

Original Paper

Concept of Ethical Management of the Educational Process as a Basis for Forming the Professional Ethics of a Personality

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Abstract

The article presents the concept of ethical management of the educational process as a basis for forming the professional ethics of a personality. The main idea of the concept is to achieve organized and regulated ethical management of the educational system based on the finding or recreation of its value meaning as an imperative necessity for the functioning of ethical relationships within the holistic educational process.

Finding or recreating the value meaning of the management of the educational process occurs in the course of realization the system of ethical values, represented as value meaning universals of ethical relationships created in this management.

Thus, the value meaning of the ethical management of the educational process conditions the methodological basis for achieving such aims as: elaboration the technology for organizing and regulating ethical management of the educational process; forming the professional ethics of the manager of the educational institution; mastering the culture of moral value interaction with participants of the educational process.

As a result of experimental work, general and particular patterns were identified in the formation of the professional ethics of future educational institution managers, manifested in their mastery of methods for organizing and regulating ethical management of the educational process.

Keywords

professional ethics, ethical management, value meaning, value meaning universals, managerial thinking

1. Introduction

The study of the problem of ethical management of the educational process appears timely and necessary in the current conditions of higher education development in Ukraine. Recently, in higher education institutions, there has been a weakening in the functioning of the system of ethical relationships, which adversely affects the organization and management of the holistic educational process.

An analysis of the professional preparation of applicants of the educational level “Master” showed that future managers cannot identify the values of ethical management of the educational process, find or recreate the value meaning of ethical interaction, reveal events that fill ethical situations, identify the deeds of subjects to characterize them. They cannot research the properties and qualities of subjects, objects, facts, circumstances forming these situations, and as a result, cannot reveal their essence and content. Moreover, participants of the educational process are not oriented in the system of ethical values of managerial activity, they do not possess knowledge of situational values of the holistic educational management process.

The lack or absence of value meaning of managerial activity leads to the fact that education managers cannot always to realize the ethical values underlying this activity. As a result, the future managers of educational institutions reveal an insufficient level of forming of orientation-managerial thinking, which influences their professional ethics in the process of their managerial activity, which generally influences the ethical directivity of this activity, creating its instability.

Such instability often reveals itself in the ethical actions of future masters who are not possess the technology of finding or recreating the moral value meaning of ethical management of educational institutions. Therefore, it is crucial in solving this problem to elaborate and realize personality-value approaches to this management, which will actualize the ethical vector of managing the educational system and create conditions for forming the professional ethics of a higher education institution manager’s personality. Additionally, mastering managerial thinking allows to engage an applicant in the research of simple and complex relationships formed by ethical situations that continuously and infinitely change in the holistic educational process.

The scientific novelty of the research consists of:

- 1) a methodologically substantiated notion of “professional ethics of a manager”, which is defined as an integral quality of a personality, represented by a systemic complex of value components (orientation-intentional, sensory-emotional, cognitive, personal-noetic, productive, evaluative, self-evaluative) and a system of values-phenomena as value meaning universals ensuring the functioning of ethical relationships in the holistic process of educational management,
- 2) in the created system of moral-ethical relationships, which reflect the systemic hierarchy of interacting moral values-phenomena, presented as value meaning universals, forming the ethical foundation of the value meaning of educational management,
- 3) in the established main pattern of forming the professional ethics of a future manager, which consists

in the dependence of the formation of the professional ethics of applicants on their elaboration of a strategy for finding or creating ethical relationships in educational management, based on revealing their moral value meaning in the form of values-universals.

2. Method

The foundation of the methodology for researching the professional ethics of an educational institution manager is based on a criterion-value approach, elaborated in conjunction with other approaches (axiological, systemic, existential, personality-activity) during the study of psychological-pedagogical and philosophical literature.

The value-methodological basis of forming the professional ethics of future masters is a systems approach. This approach is integrated into all aspects of the research's value categories.

To solve the set tasks, general scientific methods of theoretical and empirical research are applied. Specifically, methods of theoretical research such as analysis, synthesis, generalization, and systematization of theoretical and experimental data are used. Empirical methods include methods such as survey, evaluation, self-evaluation, observation, self-observation, diagnostic and formative experiment.

The starting points in the elaboration of the concept of ethical management of the educational process were psychological-pedagogical and philosophical studies of various directions, presented by A. M. Pyatigorsky, M. K. Mamardashvili, A. Lenglet, V. Frankl and J. O'Connor.

The research of systemic thinking, which reveals the necessary knowledge about systems and a creative approach to problem-solving, is of interest. Specifically, it is noted that systemic thinking, contrary to reductionism, is directed towards the whole, its parts, and the connections between them. Based on this thinking, understanding the parts of the subject of research occurs through researching the whole. In this context, the significance of systemic thinking, according to the author, lies in examining the nature of the connections between the parts, rather than the parts themselves. This gives a remarkable result, consisting in the fact that systems with different parts and their functions work according to the same laws of organization. Therefore, in the author's opinion, the behavior of systems does not depend on their nature and properties, but on how these parts are connected. As a result, one may not have knowledge about the parts of the system but can predict the behavior of systems and see the connection between different disciplines. A system when it operates, possesses emergent properties, that are unpredictable and surprising. Our consciousness is also an emergent, systemic property.

In the observational philosophy of A. M. Pyatigorsky, it is proposed to rethink the process of philosophical observation aiming to realize some theoretical and life situations. At the center of this observation is personal thinking, presented both as a thoughtful action and a thoughtful event. The author notes that between reflection and thinking as two thoughtful actions, there exists a relationship of interaction. In this context, thinking acts as an epiphenomenon of reflection.

