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**SITUATIONAL METHODOLOGY AS MULTIFACETED PEDAGOGICAL TOOL  
OF INFLUENCE ON THE FORMATION OF SOCIO-ETHICAL VALUES  
OF FUTURE MANAGERS-ECONOMISTS IN HIGHER SCHOOLS  
OF UKRAINE AND GERMANY**

**ABSTRACT**

*The role and importance of situational methodology as one of the pedagogical tools of influence on the formation of socio-ethical values of future managers in higher schools of Ukraine and Germany have been theoretically substantiated. The possibilities of situational methodology influence on the formation of socio-ethical values of students – future managers of economic sphere in higher schools of Ukraine and Germany – have been revealed. The most important functions of the interaction of a future manager with staff have been considered. Special pedagogical factors which have an impact on students' understanding of socio-ethical peculiarities of professional activity have been analyzed. Professionally directed situations as one of the important pedagogical mechanisms that contribute to enhancing the socio-ethical activity of the students have been considered as well as their ability to participate in meaningful, professional interaction on the basis of professional activity in deterministic situations. It has been proved that the formation of socio-ethical values by means of applying situational methodology requires modeling of situations that would activate students on finding and explaining the so-called socio-ethical and pedagogical factors that occur in professional activity. Direct and inverse relationship between the personality of a future manager and socio-ethical values of a personality in the profession of manager has been revealed. It has been proved that the managerial socio-ethical values is a reflection of a system of ethical knowledge and practical recommendations which regulate the activities of individuals in the professional community and is aimed at receiving maximum efficiency from the economic activity. In this regard two components – the professionalization of students and the formation of their socio-ethical values – make up quite multifaceted educational-upbringing process in higher schools of Ukraine as well as of Germany.*

**Key words:** *socio-ethical values, future manager, situational methodology, socio-ethical situations, interaction, pedagogical impact, tools of situational methodology, professionally directed situations, professional activity.*

**INTRODUCTION**

At the time when important historical events are taking place in Ukraine and are being associated with significant political and economic changes, the formation of a social person that is able to keep to certain norms and principles of interpersonal relationships, interpersonal communicative interaction in any sphere of the activity requires increased attention. In this regard it is necessary to form socio-ethical values due to specific requirements to the professional training of specialists of economic sphere as well as human problems that occur in modern society.



Modern system of economic specialties students' training in higher school, in particular of managers-economists in Ukraine and Germany, is mainly aimed at strengthening the content in the professional plan which is to some extent justified today. However, practice shows that there was a need to pay attention to the other side of students' training – the formation of their personal qualities. Such indisputable quality formations of students' individualities can be socio-ethical values.

#### THE AIM OF THE STUDY

The aim of the article is theoretically to substantiate the importance and influence of situational methodology on the formation of socio-ethical values of future managers of economic sphere (on example of higher schools in Ukraine and Germany).

#### THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical and methodological basis of our research is made of: scientific works on ethical and social values (V. Andruschenko, I. Beh, H. Bertram, M. Boroshevskiy, H.-Y. Dobert, M. Hille, H. Klahes, O. Levytskyi, T. Majer, T. Petersen, Y. Sheveling, H. Sholts, S. Shtoklin-Majer, Y. Shtuttser, F. Shvajtser, V. Strumanskyi, V. Suhomlynskyi, N. Syrova, V. Vaksman, V. Zinchenko and others); the ideas of pedagogical science as for creating personal-oriented modern methodologies and technologies (I. Beh, I. Kon, I. Zymnya and others); theories of personality in professional activity (K. Abdulhanova-Slavska, M. Berdyajev, O. Bondarevska, A. Mudryk, V. Suhomlynskyi and others); dissertation research on the formation of social and ethical values in the process of professional training of a personality (L. Aza, K. Baisha, N. Borbych, V. Cherevko, O. Myhailov, L. Savenkova, O. Vasyuk and others).

We used the following methods to achieve the aim of the study: *theoretical* (the method of theoretical study and the aim of the study identification; the study, analysis and generalization of scientific approaches to determine the essence of the basic concepts of the study) and *empirical* (questioning, interviewing, test).

#### RESULTS

Moral education of youth in Germany is one of the main tasks of the state, higher school, community and family and has strong and proven by centuries traditions and experience. Therefore socio-moral values in the system of German (as well as Ukrainian) education occupy a significant place. The results of the analysis of historical-pedagogical and scientific-methodical literature, dissertation researches suggest that the socio-ethical values in German system of education in the 21<sup>st</sup> century is the subject of study for Ukrainian scientists.

Social and ethical values of a person are inextricably linked with the development of a personality. Student age is the most sensitive in a sense of professional development as well as in a sense of conscious mastering of social and ethical values.

