Humanistic technologies of support of educational processes: the paradoxes of management and self-realization

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Abstract. The feeling of lack of happiness, the joy of socializing within the walls of educational institutions determine the paradox of modern learning. Filling out forms, following instructions, complying with «indicators» make it impossible for a person to show such feelings. Joy and well-being in the process of transferring social experience, defining the meanings and forms of this process in the situation of mass reforms and innovations in the field of education are the research problem to which the article is devoted. The authors believe that the paradox of incompatibility of management and self-realization processes in educational institutions is solved through the use of humanistic technologies accompanying professional activities. Such technologies provide a thrifty context for working with personnel, suggest humanistic grounds for developing measurement criteria, take into account experience and feelings of participants in the process, focus on the effect of teacher-student interaction. The understanding of the dependence of well-being and happiness on professional success was formed. A person's desire to become a professional correlates with the possibility of achieving social well-being. The pedagogical profession, revealing to a person a range of possibilities for realizing the potential of his personality, provides an opportunity to achieve the desired well-being and happiness.

1 Introduction

Modern education, lost in the managerial instructions, requirements for the implementation of "indicators", which has lost the meaning of the interaction of "subjects of the educational process", has long felt the need to return well-being as the main meaning of its existence. Today, well-being is required, not only for educational structures and organizations. It is required to return well-being for all, first of all, for the central subjects of the process - the teacher and the student. In the modern mainstream, there are distinct notes of nostalgia for the well-being of the individual. The feeling of lack of happiness, the joy of socializing within the walls of educational institutions determines the paradox of modern learning. On the one hand, feelings of happiness and joy are postulated by the theorists of pedagogy (L. Aizerman [1], A.S. Robotova [2], S.L. Soloveichik [3]) On the other hand, filling out forms, following instructions, complying with "indicators" makes it impossible for a person to express such feelings. The need for happiness is determined by the key values of a person's life. Success, well-being, the fullness of life with feelings are the natural states of his being. Fundamental problems of being associated with well-being acquire relevance for a person locked in the rigid constructions of modern social and political institutions that provoke the neurotic state of "postmodern sensitivity" [4].

Feelings associated with joyful prospects largely determine the movement and development of the individual. Waiting for joy as a source of forwarding movement was theoretically substantiated and proved by V.A. Sukhomlinsky, introducing the concept of "school of joy" into pedagogy [5]. The joy of owning the knowledge offered by the teacher inspires a person, gives him confidence in his own strengths and abilities. However, such feelings can be experienced, being in a rhythmic mode of comprehending the new, with the progressive and metered character of innovations, not traumatic for the participants in the educational process. Social experiments carried out by modern reformers of the education system make life problematic within educational institutions. Ideas are cultivated about the enduring innovative nature of the modern school. Declaring attention to innovative experience, reform organizers with the support of school administrations and departments practice a total coverage of educational innovations.

The current education system cultivates dependence on the success of all participants in the educational process. The need to constantly justify the rating of educational institutions forces the administration to mobilize teachers to participate in an endless series of rating events. Setting for the objectives of the professional activities of teachers, focusing on increasing activity to improve the image of an educational institution, conflicts

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with the purpose of educational processes. The "pursuit" of high "professional" results is becoming one of the main reasons for the high workload, which leads to the exhaustion of teachers' vital and emotional resources. A teacher who is not happy while fulfilling his mission makes his students unhappy.

It can be stated that the criteria, principles, resource volumes, limits of the adaptive potential of the participants in the educational process for inclusive experiments have not been conceptually thought out. People pay a high social and emotional price due to misunderstanding and rejection of innovations affecting the sphere of everyday life. An official from the windows of high cabinets, especially from the capital, does not always see the need for respite from the experiment, weighing the risk from the onset of the consequences or the "side effects" of the innovation [6]. Unlike the official, the teacher is in constant close contact with the student.

The research problem of the article is understanding the possibility of finding well-being in the process of transferring social experience, determining the place of happiness and joy in a situation of landslide reforms and innovations in education.

2 Methodology

Felicitous ideas are one of the noblest topics in the culture of humanity. Thinkers from Socrates and Plato to K. Jaspers and J. Baudrillard sought to understand the mystery of human need for happiness and a sense of well-being. The phenomenon of happiness is traditionally studied by philosophers (A.A. Aznaurov, R. G. Apresyan, M.V. Bakhtin [7], V.A. Titov, E.L. Dubko [8], V.I. Nesmelov), social psychologists (I.A. Dzhidaryan [9], V.I. Zatsepin, D.A. Leontyev, V.A. Petrovsky, A.Z. Shapiro). The classic works about happiness are the works of E. Fromm [10-11], V.E. Frankl [12], which practically summed up the development of ideas about happiness, as a person's desire to achieve his individuality, overcoming the barriers of unhappiness. The economic aspects of happiness are devoted to the work of R. Vinhoven.