We proceeded from the premise that the future manager of an educational institution, observing the

object of their management in one or another ethical situation, derives their ethical judgments, forming their own opinion, taking certain personal positions or recreating ethical value states, fixing them in their consciousness. Moreover, for example, the simultaneous derivation of two ethical judgments, opinions, personal positions, or the recreation of two value states at the same time by one manager is excluded if we are talking about one object or circumstance of their ethical managerial interaction. To achieve this aim, the future manager needs to comprehend the indicators and criteria of their professional ethics, orient towards them, and actualize them in a specific ethical situation. Additionally, knowing the uniqueness and changeability of these situations, one should consider the uniqueness and infinity of ethical judgments, opinions, managerial positions and ethical value states of the future manager in the process of making concrete ethical decisions. Ethical facts, circumstances, actions, and events with which a manager encounters in their professional managerial activity are also unique and changeable. In other words, an applicant, for instance, cannot return to the same ethical judgment, opinion, repeat the same personal position or ethical value state in which they were before; that is, they cannot repeat them due to the changeability and uniqueness of facts and circumstances of ethical situations in which they find themselves.

Considering these conditions, the future manager, during ethical interaction with subjects of the educational process, performs, for example, the following actions: 1) continues to observe their ethical actions and value states, moving from one of their ethical judgment to another ethical judgment (from one of their opinion to another opinion, from one of their personal position to another personal position, from one ethical value state to another value state), changing the direction of their observation depending on the change in the ethical circumstances of the given situation; 2) constantly changing ethical circumstances determine the uniqueness and infinity of ethical judgments, opinions, personal positions, value states of the manager in the continuum of their managerial thinking; 3) in the same way, the future manager continues to observe not only their judgments, opinions, positions, value states, but also the judgments, opinions, positions, value states of the subjects (objects) of ethical interaction, considering the directivity of their ideas, actions, deeds, comprehending the context of constantly changing, continuously and infinitely emerging ethical relationships.

Actual issues of the value meaning of the existence of a personality in universal situations are revealed in the course of lectures called “Conversations about thinking” by the great Georgian philosopher M. K. Mamardashvili where a characterization of a personality, called in philosophy a man-symbol, is given. A man-symbol is a man who appears in the fullness of his existence, when all his valuable human states are manifested in coherence, in complete, holistic, multi-component harmony.

The value theory of existential analysis is of interest. It contains a system of psychological and philosophical concepts aimed at resolving issues related to personal development. According to this theory, the essence of the notion of “meaning” and the three main means (by which the meaning of life situations is found and recreated) are revealed: the values of experience, the values of creation, the values of relationship. The existential approach to understanding the meaning is based on highlighting

its function, determined by two variables relating to both the circumstances of life situations and the individual's personality. While the first variable is associated with the continuous change in conditions and opportunities of life situations, the second relates to changes in the valuable properties and qualities of the personality who exists in these changing circumstances. In another research, life's meanings are characterized as values, which, in turn, are called universals of meaning.

The concept of the value meaning of management the educational process, as the foundation for the forming of the professional ethics of the manager of an educational institution consists of the following complex of interconnected theoretical positions.

- 1) The main idea of the concept is the idea of achieving an organized and regulated ethical management of the educational system on the basis of finding or recreating its value meaning as an imperative necessity for the functioning of ethical relationships of a holistic educational process.
- 2) Finding or recreating the value meaning of management the education process occurs in the course of realization the system of ethical values, presented as value meaning universals of ethical relationships created in this management.

Thus, the value meaning of the ethical management of the educational process determines the methodological basis for achieving the following aims:

—elaboration of technology for organizing and regulating the ethical management of the education process,

—forming of professional ethics of the manager of an educational institution,

—mastering the culture of moral value interaction with participants in the educational process.

- 3) Moral ethical relationships reflect the systemic hierarchy of interacting moral values-phenomena that create the ethical foundation of the value meaning of educational management. In this systemic hierarchy, the value meaning itself appears to be the vertex phenomenon, unique and unrepeatable, just as a personality is unique and unrepeatable in ethical interaction, and situations of managing the educational process are consistently and infinitely changeable.

- 4) The system of interacting moral values influences the managerial activity of the manager of an educational institution, ensuring its stable ethical directivity.

- 5) Manager's managerial activity is a system of functionally generalized professional skills—ethical actions that ensure the realization of the technology of finding or recreating the moral value meaning of the ethical management of the educational process.

- 6) The methodological basis of the technology for finding or recreating the moral value meaning of the process of educational management is the system of value approaches to this management: axiological, systemic, existential, criterion-value, personality-activity (individual and dialogic).

- 7) The value-methodological foundation of forming the professional ethics of future managers within the context of higher education institutions is based on the systems approach, represented in all its value categories:

—a system of ethical management of the educational process,

—a system of ethical values that ensure the finding or recreating of the moral meaning of educational management,

—a system of ethical relationships reflecting the organization and regulation of the management of the educational process,

—a system of functionally generalized professional skills that underlie the managerial activity of the manager of an educational institution,

—a system of value approaches as a methodological basis for finding or recreating the moral value meaning of the ethical management of the educational process,

—a system of interconnected value components of the structure of the professional ethics of the manager's personality.

8) Applying the system of value approaches to the education system actualizes the ethical vector of management this system and underlies the process of forming the professional ethics of the future manager.

9) The professional ethics of a manager is defined as an integral quality of a personality, represented by a systemic complex of value components (orientation-intentional, sensory-emotional, cognitive, personality-noetic, productive, evaluative, self-evaluative) and a system of values-phenomena as value meaning universals ensuring the functioning of ethical relationships in the holistic process of educational management.

10) The meaning of the existence of values-phenomena in the managerial activity of the manager is to introduce them into the structure of the manager's personality aiming to achieve a new quality of forming of his professional ethics – the culture of ethical management of the educational process.

