

Theoretical reasoning for determination of the motivation-value component of  
business culture of future business managers of education

Будянська Вікторія Анатоліївна. Теоретичне обґрунтування визначення мотиваційно-ціннісного компонента ділового спілкування майбутніх менеджерів освіти.

***Анотація:** метою цієї статті є теоретичне обґрунтування мотиваційно-ціннісного компонента культури ділового спілкування майбутніх менеджерів освіти. Під час роботи було використано комплекс теоретичних методів дослідження: аналіз, порівняння та узагальнення наукової літератури з метою визначення змісту культури ділового спілкування майбутніх менеджерів освіти. Аналіз змісту культури ділового спілкування дозволив виокремити три взаємопов'язані компоненти в структурі культури ділового спілкування майбутніх менеджерів освіти: мотиваційно-ціннісний, мовленнєво-інформаційний, операційно-діяльнісний.*

*Мотиваційно-ціннісний компонент культури ділового спілкування майбутніх менеджерів освіти – це система мотивів, цінностей, якими керується майбутній фахівець під час ділового спілкування і які опосередковують його сприймання та оцінку різноманітних професійних ситуацій, визначають вибір способів і прийомів спілкування з партнерами. Мотиваційні орієнтації майбутніх фахівців пов'язують мотивацію з цілями ділового спілкування, які, у свою чергу, обумовлені матеріальними й духовними потребами майбутніх менеджерів освіти. Мовленнєво-інформаційний компонент культури ділового спілкування майбутніх менеджерів освіти характеризує смисловий аспект ділового спілкування, комунікативні якості ділового мовлення (правильність, чистота, точність, логічність, доступність, лаконічність, доречність, етичність і дієвість); майстерне використання форм, засобів спілкування, можливість отримувати інформацію, аналізувати, обмінюватися нею, у тому числі й за допомогою новітніх засобів Інтернет. У мовленнєво-інформаційному компоненті культури ділового спілкування ми виокремлюємо два аспекти: мовленнєвий – культура ділового спілкування мовлення майбутніх менеджерів освіти та інформаційний – культура обміну інформацією в діловому спілкуванні.*

*Операційно-діяльнісний компонент розкриває зміст основних етапів комунікативної взаємодії, а також якості, знання та вміння, необхідні для їх виконання, типові стратегії, моделі, способи і прийоми організації взаємодії, що дають змогу ефективно здійснювати ділове спілкування. Перспективним напрямком подальших наукових розвідок, на нашу думку, є побудова моделі системи формування культури ділового спілкування майбутніх менеджерів освіти.*

**Ключові слова:** *менеджер освіти, культура ділового спілкування, структурні компоненти культури ділового спілкування.*

Будянская Виктория Анатольевна. Теоретическое обоснование определения мотивационно-ценностного компонента культуры делового общения будущих менеджеров образования.

*Аннотация: целью данной статьи является теоретическое обоснование мотивационно-ценностного компонента культуры делового общения будущих менеджеров образования. Во время работы был использован комплекс теоретических методов исследования: анализ, сравнение и обобщение научной литературы с целью определения содержания культуры делового общения будущих менеджеров образования, который позволил выделить три взаимосвязанные компоненты в структуре культуры делового общения будущих менеджеров образования. Перспективным направлением дальнейших научных исследований, по нашему мнению, является построение модели системы формирования культуры делового общения будущих менеджеров образования.*

**Ключевые слова:** *менеджер образования, культура делового общения, структурные компоненты культуры делового общения.*

*Annotation: the purpose of this article is theoretical substantiation of the motivational-value component of the culture of business communication of future education managers. During the work, the complex of theoretical methods of research: analysis, comparison and generalization of scientific literature in order to determine the content of the culture of business communication of future managers of education was used. The analysis of the content of the culture of business communication has allowed to distinguish three interrelated components in the structure of the culture of business communication of future education managers. In our opinion, the perspective direction of further scientific research is the construction of a model for a system, which forms the culture of business communication of future education managers.*

**Key words:** *education manager, culture of business communication, structural components of the culture of business communication.*

**Introduction:** Competitiveness of future education managers depends on the quality of their current knowledge in the educational and economic fields, the ability to think and act in new market conditions and the formation of their

professional culture, among which the culture of business communication plays an important role.