Despite the importance of happiness and well-being in human life, there is little modern work in sociology devoted to the study of happiness. Scientists find it easier to investigate the problems associated with the barriers to achieving happiness than happy people. V. Tarkarievich believes that in the literature on happiness there is no book that would cover the problem of happiness in the totality of all its aspects, offer them a solution. "A comprehensive book on happiness has not yet been written, which seems almost incredible when you consider that there are so many books about problems that are much less important to people." [13].

The main methodological problem of the study of happiness and well-being is that the quantitative approach is not applicable to the study of these feelings. But experimental studies of human well-being are presented mainly by quantitative indicators. A wealth of material has been collected in social psychology since the early 1960s. (M. Argyll, H. Cantril, N. Bradburn, A. Campbell, P. Converse). The results were published in thematic journals: ("Social Indicators Research", "Personality and Individual Differences", "Personality and Social Psychology" (The Journal of Personality and Social Psychology). In 1999 there was the journal of "Happiness Studies".

The contradictory nature of research in the sphere of feelings lies in the postulation of happiness as a subjective category, which they are trying to measure by objective methods. We define the aspects of the research problem: the denial of the ability to measure feelings, the complexity of managing and controlling well-off people. A happy person is "dangerous" because he is aware of his independence from the conventions (not from the norms!) Of culture and self-sufficiency from those around him. A successful person understands that the happiness of his life depends only on his choice. He will resist attempts to impose any ideology on him because he professes an ideology of inner freedom for self-realization. Any attempt to control his personality, such a person perceives as an attack on his right to be happy. The meaning of management technologies is accompanied by the educational process by creating favorable conditions for teacher and student co-creation, and not by manipulating its participants.

3 Discussion

The concept of "happiness" is closely related to the understanding of well-being as an aspect of a happy existence. Happiness is the feelings that are born in the processes of self-embodiment, self-realization. Well-being is a person's feeling of satisfaction from the state of happiness in the sphere of everyday life and professional activity. Well-being is a cumulative indicator that takes into account the economic and personal characteristics of human life and activity. This is at least two types of satisfaction: the material equipment of life (money, a comfortable life, free choice of forms of leisure and recreation areas); implementation of social roles (professional, family member). Well-being is associated with work that brings joy with decent working conditions, quality of leisure and the amount of free time, forms and practices of leisure activities, family relationships, the nature of social relations, the state of the household sphere [14]. The criterion of professional well-being is a demand. This gives a person a perspective, confidence in the future, a desire to take on social and economic obligations, to improve their professional skills, raising their status. The teacher's well-being is determined not by the benchmarks, but by the degree of his demand for professionalism, the availability of opportunities for creative self-realization, positive self-esteem of his professionalism, and satisfaction of the need for self-realization. It is a foundation for feeling joy.

The process of self-realization of the teacher is the choice of the meaning of professional activity, which determines the professional status and personal development of a person, associated with a sense of self-embodiment. Self-realization provides health, provides energy for the satisfaction of their business, protection from emotional burnout. Self-realization in the

professional sphere is a necessary attribute of the development of the teacher's individuality, a condition for well-being.

The study, and especially the measurement of the concepts "happiness", "joy", "love" is complicated by the fact that they are not developed in the humanities. The sociology of love proposed by P. Sorokin [15] is a rare exception. It is difficult for scientists to understand that beyond the boundaries of academic knowledge there is a vast space of knowledge that cannot be qualified in scientific terms. These concepts have human meanings for the basis of any interactions, including those arising between the teacher and the student is human relations.

If feelings of joy, love and happiness resist measurement, then well-being can be qualified in terms of satisfaction, quality of receiving "educational services". To measure the quality of educational services, a set of "indicators" has been developed that imitate concern for the quality of the learning process. But the latent function of these indicators is control over the professional activities of teachers, managerial manipulation of personnel.