11) Revealing the meaning of the value existence of a personality in the process of forming the professional ethics of the manager of an educational institution involves:

—representation of all the possibilities of the value existence of the personality in the process of ethical management of the educational process on the basis of their realization of values-phenomena,

—realization by the manager of the found potential possibilities for the value existence of the personality in ethical management in the form of creating ethical relationships of educational interaction,

—experience (“feeling through”) by a personality of ethical states-values (conscience, will, freedom of organization and regulation of ethical management, responsibility, duty, obligations and others), which allows revealing the moral meaning of the manager's existence not only in the process of organizing and regulating the ethical management of educational interaction, but in general—in the profession of education manager.

Thus, the values-phenomena of the manager's personality act as values-means to achieve the main aim —finding or recreating the value meaning of the existence of ethical relationships and managing them in the educational process.

12) The main idea of the process of forming the professional ethics of a manager is mastering the system of generalized professional skills—ethical actions as value meaning universals that ensure the finding or recreating of the value meaning of the infinitely and continuously changing relationships of ethical management of the educational process.

The process of forming the professional ethics of the manager's personality consists of:

- a) in the actualization of the ethical directivity of the managerial activity of the manager,
- b) in the representation of the value meaning, its finding or recreating as a necessary condition for the organization and regulation of the ethical management of the educational process,
- c) in a multiple-aspect realization of the values-phenomena of the manager's personality,
—as value meaning universals of ethical management of the educational process and ethical relationships functioning in it,
—as indicators of revealing the value meaning of management activity and means of setting in motion all its functional components,
- d) in the forming of a system of generalized professional skills as values-means of mastering the professional ethics of the personality, creating the basis for actualization the will of the manager in agreement with their conscience and responsibility for making ethical decisions and implementing ethical actions to manage the educational process.

Thus, in the process of forming the professional ethics of personality, the professional activity of a manager is conditioned by values and meanings of organized, regulated ethical management of the educational process, and the manager himself is directed towards the forming of professional ethics of personality and mastering the culture of ethical interaction.

13) The process of organized, regulated ethical management of educational interaction is characterized by a system of direct and reverse connections between its elements:

- on the one hand, the aim of managing the educational process is to find or recreate the value meaning of ethical interaction, which is understood as the realization of a system of values-phenomena that determine the ethical directivity of educational interaction (direct connection),
- on the other hand, the personality's realization of values-phenomena, their experience ("feeling through"), directed towards objects, subjects, facts, circumstances of educational situations, influence the enrichment of the meaning of managerial activity, expanding its vector of ethical individual influence and dialogical interaction (reverse connection).

Such enrichment of the meaning of managerial activity's existence of the personality, in turn, conditions the strengthening of the ethical directivity of educational process management, raising the level of organization and regulation of this management to the level of self-regulation, self-management by ethical relationships.

14) Achieving the level of self-management, self-organization, self-regulation of ethical relationships in the process of educational management enhances the self-value of the personality of the manager, actualizes its directivity on self-determination in the process of solving ethical tasks and resolving

ethical problems, expands its possibilities in the process of mastering the culture of moral-ethical management and self-management of the personality.

In accordance with the research's aims and tasks, a multi-level system for evaluating the professional ethics of an educational institution manager has been elaborated, which contains indicators and criteria that, on the one hand, act as value meaning universals of this ethics, and, on the other, as values-means for mastering the universal mechanism of forming the professional ethics of personality.

Each indicator of personal professional ethics has a measure of evaluation, expressed in relevant criteria:

—the skill to be directed on constantly finding or recreating the value meaning of professional activity in ethical management of the educational process:

a) can orientate in the system of ethical values of managerial activity, mastering the knowledge of universal and situational values of the holistic educational management process,

b) can define the values of ethical management as meaning universals, finding or recreating the moral meaning of educational interaction.

—the skill to elaborate tactics for finding or recreating the value meaning of ethical relationships during the management of the educational process:

a) can make assumptions, suppositions of potential value meanings of ethical management of the educational process as a realization of the possibilities of managerial interaction,

b) can compare the conscious values of ethical management, finding the consistency, coherence, contradiction in the emerging ethical relationships between them.

—the skill to elaborate a strategy for embodying values, finding or recreating the moral meaning of ethical relationships as an imperative necessity of management of the educational process:

a) can make ethical decisions, revealing their moral, value meaning in situations of managerial interaction,

b) can achieve the result of managing the educational process—recreating the unique and unrepeatable value meaning of moral ethical relationships created in this management.

—the skill to evaluate, self-evaluate the result of realizing the strategy and tactics of finding or recreating the value meaning of ethical management of the educational process:

a) can evaluate, self-evaluate the manager's personal independence from the determining influences from the factors affecting the realization of the value meaning of ethical relationships created in the process of managing the educational process,

b) can evaluate, self-evaluate the flexibility of making ethical decisions and implementing ethical actions, considering the uniqueness and unrepeatability of each personality, as well as the continuous and infinite variability of situations of management of educational process.

—the skill to achieve agreement with conscience in the process of finding or creating ethical relationships in the holistic process of educational management:

- a) can perceive the value of the subject of ethical interaction as ethically significant, existing meaning universal, internally distancing oneself from the experiences of the circumstances of the educational situation,
- b) can find or create an ethical relationship of the perceived value of the subject of ethical interaction to the established system of moral values, classifying it as coherent, opposed or contradictory,
- c) can actualize the revealed value of ethical interaction, coordinating it with oneself and finding a correspondence to previous relationships with this value,
- d) can make ethical judgments about what is actual in the educational situation, forming one's own opinion and taking a certain position to assert the realized values of ethical management of the educational process,
- e) can evaluate, self-evaluate the professional skills of the manager in managing the educational process as ethical, revealing their moral value meaning,
- f) can actualize the will in agreement with the conscience and responsibility of the manager to make ethical decisions and implement ethical actions to manage the educational process.