In this regard, the need for qualitative training of future education manager for professional activity, which by its nature is communicative, is actualized. Communication enables each specialist to identify himself as a person capable of professional activity, interpersonal understanding, and enrichment of spiritual world perception. Ability to communicate, achieve mutual understanding in the process of performing professional functions is the basis of the work effectiveness in situations of business communication. The professional activity of education managers involves effective linguistic, socio-cultural interaction, adaptation to changes in external and internal circumstances.

Work on forming a culture of business communication of a specialist, in particular the future education manager, involves defining the structure of business communication.

Therefore, the definition and analysis of the structural components of business communication is the basis for effective formation of the business communication culture of future education managers.

**Analysis of relevant research.** In the psychological and pedagogical literature on the methodological level, the phenomenon of communication is the subject of the researches by scientists: O. Bodalyova, V. Kan-Kalika, O. Leontieva, A. Mudrika, E. Rudenskogo, T. Chmut. At the theoretical level, the problem of the formation of professional culture has been analyzed in the works of L. Vashchenko, V. Grehnyova, V. Grinovoyi, L. Grushchenko, V. Divaka, V. Lozovoyi, V. Maslova, V. Melnyk, V. Putsova, O. Rembach, M. Fayonovoyi. Modern researches analyze individual issues of formation of a professional communicative culture of future specialists by: pedagogues (V. Kashnitsky, A. Kiseleva, V. Pasinok, V. Poltoratska), managers (N. Dolgoplova, S. Korolyuk, V. Liventsova, O. Marmaza), agricultural workers (L. Baranovskaya), doctors (O. Uvarkina), engineers (S. Drokina, V. Ivanova), military personnel (M. Ivayenko, S. Kapitanets, M. Koval), employees

of tourism business sphere (V. Monzhievskaya) , international analysts (O. Rembach).

Despite the large number of works devoted to the issues related to the subject of our study, we can note that the problem of forming the business communication culture of future education managers was not the subject of study, which led to the determination of research direction.

**Aim of the Study:** theoretically substantiate the essence of the motivational and value component of the business communication culture of future education managers.

According to the purpose, the task of research: to isolate the structural components of the culture of business communication of future managers of education; to analyze the motivational-value component of the business communication culture of future education managers was set.

To solve the tasks, the complex of theoretical **research method:** analysis, comparison and generalization of scientific literature in order to determine the content of the business communication culture of future education managers was used.

Presentation of the main material: On the basis of a thorough analysis of the phenomenon of «business communication» let us define the structural components of the business communication culture of future education managers. In our opinion, such structural components are motivational-value, speech-informational, operational-activity.

The motivational-value component describes a complex of motives, a system of value orientations and semantic units of a specialist who determines the general orientation of business communication, the nature and success of interaction with partners.

The speech-information component reflects the communicative-semantic aspect of the professional interaction of future education managers: the use of verbal and non-verbal means of information exchange; communicative qualities of business speech (correctness, purity, accuracy, logic, accessibility, conciseness,

relevance, ethics and efficiency); the technique of preparing and conducting public speeches; possession of methods of conducting productive discussions in situations of business interaction, the ability to receive information, analyze, exchange it, including using the latest Internet tools.

Operational-activity component reveals the content of the main stages of communication interaction, as well as the quality, knowledge and skills necessary for its implementation, typical strategies, models, methods and techniques of interaction, which enable effective business communication.

The first motivational-value component of the business communication culture of future education managers is the system of motives, values, which guides the future specialist during business communication and which mediates his perception and assessment of various professional situations, determine the choice of methods of communication with partners.