It is obvious that with the help of "indicators" the process of social inheritance cannot be measured. The qualification characteristics of the educational process do not reflect the real essence of the state of the process. They have significant limitations and do not imply the emotional side of the process, the transfer of knowledge. These are indicators that control "effectiveness", but do not set a goal to determine the effect. By effect, we mean the joy of sharing knowledge, the happiness of owning knowledge. There may be the opposite effect: frustration, depression of the volume and amount of study and administrative load.

The problem of measuring teachers' self-realization processes, the love and respect of teachers and students lies in their latency and subjectivity assessment. These are processes of an existential nature that are difficult to trace and measure empirically. Feelings born in the process of self-realization are not amenable to quantitative measurements. The process of transferring knowledge to younger generations is a way for a person to get acquainted with the realities about himself. A special research toolkit is applicable to them, based on a quantitative-qualitative paradigm using methods of a subjective nature and analytical objectivity.

Social inheritance combines many of the conjugate processes of an individual-personal (self-realization, self-fulfilment, etc.) and a general social (for example, socialization) nature. Any social processes are fundamentally technological, have a staging, suggest rhythm, the sequence of operations. In addition to saving social resources, vital energy, the advantages of technologization of social processes consist of the ability to assess and measure the quality of the parameters of their flow [16]. A distinctive feature from the quantitative measurements expressed in "indicators" (or other qualimetric characteristics) is that not the amount of knowledge is measured (assessment to knowledge is not applicable at all) or achievements, not the sphere of feelings associated with the processes of acquiring knowledge, but the characteristics of conditional criteria.

Technology is due to the state of knowledge and social effectiveness of ways to achieve the goals set by society [17]. Social technologies are designed to identify opportunities for the implementation of socially significant goals, to determine the range of negative consequences in social practice [18]. These are means of local social engineering, "a set of means of organizing and streamlining expedient practical activities in accordance with the goal and the logic of the process of transforming a particular object" [19]. Social technologies make sense of both the process and the result of purposeful sequential ordering and transformation of a social object according to certain rules using an appropriate mechanism: a set of methods, means, measures of institutional influence [20].

Social technologies are designed to accompany the processes characterized by the interaction of individuals and groups in the proposed organizational structures (educational institutions) embedded in the socio-cultural environment. This is a set of tools (measurements, analysis categories, recommendations) that guide the determination of points of personal (professional) growth, taking into account the interests and capabilities of a person, meeting the requirements of culture [21]. We share control technologies (context of dependence on success) and maintenance technologies (thrift context). The first is determined by qualimetric indicators and requirements of the effectiveness of educational processes. They correspond to the modern utilitarian approach, which defines social technologies as a system of innovative methods for assessing and using social facilities, a way to implement social projects (V.P. Ivanov, E.S. Kapitonov) [22]. Using teachers and students as "social objects" is the meaning of the official's interaction with subordinates in the format of reforms and modernization of the education system.

Technologies of support of professional activities and processes of knowledge transfer suggest humanistic grounds for developing measurement criteria, take into account the experience, feelings, meanings of participants in the process focused on the effect of teacher-student interaction.

Humanistic ("lean") social technologies accompanying professional processes (self-realization, expanding the scope of professional and emotional experience) perform the functions:

- regulation (ensure the achievement of a balance of interests between the individual and the social group, reduce social tensions, provide a choice of options for professional development strategies);
- adaptation (determine the measure of the individual's efforts to master the status and set of social roles that meet professional requirements);
- support (information, communication, administrative services for participants in the educational process, assistance in finding partners in professional activities).

The essence and the "sum of technology" of a humanistic property is the definition of the qualities of social technology, including the sphere of feelings, the meanings of interactions, experience. These are technologies of joy, technologies of self-realization,

technologies of happy learning. Technologies of joy in education are based on the provision of comfortable conditions for learning, priority attention to the needs of the individual student and teacher, administrative support in educational and scientific activities. A person is comfortable and joyful in an atmosphere with a favorable social and moral-psychological climate [23, p. 60-71]. The diagnostic stage of such technologies is the evaluation of the work of the administration of an educational institution (management). Management plays the role of streamlining the mode of study, acts as a guarantor of the development of pedagogical skills, supporting professional advancement, creating favorable conditions for teachers and students. This is a healthy bureaucratization of the organizational process. The influence of management should not extend to the areas of creativity and the relationship between teacher and students. Otherwise, it looks like a compulsion to joy. The purpose of using humanistic social technologies is not management control, but accompaniment (arrangement of conditions), helping to save teachers' efforts in the process of professional activity, freeing up additional resources necessary for the teacher and student to communicate in the process of transferring knowledge and experience.