—the skill to self-manage oneself, possessing the freedom of organization and regulation of ethical management of the educational process:

- a) can self-manage oneself, possessing the freedom to find or recreate the valuable meaning of the organization and regulation of ethical management of the educational process, self-distancing from irrelevant circumstances of the educational situation that influence this management,
- b) can evaluate, self-evaluate the correspondence of possessing the freedom of ethical management of the educational process to the manifestation of the manager's responsibility for the choice and making of managerial decisions.

—the skill to realize and manifest one's responsibility for finding or recreating the value meaning of the organized and regulated ethical management of the educational process:

- a) can realize one's responsibility for finding or recreating the value meaning of organized and regulated ethical management of the educational process, conducting an internal dialogue with oneself, implementing dialogical communication with other participants of ethical interaction, manifesting dialogical openness in the process of this interaction,
- b) can self-transcend, manifesting responsibility, going beyond personal interests, directing one's professional activity to finding or recreating the value meaning of ethical management of the educational process.

—skill to realize the duty and obligations of the manager's professional activity of ethical management of the educational process:

- a) can represent duty and obligations as value universals of moral meaning of managerial activity, revealing the requirements, norms and rules of the moral code of the manager of an educational institution,

b) can evaluate, self-evaluate the correspondence of fulfilling value obligations in the form of requirements, norms and rules of managerial activity to the accomplishment of the duty of the manager of an educational institution.

The degree of mastery of professional ethics by the manager of an educational institution is determined using the following levels of its formation: high level—always manifests necessarily and under all conditions (5 points); sufficient level—actually always manifests but not under all conditions (4 points); medium level—possibly does not always manifest and not under all conditions (3 points); low level—impossible always and under all conditions (2 points).

In the process of forming professional ethics, future masters acquire the technology of organizing and regulating ethical management in the educational process. The leading strategy for finding or recreating the value meaning of ethical management is defined as value-methodological and involves implementing a criterion-value approach to the research by applicants of a system of ethical values as value meaning universals, created in this management of ethical relationships.

The elaboration of this strategy is achieved through an organic combination of methodological and technological tactics, which define, on one hand, the functioning of professional skills of the manager as value meaning universals and indicators of his professional ethics; and on the other hand, the finding or recreating of the value meaning of the existence of ethical relationships and their management in the educational process.

In the experimental work, participants are applicants of the educational level “Master”. Future education managers set themselves the task of revealing the meaning of the existence of values-phenomena in managerial activity for achieving the main aim—mastering the culture of ethical management in the educational process.

For this purpose, participants in the experimental work are involved in educational training for the analysis of ethical situations with an informative and stimulating context, forming a holistic process of education management.

Analysis of ethical situations is carried out by applicants using two methods—algorithmic and heuristic. If, when using the algorithmic method of analysis of ethical situations, the ways by which the aim is achieved are prioritized, then when using the heuristic method, the result itself (execution, statement, ethical action, ethical deed, ethical state-value of the manager) becomes the main focus. Therefore, future masters are offered to conduct research of ethical situations using auxiliary schemes or ordered systems, revealing relationships of a general (parts-whole, means-aim, causes-effect) and specific nature.

In relation to the above, for the implementation of the algorithmic method of analysis of informative and stimulating situations forming a holistic process of ethical management, algorithms of two types are used: for solving ethical tasks and for resolving ethical problems.

We provide samples of educational algorithms proposed to applicants for researching different types of ethical situations.

Educational algorithm No.1 for researching ethical situations of informative content:

- 1) Find or create a topic, i.e., name the subject of ethical research (reveal the essence of the ethical situation).
- 2) Reveal the general aim setting of the ethical research (the direction, function of the ethical situation under research).
- 3) Find or recreate the value meaning of what is main, typical, essential, inherent in this ethical situation (value meaning of circumstance, fact, object, subject)—define the ethical task in the form of ethical judgment.
- 4) Find or recreate the value meaning of what is secondary, atypical, nonessential, mediating the functioning of the main in the ethical task, entering into dependency relationships with it of the type: parts-whole, means-aim, causes-effect and others.
- 5) Reveal the content of the ethical task based on the identification of the character of ethical relationships (coherent or opposed) operating in it between the subjects of the given research.
- 6) Solve the ethical task in the form of an ethical conclusion.
- 7) Self-evaluate the reliability, appropriateness and strength of ethical ideas, judgments, conclusions and overall relationships of ethical management in the educational process, elaborated on the basis of finding or recreating value meaning. Express the self-evaluation in points: 5—high, 4—sufficient, 3—medium, 2—low level of professional ethics.

Educational algorithm No. 2 for researching stimulating ethical situations:

- 1) Find or create a topic, i.e., name the subject of ethical research (reveal the essence of the ethical situation).
- 2) Reveal the general aim setting of the ethical research (the direction, function of the ethical situation under research).
- 3) Find or recreate the value meaning of the main, typical, essential, relevant to this ethical situation (value meaning of the circumstance, fact, object, subject)—identify the ethical problem in the form of an ethical judgment.
- 4) Find or recreate the value meaning of the secondary, atypical, nonessential, mediating function of the main in the ethical problem, entering into dependency relationships with it of the type: parts-whole, means-aim, causes-effect and others.
- 5) Reveal the content of the ethical problem based on the identification of contradictions, inherent in the ethical relationships between the subjects of this research.
- 6) Resolve the ethical problem in the form of an ethical conclusion.
- 7) Self-evaluate the reliability, appropriateness and strength of ethical ideas, judgments, conclusions, and overall relationships of ethical management in the educational process, elaborated on the basis of finding or recreating value meaning. Express the self-evaluation in points: 5—high, 4—sufficient, 3—medium, 2—low level of professional ethics.

In managerial activities, respondents encounter ethical situations with an informing context, in which

facts and circumstances exist in either coherent or opposed ethical relationships.

At the same time, future managers analyze ethical situations of stimulating content, in which circumstances, facts are incompatible with each other. In such cases, contradictory ethical relationships arise among them. In this situation, no matter what managerial action the applicant takes or what ethical decision is made, they cannot find a way out of the created situation. In other words, as a manager, they cannot resolve the emerging ethical problem.