The system of motives for future education managers determines their motivational orientation. We regard it as a system of motivational orientations in the field of business communication, which determines the ideal method for interpersonal interaction with communication partners for this specialist. The motivational orientations of future education managers education link motivation to the goals of business communication, which, in turn, justify the material and spiritual needs of future education managers. Needs belong to the category of integral properties of man, they seem to «permeate» the whole system of biological, psychological, pedagogical, linguistic, social characteristics. Direction serves as an indicator and means of expression, objectification of all human actions, in it its connection with the internal and external world of a person is revealed.

Our study suggests that the type of focus of future education managers is determined by the dominance of some motivational orientations and guidance over others. The researcher O. Rembach distinguishes three types of motivational orientation of the future specialist in business communication.

1. Activity orientation is characterized by a high level of orientation towards the achievement of professional indicators, the interests of professional activities; the optimal approach is to actively use the communication process for solving the tasks set, motives related to the achievement of the goal are prevailing; specialists are characterized as pedantic professionals who know in advance how to achieve the goal and who needs to be involved in it in order to be successful; the essence of such a position is expressed by the slogan: «High productivity at any price», «I defend my thoughts, attitudes and views even when it is necessary to discard the thoughts of others», «If there is a conflict situation, I try to stop it or to leave it as the winner», «I attach great importance to the adoption of my own decisions, and sometimes I rely on others». The main goals and criteria for the success of professional activity specialists of this type mainly see in the implementation of professional tasks.

2. Interpersonal or personality orientation is characterized by high orientation towards the partner, the formation of favorable interpersonal relationships and positive psychological microclimate in the team. The essence of this approach to communication is expressed in the following statement: «People are not a commodity, the value of which can be measured with a certain scale, so the thoughts and feelings of people play a paramount role». Therefore, the specialist seeks to create all the conditions to meet the needs of the partner. He tries to treat his partner with respect and kindness. The most important stimulus that determines this type of communication is the desire for approval and support from others. The basis of this approach is the assumption: «I will be loved by people if I am good to them». In most cases, employees with this orientation attach great importance to the opinion of the society and its mood, highly appreciate the attention and appreciation on its part, serving them as proof of their usefulness.

Such direction is called personal, since the main purpose of the activity specialists see in providing favorable conditions for establishment of friendly relations with colleagues and partners, and criterion of efficiency of professional activity is considered by the nature of relations with partners on communication,

their attitude towards themselves. The goals of professional activity are to achieve full understanding with partners and colleagues, to create an atmosphere of trust and cooperation.

3. Egocentric, or individualistic orientation is characterized by orientation towards oneself, proper welfare; the desire for precedence and prestige dominates; in this case among the most important criteria for the effectiveness of its activities is called «recognition and respect of colleagues and partners», «the authority of partners and employees», «professionalism, a high level of competence» (Rembach, 2005, pp. 80-82).

The future education manager may also have the following motives: the opportunity to bring social benefits to society; possibility to take an active part in its activity; development of spiritual abilities of the person, etc.

Aesthetic motives allow to feel joy and pleasure from work; they contribute to the awareness of the beauty of work. Cognitive motives allow to use your own abilities and constantly improve yourself. Material motives help to understand the prestige of educational activity and to ensure a stable future, well-paid work. In the end, prestigious motives contribute to the continuous improvement of professional skills and professional growth, and to understand the great importance of this profession among friends, acquaintances, and other people.

The basis of the activities of future education managers lies in the motives of different groups that are complementary. Moreover, the specialist should be guided by which motives are of priority and which are of paramount importance.