The advantages of social humanistic technologies include the repeated use of techniques for achieving professional success, replicating this achievement in solving similar problems, and the frugal ("understanding") mode of professional processes. The structure and the stages of the accompanying technology are determined by taking into account the individual approach to the peculiarities of the personality of the teacher and his students. The tasks of saving time and energy resources and streamlining activities are solved.

Understanding the process of transmitting knowledge in the context of humanistic social technologies (technologies of joy) is possible in the categories of freedom of co-creation of a teacher and a student when any participant in the process can express their opinion without adjusting to stock phrase and stereotypes. Respecting the personality in yourself and in your students is the main function of learning that brings joy.

4 Results

Social technology of support processes of professional self-realization consist of the following steps:

Stage 1. Diagnosis of conditions for comfortable communication between a teacher and a student. We study the degree of freedom of access to information (about competitions and events, partners), the comfort of classrooms, the facilities, the rhythm of advanced training. At the same time, personnel diagnostics are underway (analysis of achievement ratings, collection of information on the wishes of employees). The diagnostic tools can be quantitative analysis methods (document analysis, survey) combined with techniques and methods of the qualitative paradigm (observation, in-depth interviews). Based on the results of diagnostics, measurement criteria are determined, conditional levels

(medium, high, low) of variable processes associated with the translation of knowledge and experience are lined up.

At this stage, an assessment is made of the work of organizations of educational institution partners. For example, libraries that perform their essential functions (cumulative, communicative, memorial) perform a special role in the format of information support. The idea of the "New Library" is to expand partnership networks in the socio-cultural environment of the city, integrated with the material base and library fund. To this end, partnership programs are being developed in which the library forms and mobilizes links between educational institutions, museums, cultural institutions, administrative and business structures in order to combine information, personnel and material potential of partners. By acting as an intermediary between teachers and the information environment, the library helps save time resources for teachers by providing revised, up-to-date and reliable information, and provides access to remote resources. The preservation and transmission of knowledge is a difficult and costly (time, intellectual effort, vital resources) process. Humanistic technologies with partner support gain a sense of resource-saving. The context of thrift is supported by the resources of partners provided by the new library is a form of work rationalization implemented by well-being technologies. Evaluation of partnerships (the study of the number, joint activities, forms of resource exchange) is an examination of the involvement of educational institutions in the urban environment.

Creativity support technologies (informational, administrative) begin with a diagnosis of opportunities for the creative process of sharing knowledge and experience. Support in the context of frugality is the creation of conditions for the freedom of creative communication with students, the trust of the administration to the professionalism of the staff of the educational institution. Using the methods of qualitative analysis, the feeling of happiness is evaluated by the participants in the process, their understanding of the prospects for self-development and self-realization. The context of dependence on success implies the availability of sets of brilliantly prepared documentation, the demonstration (sometimes intrusive) of achievements in rating formats, an orientation to the achievement strategies of students and teachers.

Stage 2. Evaluation and selection of alternatives among the variants of models of adaptive strategies, according to which methods for measuring and analyzing empirical data are combined - the logic of hybridization. The strategies of behavior and the situational nature of their choice by the participants of the educational process (strategies of forced or protest self-realization, strategies of coercion to success) are analyzed. Hybrid techniques of quantitative and qualitative analysis are used, based on mixed techniques of subjective and objective properties. Markers of typical behavior (the "typical cases" method are used), self-perception (professional, physical, personal), analysis of personal files, professional sheets, statistics of hospital sheets (biographical interviews, expert surveys, content analysis), and self-esteem of professional successes "Obvious" indicators are measured (awards, titles, victories in professional competitions,

scientific publications), the presence and quantity of which are symbols of success. These indicators correlate with latent characteristics (relationships with colleagues and students, interpretation of role expectations).

Testing of the hybrid methodology was carried out by the authors in the study of the processes of professional self-realization (2017-2018) at the State vocational educational institution "Novokuznetsk Pedagogical College" (Novokuznetsk, qualitative and quantitative analysis, quota sampling). The results of empirical measurements are compared: the numerical and semantic indicators are interpreted. The meaning of analysis is in combining quantitative indicators with an analysis of the meanings of understanding well-being in the process of gaining knowledge.