This raises questions: 1) What should a future manager do in such a problematic situation? 2) If nothing can be changed anyway, should the respondent worry about the problematic situation, knowing that other participants in this ethical interaction will not help, as they will not establish coherent relationships?

Often in the process of researching ethical situations, future masters realize that when they make ethical decisions, carry out ethical actions that seem to them unquestionable, correct, fair, honest, responsible, committed in agreement with conscience, it is these decisions and actions that are not taken by participants in the ethical interactions are considered redundant.

In resolving the presented ethical problem, the manager disregards the value definitions of ethical management proposed by other participants in the ethical interaction and finds their own value meaning in educational interaction. In this way, the applicant demonstrates the skill to distance themselves from the experiences of the circumstances of the ethical situation, as they perceive the value of the subject of ethical interaction as ethically significant for themselves, an existing meaning universal. As a result, one of the important methods of resolving the problematic ethical situation is elaborated.

At the same time, while analyzing continuously and infinitely changing ethical situations, the participant of the experimental work elaborates the skill to evaluate and self-evaluate the flexibility of making ethical decisions and implementing ethical actions. First and foremost, the future manager realizes that if a problematic ethical situation arises, they have also participated in all previous negative actions by their subordinates that led to this problem. The manager's accounting for and realization of this factor, which served as the cause and driving force in creating the conflict situation, indicates the process of the future manager's forming of flexibility in searching for, finding, or creatively creating an ethical decision, carrying out an ethical action, or making a moral deed.

Based on the above, it can be concluded that, on one hand, the manager distances themselves from experiencing the circumstances of the ethical situation (when other participants of ethical interaction disagree with them), forming their own opinion and taking a particular stance, perceiving the value of the object of ethical interaction as an ethically significant existing meaning universal. On the other hand, they continue to participate in professional relationships with subordinates that led to the creation of a problematic conflict situation; that is, they continue to engage in managerial activity that yields negative results, doing something they themselves disagree with.

Therefore, it is extremely important to form the skill in future managers to realize their responsibility for finding or recreating the value meaning of organized and regulated management of the educational

process. The respondent in this process conducts an internal dialogue with themselves, implementing dialogic communication, manifesting dialogic openness in the process of this interaction. To conduct an internal dialogue with oneself means to hold a dialogue between one's coherent, opposed, or contradictory ethical ideas, judgments, conclusions as mental actions representing the manager's thinking. This way of thinking provides a vision, understanding and comprehension of the subjects of ethical interaction in reality, in agreement with conscience and responsibility for making ethical decisions and taking ethical actions.

The future educational institution manager, in forming managerial thinking, sees facts and circumstances that are not on the surface of ethical situations, representing them as parts of the holistic process of ethical interaction. Thus, there is a dependence of the coherence, appropriateness and expediency of the applicant's ideas, judgments, conclusions on their fullness of moral value meaning.

Therefore, future masters acquire such a mechanism of managerial thinking that one cannot abandon value-states such as conscience, will, responsibility, freedom to find and recreate the value meaning of ethical management situations in the educational process, duty and obligations. The more intensive the process of forming professional ethics in a personality, the higher the level of formed managerial thinking in the manager.

Based on the above, the applicant's task includes the actualization of managerial thinking in such aspects as resolving the problem of realization the possibilities of managerial interaction and the need for self-management, possessing the freedom to make ethical decisions while recreating the value meaning of being responsible for making these decisions; evaluating the correspondence of possessing the freedom in managing the educational process to the manifestation of responsibility for the choice of ethical decisions.

The development and formation of a manager's managerial thinking are directed towards understanding and comprehending negative ethical events in the holistic educational process, which heightens a person's sensitivity to manifestations of unfreedom in managing this process, irresponsibility and passivity in finding or recreating the value meaning of organizing and regulating educational management.

In other words, the applicant is in search of the meaning of their managerial value-states and managerial existence. The future master finds or recreates external and internal connections of ethical relationships, interacting with each other, moral values-phenomena, creating the foundation of their managerial thinking in the form of value meaning universals.

Managerial thinking in a manager exists when there is a possibility to bring an ethical problem closer to oneself, to realize external and internal factors that create and define it. This means to think managerially or think like the manager of an educational institution. Thus, management should not only be directed at the educational process but also at oneself, the mastery of will, the freedom to make ethical decisions, and the skill to realize one's responsibility for finding or recreating the value meaning of one's managerial actions and deeds.

The analysis of the process of forming professional ethics among future managers of educational institutions shows that the perception of the values of subjects in ethical interaction occurs at various levels of approach to problems. This means that in their managerial activities, respondents often cannot distance themselves from the irrelevant circumstances of ethical situations and identify the main ethical values existing in these situations as meaning universals. As a result, such ethical problems do not seem important to applicants, requiring their attention, realization and the adoption of appropriate ethical decisions for their resolution. This detached perception of the values of ethical interaction does not allow one to find or recreate the meaning of coherent ethical relationships between them during their value-methodological research.

The lack of skill in identifying, defining as ethically significant the existing value-meaning universals in the form of moral values-phenomena (conscience, will, freedom of organization and regulation of ethical management, responsibility, duty, obligations) leads to the inability to understand, comprehend and, as a result, reveal the essence and content of ethical problems in the holistic educational process. Besides, there are difficulties in the process of evaluating and self-evaluating the own professional skills of future masters, directed at finding or recreating the value meaning of their ethical management of the educational process.

During the experimental work, we noticed that its participants begin to think ethically when they experience the cessation of existing ethical states-values such as agreement with conscience, will, freedom of organization and regulation of ethical management, responsibility, duty, obligations and others. In this case, respondents develop an another consciousness, an another view of the facts and circumstances of ethical situations. This serves as the impetus, the beginning of ethical thought, when the future manager understands and comprehends the real relationships of ethical interaction.