The system of values of future education managers can be determined through philosophical and psychological approaches. In the context of the philosophical approach, there are two levels of the value development of a person: the lower one is a socio-psychological one, experienced but not realized, which characterizes everyday consciousness (it defines the actions of people), and the higher one is an ideological, conscious, formed not only by experience, but also by the comprehension of reality (Nemov, 1971, p. 156). Value development of students – future education managers – is a consequence of not only emotional

response to the phenomena of life and educational activity, but also their comprehension, deep awareness, the result of which is the definition and formation of their life and professional position. The sphere of professional realities belongs to the personality of the future education as the subject of business communication. T. Porokhovskaya generalizes the main approaches to the interpretation of the concept of «value»:

1) this concept is used to assess objects and phenomena that meet any need. Value in this sense is considered as an objective quality of the subject, which is due to its nature and exists independently of the person and its practical activity;

2) the concept of «value» can mean the benefits represented by objects and phenomena for a person;

3) value is identified with those phenomena of nature and society, which can be useful to people at one or another stage of development of society, depending on their group or class interests;

4) the concept of «value» can mean the desired ideal, when it is the basis of personal activity;

5) value is identified with the significance of one phenomenon for another. In this case, any natural or social phenomenon is both an object and a subject of such attitude (Porokhovskaya, 1989).

In the context of a psychological approach, three basic ways of understanding the nature of individual values are reflected. The first one of these is the interpretation of values in line with such concepts as a view, representation or belief (Parygin, 1987). Values are defined as basic beliefs that certain forms of behavior or life goals are personally or socially more desirable than other forms of behavior or life goals. Values are, in this case, understood as having no independent motive force that they derive from other sources. The second option – individual values or value orientations as a kind or analogue of social guidance or interests (Panyushkin, 1980). In doing so, they attribute the steering and structuring functions, which reduces the effect of value regulation. The third option – in convergence of the notion of value with the concepts of need and motivation, the



real driving force of values is underlined. Such an approach, according to O. Rembach, is characterized by the largest heuristic potential, due to which the majority of researchers are orientated on it. Values, as well as generalized motives (sociogenetic needs), act as sensory-forming structures and influence the subjective definition of the current situation, so that some objects, actions or their expected results acquire the status of the goal and are perceived as having positive or negative valency, certain personal meaning (Rembach, 2005).

Is determined qualitatively through the system of personal values (Byrne, 2001). The motivational aspect of a person as an individual is determined by values, and it determines everything, not «knowledge and skills». It is the values that determine the main thing for a person – its development.

I. Bech notes that the development of a future specialist's sense of the value of another person can be successful not only if it is transformed into the «center of the universe», but only on condition that it is temporarily blocked by its own ego, which destructively affects the moral perfection of the individual. The assimilation of values through spiritual effort is a complex process for every person. And the more complex the value circle is, the more effort it requires from the individual.

Cultural values are considered by scientists as an element of moral education, as the most important components of the inner culture of a person, manifested in the directions, properties and qualities, and determine the attitude of person to society, nature and other people. Full and organic assimilation of values is the basis of the optimality of moral education as the basis for the spiritual development of the individual.

The system of values acts as the most abstract level of regulation, and the education system is an integral part of society and cultural life, and can only be considered and evaluated in its interrelationship with them. Human values, norms of morality, developed by the historical practice of society, are highly valued and are obligatory for the successful activity of future education managers.

Based on the characterization of different values, the value foundations of a future specialist S. Selitska summarizes in this way: the initial benefits (education

that provides opportunities for career growth, professional development, guaranteed earnings and stable life), reflexive values (the value of freedom, the value of the unity of personality and civic positions), higher ethical values (Selitskaya, 2004).

Requirements for the formation of the business communication culture of future education managers requires to identify the person with clear value orientations, this can only be possible if the student is well aware of his role and place in society, has a decent attitude to the environment where a sense of self-confidence and the desire to self improvement is developed. The desire for activity, the development of abilities and a sense of assurance, the ability to independently solve a problem depends on the own position of the individual.

Particularly important are moral values in the activities of the education manager, which determine his everyday activities, he is responsible for the fate of others, should be honest and fair, because it depends on the welfare of other people. Among the moral qualities are general or specific

The role of value orientations and instructions, motives, needs, personal constructs, emotional and cognitive parameters of the I-concept in the communicative behavior of the individual is determined and emphasized in studies devoted to the study of the features of communication of various specialists. According to many researchers, the determining role in the determination of style features of communication which belongs to the hierarchically higher, personal, motivational and semantic level of individuality, which sets the value orientation of communication, determines the choice of the individual in various situations of social interaction of specific communicative operations and ways of influencing them.

