-cultural situation and, secondly, the development trends of transformation of education as a social institution of specific rights, exposing idea of democracy can be implemented. The solution of this problem makes appeal as a social theory that clarifies the modern idea of democracy and the theory of education. Contemporary social theory offers a new understanding of democracy (*critical or pluralist model*), different from the traditional liberal or asocinianism, the essence of which is to overcome the alienation of the individual from society and culture, diversity and globalization.

Social philosophy, philosophy of science, global studies, and management are discussed in «*critical social philosophy of education*» as the basis of institutional and ideological foundations of civil process, the educational process is presented in this context as an object of management and socio-philosophical analysis. Therefore, researchers who belong to this ideological school, analyze the main trends of research institutionalization of civil society, education and training in context of global humanistic philosophical principles, values and management models and types / levels of government.

The system of quality education, effective public education at various levels have to anticipate both and effective system of social management, guarantee the existence of which is in turn developed institutionalized civil society, and the formation of which requires not only the rule of law as its premise, but a completely new concept of learning, based on the social model philosophy of education [11,p.29]. However, only a developed and stable democratic system of education and public education enables efficient formation of civil society, the rule of law is the foundation of a stable democratic government and authoritative power [12,p.19].

Methodological and analytical principles in this area of research based on *critical theory* and *social studies* formed on the basis of the concept of «social deliberative», «social subsidiarity», Liberty reflex communitarianism, according to which the subject and the object is interacting factors among the entire set of social practice at the institutional level, this stage of its historical development, interdisciplinary.

The concept dates back to the 1970's and 1980's in a socially-critical studies P. Freire, H.Marcuse, C.Reych, I.Illich, R.Prebisch, K.Leech, R.Lichtman, R.Jacoby and others. It also uses some narobky G.Deleuze, F.Guattari, M.Foucault, J.Lacan. Now this trend (2000's) is headed pedagogues, philosophers, political scientists,

economists, cultural D.Kellner, I.Benjamin, R.Lichtman, R.Jacoby, P.Orban, D.Cooper, A.Jappe, A.Badiou, M. Debes, G.Miaret, S.Žižek, R.Kurz, M.Bookchin, P.Cockshott, A.Cottrell, R.Danneman, R.Scholz, E.Lohoff and S.Miller, others.

The growth of political, economic and cultural conflicts, terrorism, wars requires education to research issues of war and peace, the use of achievements in conflict resolution through mediation, which is an important part of the democratic program of social development. The growth of cultural conflict makes all the more important understanding of what is important in today's globalized world, the formation of empathy and understanding of others, seeing how the humanistic values of tolerance and education, the struggle for peace and justice can be established in the present situation.

Critical pedagogy in this context must also deal with a difficult issue to overcome cultural differences, understanding, and develop a convincing model of democracy, which will include the development of existing and marginalized groups and conflict between different communities and culture [13,p.101]. It's important noted that critical theory seeks to restore humanized content and meaning of education is not for the introduction of capital values of industrial and high technology, but above all, a radical democratization of education in order to achieve the goals of progressive educators, in particular, such as Dewey, Freud, Illich in education, research that will contribute to the development of personality citizenship and community, social justice and strengthening democratic participation in all kinds of life. Over the past decade there has been persistent attempts to impose neoliberal policies on education, the desire to reorganize the school under a business model implementation rigidly standardized curriculum. primitive testing methods, distorting the meaning and purpose of pedagogy.

This *neo-liberal program* is catastrophic for the content of education and training and the critical theory of education in this context should be seen as a critique of neoliberal restructuring of education and in this sense it is necessary to propose an alternative concept and practice of education, training and social development.

Globalization and the technology revolution have be used for a radical restructuring of education and support for members of a radical pedagogy training conditions so that they can offer their models of pedagogy and reconstruction of education for its service to democracy and progressive social change. Although strictly necessary to criticize neoliberal model, it is also important at the same time offering them an alternative [14,c.31].

They seek to expand the existing understanding of the theory and practice of education and social philosophy, management of the achievements and challenges of globalization processes, the institutionalization of civil society, their role for social life and social cognition in the context of education and social analysis of the phenomena of education, upbringing and training. Social philosophy, philosophy of science, global studies, and management are discussed in «*social philosophy of education*» as the basis of institutional and ideological foundations of civil process, the educational process is presented in this context as an object of management and socio-philosophical analysis. In this concept the analysis of social, philosophical and

managerial aspects of the models and methodologies of modern educational philosophy and management educational process.

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