On the one hand, applicants actualize the identified states-values of ethical interaction. On the other hand, the respondents make ethical judgments, forming their own opinions, taking a certain position, and thereby asserting an independent point of view.

In the process of managerial activity, future masters face such ethical situations where it is difficult to implement moral values that determine the finding or recreation of the value meaning of ethical management of the educational process. For example, possessing knowledge of universal and situational values of the holistic process of educational management does not ensure at a sufficient level the formation of the skill to self-evaluate the flexibility of making ethical decisions and implementing ethical actions, considering the uniqueness and unrepeatability of each personality, as well as the continuous and infinite variability of situations of ethical management of education.

The reason for this is that, while realizing the importance of forming the skill to define the subject of ethical interaction and the values of ethical management of the educational process, one should not exaggerate the significance of the applicant's abstract reasoning. The realization of an act of ethical thought, contributing to the formation of the skill to self-evaluate the flexibility of making ethical decisions and implementing ethical actions, occurs only when the respondent, on the one hand, can

identify the values of ethical interaction as value meaning universals, and on the other hand, can simultaneously implement the process of expressing will in agreement with conscience and responsibility for the choice and adoption of managerial decisions. In other words, the level of formation of professional ethics of the manager of an educational institution depends on the organic combination of the skill to define the values of ethical management as value meaning universals with the skill to actualize the will in agreement with conscience and responsibility for the choice and adoption of managerial decisions.

3. Result

The results of the experimental work on forming professional ethics in future managers showed that the applicants have mastered the technology of organizing and regulating ethical management of the educational process based on finding or recreating its value meaning. They have also realized of a system of ethical values, represented as value meaning universals of ethical relationships created in this management.

A high level of professional ethics in management has been identified among some of the future masters. This was manifested in that the respondents possessed such professional skills as the skill to orientate in the system of ethical values of managerial activity, mastering the knowledge of universal and situational values of the holistic educational management process; the skill to identify the values of ethical management, finding or recreating the moral meaning of educational interaction; the skill to make assumptions, suppositions of potential value meanings of ethical management of the educational process as a realization of the possibilities of managerial interaction; the skill to compare realized values of ethical management of the educational process, finding consistency, coherence or contradictions among the emerging ethical relationships; the skill to make ethical decisions and resolve ethical problems, implementing their moral value meaning in managerial interaction situations; the skill to achieve result in managing the educational process by finding a unique and unrepeatable value meaning in the ethical relationships created in that management; the skill to always necessary and under all conditions evaluate and self-evaluate the result of ethical management of the educational process, considering the independence of the manager's personality from determining influences from factors affecting the finding of value meaning in ethical relationships created in the process of this management; the skill to always necessary and under all conditions evaluate and self-evaluate the flexibility of adopting ethical decisions and implementing ethical actions, considering the uniqueness and unrepeatability of each personality, as well as the continuous and infinite variability of educational management situations; the skill to perceive the value of the subject of ethical interaction as an ethically significant, existing value meaning universal, internally distancing oneself from the experiences of circumstances of educational situation; the skill to find or create an ethical relationship of the perceived value of the subject of ethical interaction to the established system of moral values, classifying it as coherent, opposed, or contradictory; the skill to actualize the identified value of ethical

interaction, coordinating it with oneself and finding correspondence to previous relationships to this value; the skill to make ethical judgments about what is actual in the educational situation, forming one's own opinion and taking a certain position to assert the realized values of ethical management of the educational process; the skill to evaluate and self-evaluate the manager's professional skills in managing the educational process, revealing their moral value meaning; the skill to actualize will in agreement with the conscience and responsibility of the manager for making ethical decisions and implementing ethical actions in managing the educational process; the skill to self-manage, possessing the freedom to find or recreate the value meaning of the organization and regulation of ethical management of the educational process, distancing oneself from non-essential circumstances of the educational situation that affect this management; the skill to evaluate and self-evaluate the correspondence of possessing the freedom of ethical management of the educational process in the manifestation of the manager's responsibility for the choice and adoption of managerial decisions; the skill to realize one's responsibility for finding or recreating the value meaning of organized and regulated ethical management of the educational process, conducting an internal dialogue with oneself, implementing in dialogic communication with other participants of ethical interaction, displaying dialogic openness in the process of this interaction; the skill to self-transcend, displaying responsibility, going beyond personal interests, directing one's professional activity towards finding or recreating the value meaning of ethical management of the educational process; the skill to reveal the requirements, norms, and rules of the moral code of the manager of an educational institution, realizing duty and obligations as value universals of the moral meaning of their managerial activity; the skill to evaluate and self-evaluate the correspondence of fulfilling value obligations in the form of requirements, norms, and rules of managerial activity to the execution of the duty of the manager of an educational institution.

However, some applicants, even when oriented on constantly finding or recreating the value meaning of their professional activities in managing the educational process, did not always possess the skill at a sufficient level to actualize the will in agreement with the manager's conscience and responsibility to make ethical decisions and implement ethical actions. Even when future managers realized the possibilities of managerial interaction, making assumptions, suppositions about the potential value meanings of ethical management of the educational process, they could not under all conditions be really strong-willed and responsible in order to implement the ethical actions necessary to realize these possibilities.

In addition to this, even those respondents who realized their responsibility for finding or recreating the value meaning of organized and regulated ethical management of the educational process had difficulty revealing the requirements, norms and rules of the moral code for the manager of the educational institution.

Having the skill to make ethical decisions, revealing their moral value meaning in situations of managerial interaction, future masters could not always coordinate the discovered values with

themselves or find a correspondence of these values to their previous relationships with these values. Although the participants of the experimental work could identify the values of ethical management at a high level as value meaning universals, they could not form their own opinion and take a certain position to assert the realized values of ethical management in the educational process.