Any value is characterized by two properties – a functional meaning and a personal meaning (the latter can be regarded as a person's attitude to their needs). Personal meaning, on the one hand, is determined by the object that performs the function of value, and on the other hand – depends on the subject of activity. Valuable consciousness and self-awareness become a stimulus to action,

formalizing and fixing in the value orientations of a specialist. The leading place in them take professional orientations, which have a decisive influence on the formation and development of the business communication culture of future education managers.

Valuable orientations of the person in its general structure act as a «strategic» line of behavior as an «integrator» function of various forms of human activity. B. Ananiev believes that the orientation of the individual on one or another value forms its value orientation. «Valuable orientations – global psychological characteristics of the individual. Personality in the process of ontogeny assigns socially significant values through social norms and settings. In the process of development, they build their own orientations, which they defend in life's conflicts» (Ananiev, 1980, p. 231). Value orientations are the most important component of the person's structure, around which the thoughts, feelings of a person are rotated, which determine its behavior and attitude towards the surrounding world (Yadov, 1975).

According to the researcher V. Liventova (according to the analysis of the works of R. Lickert, R. Blake and D. Mouton), professional communication is determined by two types of value orientations: to work or to subordinates (Liventsova, 2002).

Thus, after analyzing a number of studies related to the definition of the motivational-value sphere of specialists, we came to the conclusion that for the process of forming of business communication culture of future education managers, the three most important groups of value orientations that determine the orientation of business communication are orientation towards activity, orientation towards a partner, orientation towards oneself.

**Conclusions and perspectives of further scientific research.** After analyzing the content of the business communication culture, we have identified three interrelated components in the structure of the business communication culture of future education managers: motivational-value, speech-information, operational-activity components. After analyzing the main components of the

structure of business communication culture, we defined the concept of «business communication culture of future education managers» as a polystyrene, dynamic, system education, which is an important component of the common culture and at the same time an indicator of the effectiveness of business communication aimed at the organization and optimization of activities in the educational and economic sectors.

In our opinion, the perspective direction of further scientific research is the construction of a model for a system, which forms the culture of business communication of future education managers. There is an opinion that the content of pedagogy as a science is the study of methods for constructing optimal pedagogical systems (Bech, 2001; Verbitsky, 2000; Gershunsky, 1998; Mashbits, 1988). One of the main stages of this process can be called simulation. Modeling as a method of work has been widespread in various scientific fields and areas.

Effective means of verifying the truth and completeness of theoretical and practical ideas from different branches of knowledge is creation of the system's model. The development of pedagogical knowledge, the growth of the number of methods, means, forms of education and training, the discovery of an increasing number of factors that affect these processes, makes the teaching activity extremely difficult (Gershunsky, 1998, p. 318).

Designing of the models takes place in two ways. The first is an empirical, trial and error method, intuitive, based on private experience. Here, the modeling goes from partial to general, from subjective to objective. This way is considered as unusual and non-standard. For the most part, the result of implementing such a model in the context of national education has a low didactic efficiency (Bech, 2001; Mashbits, 1988). The second way is theoretical and based on a scientific basis. It takes into account the system approach and process analysis. The scientific foundation integrates the basics of general pedagogy and psychology, pedagogical psychology, the theory of pedagogical design, engineering psychology (Mashbits, 1988; Verbitsky, 2000).

Consequently, building a model for the business communication culture of future education managers should be based on a scientific basis, taking into account as many factors as possible.