Considering this category of young people psychologists argue that the features of this category of young people are associated with the development of self-awareness, addressing the issue of professional self-identification and entry into adulthood with the formation of professional interests, work needs, independence and social activity. During this period a young person attracts appropriate for the profession knowledge, abilities and skills, develops personal qualities easily enough (Абдульханова-Славская, 1980).

In addition, the period indicated (18–22 years) is the most active period for development of moral values, mastering of complex social adult roles. But in this period personal characteristics play a significant role in the development of a student's personality. Therefore, in addition to possession of necessary professional components, the availability of knowledge, skills, personal social and ethical characteristics, students should be aware of their presence in themselves and use them adequately (Брушлинский, 2003).



Solving the problem of the young generation's orientation toward social and ethical values in Germany relies heavily on the higher school of Economics. Pedagogical environment of German higher school is directed to the value saturation at all stages of education.

The value of modern education is not only in the acquisition of knowledge and skills but also in building a better inner world, the positive tendencies in it and as a result a student's stable system of values is formed. But the formation of a future professional requires the involvement of the whole system of the professional training.

No doubt that every administrative task of a manager requires the implementation of specific requirements which cannot be executed immediately and in only one situation. However, the real conditions of higher educational institutions of economic sphere allow coordinate the educational process in such a way that the above-mentioned moral (socio-ethical) values become dominant in the professional training of employees in managerial sphere.

Taking into the account the fact that the managerial socio-ethical values are the reflection of the system of ethical knowledge and practical recommendations which regulate the activities of individuals in the professional community and is aimed at receiving maximum efficiency from economic activity, we believe that these two components – the professionalization of students and the formation of their socio-ethical values – make up quite multifaceted educational-upbringing process in higher school (Булах, 1995).

Introduction to the science of management has led to new approaches to working people, the development of a personality etc. All this requires the implementation of a socio-ethical value complex although the analysis of various professional ethical codes proves that firstly they bring a dimension of social responsibility into the profession and also orient the professional activities for the common good which is the main characteristic of professional ethics (Бех, 1997).

As practice shows in the modern interpretation the subject of management is a manager, supervisor, executive who is empowered in the sphere of decision making. Of course, success in activities requires a capital, goods, skills of workers, good advertising are important but a company cannot reach success without a good manager (Уткин, 1966). Firstly he must be morally oriented, know much about the people with whom he works in order to manage them successfully.

Depending on the type of a manager's behavior we can define several types of managerial sphere:

- the first type is characterized by adopting the values and norms of behavior of the organization to which the manager came (faithful and disciplined);
- the second type is characterized by the fact that he does not accept values of the organization but tries to act himself in accordance with the rules of behavior which are established in the organization (an adapted person);
- the third type is a person who takes values of the organization but does not accept the current norms of behavior (a problem person);
- the fourth type is characterized by accepting neither standards of behavior nor the values of the organization and constantly comes into contradiction (a rebel).

In spite of all the problems related to the human factor the subject of the management is a manager. Regardless of the sphere of activities he must have skills to work with personnel, consider the human factor in the solution of managerial tasks. We can therefore say that in such situations he always acts as an organizer, leader and should mobilize not just to a good work but, first of all, to the achievement of goals. He needs to find his own style of work and interaction with staff (Бех, 2003).



In the context of development and formation of socio-ethical values this fact motivates the selection of the most significant functions of interaction:

- *cognitive function* that provides input of a student in the essence of the main positions of the theory of social and ethical values in issues of world and domestic professional culture, social and cultural traditions and norms of activity which are directed on the formation of the students' readiness to use the results of knowing the world and society;

- *value-orientation function* is aimed at the formation of students' ability to solve life problems, learn the evaluation criteria of social phenomena reflected in life which lead to the design of action for reflecting universal socio-ethical values in the inner world of students;

- *humanistic function* is designed to implement the general process of social and cultural development of a personality, to create conditions for achieving the moral level of self-sufficiency and moral self-realization which will allow to choose optimal strategy of personal and professional direction; this function is aimed at the formation of socio-ethical values of a future manager;

- *communicative function* contributes to the development of skills and cultural interaction on the basis of tolerance and mutual understanding and respect, ensuring the processes of infiltration and exchange of cultural knowledge that allows to form professional skills while using the achievements of other cultures and peoples in practice.

Of course these functions as a special manifestation of the activity do not deprive us of the right to be concentrated mainly in the form or content, keeping in mind that students need not only a mechanism of knowing universal values but also the content and purposes of influence on another person and his/her activity.

Practical work in a higher economic school, the analysis of scientific research in pedagogy allow to assert that the comparison of the results of the use of the situational methodology variants created by different students and aimed at the action in different macrosociums, require the development of special methods which would take into account the proportion of such categories as ethics, values and future professional activity. Socio-ethical situations can serve as a confirmation of the expressed opinion. Each situation has its own original system of means for using the opinions or positions of the participant. Therefore in our opinion the replacement of the term "information content" (created to supply the necessary information) for the term "professional content" (created within a particular sphere of the professional activity ethics) will be justified and appropriate in this situation (Андрієвська, 1999).