Indicators for the analysis of empirical data we divided into three groups. The first group includes socially significant criteria (the success of pedagogical work), coupled with obvious indicators. The second group includes professionally significant criteria (level of professional skill, respect for students, leadership evaluation, relationship with colleagues). The third group of criteria is based on personally significant indicators (health, satisfactory emotional state, a sense of emotional comfort in the performance of professional duties, satisfaction with the process and the result of pedagogical activity).

Measurements made using the methods that make up the hybrid research complex showed that the leading positions in the ratings did not mean the status of a high level of professional self-realization. The higher the approval rating of the administration, the lower the ratings the respondent received from colleagues and students. In an interview, teachers reported that they begin to feel uncomfortable if the administration expresses dissatisfaction with their performance indicators. Dependence on the expectations of the administration leads to anxiety about their success, and not to the pleasure of their professional activities. The teachers noted that they spend the main forces on preparing for training sessions, meeting the requirements of the administration. At the same time, their own professional development leaves a priority.

Teachers with low and medium levels of self-realization had high results in groups of signs of social and professional significance, but were dissatisfied with their work, complained of workload, fatigue. The teachers, who have a high level of professional self-realization, occupied low positions in the rating of sympathies of the administration. They refused to perform work in which they did not see the point, which did not correlate with their ideas about the mission of pedagogical activity. Resources for self-development, improvement of professional skills were saved due to ignoring some official duties. However, in cases where the goals of the administration of the institution coincided with their personal, the teachers showed high professional results. Processes of self-realization made sense in the merger of a person's internal choice and external requirements.

High results of respondents in social, professional and personal groups of indicators were in direct correlation with the low and medium level of professional self-

realization of teachers. Respondents showing such results directed all their efforts to work in the interests of the management of the educational institution, in fact, serving the needs of the organization at the cost of emotional burnout. The high level of professional self-realization testified to the concentration on their own professional tasks, satisfaction and high performance of the teacher.

Stage 3. Adjustment and decision making to support mode "lean technology". The empirical data collected as a result of the first stages of the maintenance technology can be used to make management decisions in the rotation of personnel (revision of indicators, optimization of workload, redistribution of duties, correction of the reward system). We study the conditions and indicators of the development of educational institutions, their impact on improving the quality of personnel in a situation of competition. At this stage, the meaning of using humanistic technologies of support is to "pull up" the conditional low level, to support and strengthen the middle level. The objective is the preservation of energy and health resources of participants in the process by "switching" people from achievement strategies to free choice strategies.

As a result of the use of humanistic technology of support, teachers who have achieved successful results, evaluating their professional activities begin self-diagnosis based on self-reflection. As a result, a conscious choice of strategy takes place: the teacher understands his professional path, formulates his mission, goals, and vision of himself in perspective. The processes of self-management begin and the trajectory of events in life improves.

5 Conclusion

High performance in professional activities is welcomed by the administration of educational institutions and is evaluated as pedagogical success. The Russian professional community of teachers today actively cultivates the idea of a successful professional as a person whose career is to achieve high "indicators", victories in professional competitions that have nothing to do with the actual results of pedagogical work is the socialization of new generations. In pursuit of leading positions in the ranking of educational institutions, in the endless succession of professional competitions, open classes and reporting events, the true value and meaning of pedagogical work are lost. The possession of the attributes of success is weakly associated with well-being. "Success" in the implementation of "indicators" of professional activity is associated with "professional burnout", deterioration of health, disappointment in the profession, chronic fatigue from communicating with colleagues and students, loss of vital energy. The focus on success in the implementation of their professional activities is associated with the loss of the logic of the mission of educating the young generation. Attempting to gain well-being through the accumulation of symbols of success, obtained as a result of achievement strategies, usually leads a person to self-destruction, contradicts the basic meaning of the education process: teacher's love for

students, commitment to the preservation and dissemination of knowledge. Achieving strategies approved by the administration ensures the controllability of the subject, which is loaded with reports and plans, a complex system of performance indicators.

A feeling, a premonition of the joy of tomorrow, there is the prospect of personal development. Humanistic social technologies are a flexible tool for adapting a person to any conditions, adjusting and supporting social processes. With their help, the channels of social communications are strengthened, stable, habitual social practices are formed, strategies are determined, the lean mode of professional activity is adjusted. The task of applying humanistic technologies to supporting the process of transmitting knowledge is informational, administrative, partner support, ensuring conditions conducive to teacher and student self-realization. Analysis of the effects of support in the context of thrift determines the assessment of conditions and the adjustment of opportunities to provide partner assistance, access to information, optimize workload, stimulate professional growth and development while preserving health resources and creative potential.

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