#### REFERENCES

1. Ананьев Б. Г. (1980). *Избранные психологические труды в 2 т.* Москва: Педагогика. (Ananiev. B. G. (1980). *Selected psychological works in 2 v.* Moscow: Pedagogy).
2. Берн Ш. (2001). *Гендерная психология.* Санкт-Петербург: Прайм-Еврознак. (Burne S. (2001). *Gender psychology.* St. Petersburg: Prime-Euroznak).
3. Беспалько В. П. (1995). *Педагогика и прогрессивные технологии обучения.* Москва: Ин-т проф. обр. РАО. (Bespalko V.P. (1995). *Pedagogy and progressive learning technologies.* Moscow: Inst. Prof. ed. RAO).
4. Бех І. Д. (2001). Почуття цінності іншої людини як моральний пріоритет особистості. *Початкова школа.* 12, 32-35. (Bech I. D. (2001). The sense of the value of another person as a moral priority of a personality. *Elementary School.* 12, 32-35.)
5. Вербицкий А. А. (2000). *Контекстное обучение и становление образовательной парадигмы.* Москва: Жуковский: МИМ ЛИНК. (Verbitsky A. A. (2000). Contextual learning and the formation of the educational paradigm. Moscow: Zhukovsky: MIM LINK).
6. Гершунский Б. С. (1998). *Философия образования для XXI века.* Москва: Совершенство. (Gershunsky B. S. (1998). *Philosophy of education for the XXI century.* Moscow: Perfection).
7. Лівенцова В. А. (2002). *Формування культури професійного спілкування у майбутніх менеджерів невиробничої сфери* (дис. ... канд. пед. наук: 13.00.04). Вінниця. (Liventsova V. A. (2002). *Formation of a professional communication culture with future managers of the non-productive sphere* (PhD thesis). Vinnytsa).
8. Машбиц Е. И. (1988). *Психолого-педагогические проблемы компьютеризации обучения. Педагогическая наука – реформе школы.*

Москва: Педагогика. (Mashbits, E. I. (1988). *Psychological and pedagogical problems of the computerization of learning. Pedagogical science – school reform.* Moscow: Pedagogy).

9. Немов Р. С. (1971). *Психология: в 3 кн. Кн. 1. Общие основы социально-психологической теории.* Москва: Мысль. (Nemov R.S. (1971). *Psychology: in 3 v. v. 1. General principles of socio-psychological theory.* Moscow: Thought).

10. Панюшкин В. П. (1980). *Освоение деятельности в условиях взаимодействия ученика с учителем.* Москва: НИИ ОП. (Panyushkin V.P. (1980). *Mastering activities in the interaction of the student with the teacher.* Moscow: NII OP).

11. Парыгин Б. Д. (1987). *Основы социально-психологической теории.* Москва: Мысль. (Parygin B.D. (1987). *Fundamentals of socio-psychological theory.* Moscow: Thought).

12. Пороховская Т. Н. (1989). *Ценность и оценка морали.* Москва: МГУ. (Porokhovskaya T.N. (1989). *Value and morality.* Moscow: MSU).

13. Пригожий А. И. (1995). *Деловая культура: сравнительный анализ. Социологические исследования, 9, 74-80.* (Prigozhiy A.I. (1995). *Business culture: a comparative analysis. Sociological studies, 9, 74-80.*

14. Рембач О. О. (2005). *Формування культури ділового спілкування майбутніх міжнародників-аналітиків у вищих навчальних закладах* (дис. ... канд. пед. наук: 13.00.04). Вінниця. (Rembach A. O. (2005). *Formation of a business communication culture of future international analysts in higher educational institutions* (PhD thesis). Vinnitsa).

15. Селицкая С. В. (2004). *Концептуальные основания формирования педагогической компетентности менеджеров. Менеджмент в образовании, 2 (7), 47-48.* (Selitskaya S.V. (2004). *The conceptual basis of the formation of the pedagogical competence of managers. Management in education, 2 (7), 47-48.*

16. Ядов В. А. (1975) *О диспозиционной регуляции социального поведения личности.* Москва: Наука. (Yadov V. A. (1975) *On the dispositional regulation of the social behavior of the individual.* Moscow: Science).