The resolution of these problems regarding the formation of professional ethics in future managers took place during their mastery of the mechanism for finding or recreating the value meaning of ethical relationships, established in the course of managing the educational process.

The embodiment of values and the revelation of the moral meaning of ethical situations in the holistic educational process were an imperative necessity for elaborating the strategy and tactics for managing this process. In this regard, the leading significance was acquired by the ethical actions or generalized skill-values of the manager in specific ethical situations, filling them with the value meaning of ethical interaction.

The strength and intensity of this interaction played a significant role in managing the educational process. This was manifested when respondents, making ethical decisions and revealing their moral value meaning in managerial interaction situations, found or created coherent, harmonious, expedient and appropriate ethical relationships for this interaction. In this process, the future manager's will was activated, in agreement with the conscience and responsibility of the applicant, ensuring the implementation of ethical actions in education management.

The duty of the future master consisted of the constant and uninterrupted performance of such ethical actions, forming generalized skill-values of their professional ethics. That is, ethical actions existed in every ethical situation. The duty of the manager as a value meaning universal consisted in ensuring the existence of coherent, expedient and appropriate ethical relationships, making them real and necessary in the course of dialogic communication.

We proceeded from the fact that the ethical foundation of relationships in the holistic educational process was composed of ethical values as the value meaning universals of these relationships. In other words, the systemic hierarchy of interacting moral values-phenomena conditioned the understanding, recreation, and realization of the value meaning of educational management.

Ethical value meaning universals were real, actual when they existed in skills, actions. That is, they manifested in the form of ethical actions, skills of the future manager.

Thus, the professional ethics of the applicant represented as a system of generalized skills – ethical actions directed at the research of ethical situations that form the backbone of the management of the educational process.

Mastering the mechanism for finding or recreating the value meaning of ethical management in the educational process required specific states of the future master, defining two directions of their managerial activity:

—understanding and comprehending their own professional ethics, which contain an ordered system of mutually complementing generalized skills (ethical actions),

—researching continuously and infinitely changing informing and stimulating ethical situations, considering the unique and unrepeatable personality of the participant in ethical interaction.

Understanding and realizing the value meaning of ethical management, brought to the level of self-consciousness, were performed by each participant in the experimental work in an individual form. This meant that the future manager, based on a personality-activity (individual and dialogic) approach, independently revealed the meaning of their existence as a personality in the process of forming professional ethics. The latter supposed, on the one hand, the representation and realization of the possibilities for value existence of the personality in the process of ethical management. On the other hand, it involved experiencing ethical states-values (conscience, will, freedom of organization and regulation of ethical management, responsibility, duty, obligations) as values-means of achieving the aim—to find and convey to all participants in ethical interaction the value meaning of the existence of the ethical management relationships established by the manager in the educational process.

As a result of the experimental work on mastering professional ethics, applicants not only formed skills to elaborate strategy and tactics for the embodiment of values, finding or recreating the value meaning of ethical management relationships in the educational process, but also evaluated and self-evaluated the levels of formation of these skills.

That is, in evaluating these skills, future masters demonstrated how, in each ethical situation, they coordinated their ethical actions with their conscience and responsibility for these actions while taking ethical decisions. They also clarified whether their ethical decisions were in line with the duty to fulfill the obligations they had undertaken.

The process of forming professional ethics required providing conditions for recreating states-values of personality. This refers to certain spiritual states of the manager in which they stayed to concentrate their efforts and will to solve ethical tasks and resolve ethical problems that arise in continuously and infinitely changing situations of ethical management of the educational process. Under these conditions, participants in the experiment achieved result in managing this process, recreating the unique and unrepeatable value meaning of the ethical relationships established in this management. At the same time, the personality of the future master became self-sufficient, and their independence from determining influences of factors affecting the realization of the value meaning of ethical management relationships in education was strengthened. In this way, ethical thoughts were the states-values of the applicant, which served as both conditions and values-means for achieving the set aim of ethical management of the educational process.

Future managers realized that if their aim was direction to constantly find or recreate the value meaning of managerial activity, which consists of elaborating a strategy and tactics for embodying values and recreating the moral meaning of ethical relationships in the holistic process of educational management, then it was necessary to concentrate on conditions by creating and using the following value-means to achieve the set aim:

—achieving agreement with conscience in the process of finding or creating ethical relationships of the

holistic process of educational management,

—self-management, possessing the freedom of organization and regulation of ethical management of the educational process,

—revealing responsibility for finding or recreating the value meaning of organized and regulated ethical management of the educational process,

—realization of the duty and obligations of professional activity in ethical management of the educational process.

The intensity of ethical states experienced by the future managers, directed at revealing the value meaning of the education management process, induced the finding or creation of ethical relationships within this process, reflecting a systemic hierarchy of interacting moral values-phenomena.

Based on the above, it can be stated that the existence of the value meaning of the managerial activity of the applicant was ensured by the existence of values-phenomena as value-means and conditions for achieving a new quality level of their professional ethics—value-methodological culture of ethical management of the educational process. In this regard, the value meaning of this management itself presented as the ultimate phenomenon, unique and unrepeatable as the unique and unrepeatable personality in ethical interaction.

As a result, the interconnection, interdependence of value components of the manager's professional ethics and values-phenomena as value meaning universals were ensured, conditioning the functioning of ethical relationships in the holistic process of education management.

4. Discussion

In modern conditions of higher education system modernization, issues of ethical management of the educational process, the formation of the manager's professional ethics, and their significance for the development of professional thinking of the personality have received further discussion.

Mastery of professional ethics was presented as a condition for reflexive management of the formation of the teacher's professional thinking if the patterns of the development of reflexive management of the formation of the personality's professional thinking were considered in the process of mastering professional ethics. The essence of these patterns was as follows.