We believe that professionally aimed situations can be considered as one of the important pedagogical mechanisms that contribute to enhancing socio-ethical activity of the students, their ability to participate in meaningful, professional interaction on the basis of professional activity in the social deterministic situations. In this case, the most favorable in the pedagogical sense is the use of professionally oriented content in the socio-ethical situations which are offered to the students for educational influence on them. The identical content which is presented for interaction can be transmitted in another situation. As current practice shows socio-ethical nature of this activity is unfortunately largely ignored.

Empirical studies of this issue in the practice of higher school allow to assert that the simulation of situations that would activate students on finding and explaining the so-called socio-ethical and pedagogical factors occurring in professional activity is required for the formation of socio-ethical values by applying situational methodology. By such factors, for example, L. Savenkova understands the specific elements of a certain dialogue culture, specifically communication content and behavior patterns peculiar to specific situations but



which have not been transferred to another different situation for one reason or another or which can become an obstacle for understanding the content of information (Савенкова, 2005).

As for the nature of this idea we can talk about special pedagogical factors that have an impact on students' understanding of social and ethical peculiarities of professional activity, particularly:

- a) socio-psychological characteristics of participants in a situation (this takes into account subjective factors);
- b) specifics of various activities peculiar to different compared situations (activity-pedagogical factors);
- c) discrepancy between social environments where participants of the situational process act (factors of socio-ethical environment);
- d) communication features that perform the function of the instrument for professional interaction (semantic factors).

In this approach the focus on the concept of "value" as a way to address personal items, the wealth of a certain society is considered to be a general methodological factor for assimilation of different professional socio-ethical values. The development of philosophical "value theory" has provided the possibility and appropriate view of professional socio-ethical culture (Андреев, 1996).

Of course if we consider students' subjectivity as a system-forming factor of their social and moral development, then accordingly it becomes possible to understand any values as mastering of what became the attribute property of a person's essential forces, the way of expressing their activity with respect to themselves and to the world in which they evolve as well as to the values of the society. And this, in turn, makes a person that takes hold of the system of socio-ethical values penetrate into the world of a particular society, the production sector, the community, their needs, values and the spiritual world.

From the point of view of ethnopolitical thinking "universal values are not just the amount of material and spiritual values of all peoples and not some mediocre concept but the synthesis of the highest achievements and minds of mankind, the quintessence of all civilization. In particular the socio-economic sphere is commodity-money relations in the sphere of morality, laws and norms of behavior and the relationship between peoples and nations, understanding, compassion, tolerance, solidarity etc." (Римаренко, 1996).

It is worth saying that specific direct communication and feedback between the personality of a future manager and socio-ethical values of a personality in this profession is that it opens up different sides of different situations in the process of professional management activities, thereby diversifying it by the wealth of his own personal nature. This full individual sense of the studied professional activity (management) generates such a personality that is focused on the identification of the unique qualities of other spheres in the process of professional activity.

The practice and theory research considers that the value consciousness is produced by a future specialist in professional activity not as by an object but as a subject that is a person who acts on the basis of goal setting and choice, who is self-aware, able to think and to experience, which is the underlying personality assimilation, transference of foreign experience from other situations into one's own self-image, ideas, positions (Мескон, Альберт & Хедоури, 1992).

Proceeding from such reasoning we can say that a future manager due to professional and ethical behavior can be considered:

- 1) *as a product of national standards and professional culture* that adopts the values and principles of communication in the field of human and educational activity, mastering technologies of professional activity;



2) *as a translator of information* that due to professional ethics of activity transmits other information, values and norms of life and also reflects samples and forms in the process of professional activity;

3) *as a consumer of the socio-ethical values* that uses the socio-ethical culture as a tool in their professional management activities, operates adequate to content trademarks in professional processes with different people and in different situations;

4) *as a creator of the socio-ethical values* who actively interprets their social and ethical meanings based on the acquired personal and professional experience and the system of value orientations and transforms new images and forms of the communicative culture because of the implementation of professional communication in the process of creative activity.

#### CONCLUSIONS

So we have come to the conclusion that different pedagogical factors have impact on the formation of special qualities – values, but means of practical activity in the structure of situational methodology, which is a versatile educational tool, have the most productive effect on this process. At the same time the situation as well as interaction is a special kind of reflection of value-orientation activity which is manifested in the process of relationships between people in different situations and is characterized by a subject-subject position of each participant in the educational process. In our opinion the formation of socio-ethical values with the active use of means of situational methodology can be at the expense of reflection, absorption and use of Ukrainian and German students' universal values that is manifested in the direction of the person on value-rational activity in the sphere of management and provides an understanding of unity and interaction of different people in the use and comparison of positions, objectives and results of acts.

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