The more intensively ethical actions were mastered as generalized skills-values of professional ethics, the more confidently reflexive management of the formation of the personality's professional thinking was implemented. As a result, self-management, self-organization, and self-regulation processes of one's own professional ideas, judgments, conclusions, elaborated strategy and tactics of relationships in the holistic educational process were dynamized and intensified.

The more the relationships in the holistic educational process were filled with moral value meaning, found or creatively formed by the applicants, the higher their level of professional thinking became.

The most acceptable for the future master was methodological reflection, ensuring their reasoning about the methods of scientific research.

The research of the dependency of reflexive management on the formation of personality professional thinking on mastering professional ethics necessitated the elaboration of a system of relationships in the holistic educational process. During professional activity, respondents identified logical, professionally-referential, and real relationships arising between facts, circumstances of educational situations, as well as ideas, judgments, conclusions denoting them.

Participants in the experimental work were able to make ethical judgments about what is actual in an educational situation, forming their own opinion and taking a certain position. Judgment is a structural element of a personality's professional thinking. Therefore, the task of the applicant included elaborating a strategy and tactics for organizing professional judgments, expressed in creating relationships between them during interaction with the subjects of research.

In the process of mastering professional ethics future masters formed professional thinking, considering the factors that determine its development.

Acknowledgement

As a result of the research, the aim of forming the professional ethics of the manager was achieved, which consisted in revealing the meaning of the value existence of the personality in the course of ethical management of the educational process.

Achievement of this aim was based on the use of a series of value approaches to educational management: axiological, systemic, existential, criterion-value, and personality-activity (individual and dialogic).

Implementation of these approaches provided participants in the experimental work the opportunity to:

- represent all the possibilities of value existence of the personality in the process of ethical management of education,
- implement the found potential possibilities of value existence of the personality in ethical management in the form of finding or creating ethical relationships of educational interaction,
- experience ethical states-values (conscience, will, freedom of organization and regulation of ethical management, responsibility, duty, obligations) that allow revealing the moral meaning of the existence of the manager of an educational institution.

During the experimental work, applicants not only actualized the ethical direction of managerial activity but also realized the values-phenomena of the personality of the manager, forming generalized skills as values-means for mastering professional ethics.

Thus, future managers acquired unique experience in the organization and regulation of ethical management of the educational process, reflecting clarity and depth of value meanings in their ethical judgments of dialogical interaction.

The enrichment of the meaning of the functioning of managerial activity led to an increase in the level of the manager's professional ethics formation. This was expressed in the fact that participants in the experimental work concentrated on the value meaning universals of ethical situations, revealing a

multitude of empirical facts and circumstances.

On the other hand, the generalized skills of the applicant's professional ethics were enriched by the meanings of ethical interaction, which contributed to the increase of the level of self-regulation and self-management of ethical relationships.

As a result of the experimental work, general and particular patterns in the formation of the professional ethics of future educational institution managers were identified, manifested during their mastery of methods of organizing and regulating ethical management of the educational process.

General Patterns:

During the research, the main pattern was identified, consisting of the dependence of the formation of the professional ethics of future managers, ensuring the organization and regulation of ethical management of the educational process, on their elaboration of a strategy for finding or creating ethical relationships in educational management based on revealing their moral value meaning in the form of values-universals.

Mastery of methods to organize and regulate ethical management depended on the formation of a generalized professional skill to elaborate a strategy for embodying values as value meaning universals of ethical relationships in the educational process. This generalized professional skill acted, on the one hand, as an indicator of the formation of the manager's professional ethics in educational institutions, and on the other hand, as an imperative necessity for managing the educational process.

The more and more often decisions based on moral value meaning universals were made by the applicants in the course of mastering professional ethics, the more optimally and creatively were achieved the aim and result of ethical management of the educational process—namely, the enrichment and “saturation” of ethical relationships, created in this management, with unique and unrepeatable moral value meaning.

2) The more reliably and appropriately the subjects evaluated and self-evaluated the result of ethical management of the educational process, considering the independence of the manager's personality from determining influences from factors affecting the recreation of the value meaning of ethical relationships, the more flexibly and skillfully future masters made ethical decisions and implemented ethical actions commensurate with the conditions of continuously and infinitely changing situations of ethical management of the educational process.

3) The formation of a generalized professional skill to find or recreate the moral value meaning of educational interaction depended on the future managers' mastery of knowledge of universal and situational values, which ensured their identification. The acquired knowledge allowed them to represent the moral values of ethical management as a constitutive element of educational interaction in the form of value meaning universals.

The more value meaning universals were defined by applicants during the ethical management of the educational process, the more coherent and harmonious were the ethical relationships of educational interaction based on them.

4) Future managers realized the possibilities in managerial interaction based on and as a result of forming professional skill to make assumptions, suppositions about the potential value meanings of ethical management of the educational process.

The more continuously and intensively respondents made assumptions, suppositions about moral value meanings during ethical interaction with subjects of educational management, the more possibilities were revealed in the scope of ethical management of the educational process.

Particular patterns:

1) The forming of the manager's professional ethics took place through their involvement in professional managerial activity. Therefore, generalized skills elaborated in this activity acted as values-means, by which mastery of the personality's professional ethics was achieved.

The system of generalized professional skills, which underlies the future manager's professional ethics, reflected the hierarchical interrelationship of values-phenomena, representing all possibilities for value existence of the personality in the process of ethical management of the educational process.

The more expedient, coherent and appropriate were the professional skills applied by the participants in the experiment, directed at managing specific educational ethical situations, the more dynamically increased the level of formation of the applicants' professional ethics, and the more actively in their managerial activity were implemented ethical individual influence and dialogical interaction.

2) The more future masters realized and experienced the ethical states-values of the educational institution manager (conscience, freedom of organization and regulation of ethical management, responsibility, duty and obligations), the more diverse and effective were the methods they employed for organizing and regulating ethical management of the educational process, and, overall, the more operational was the transition from the level of organizing and regulating this management to the level of self-regulation, self-management of ethical relationships.

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