

УДК 378

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MANAGEMENT OF HIGHER EDUCATION FOR
INTELLECTUAL CAPITAL OF COMPANY FORMATION

Abstract: Culture determines and creates educational content, its concepts and methodology. Readiness and responsibility to deconstruction of traditional beliefs, viewpoints and practices that are getting to compromise threw common human values have formed fundament of philosophy of modern education. Great influence on establishment of intercultural formal and non-formal education as like as its philosophy was made by global corporate development with its main strategic resource - knowledge - generated by socially and culturally flexible highly qualified experts. In our research we made attempt to observe main turning points of formation and further development of contemporary intercultural education paradigm in relation with trends of social and economic development in global and postmodern philosophy of education contexts.

Keywords: educational management and innovations, intellectual capital of company, quality assurance management for higher education.

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МЕНЕДЖМЕНТ ВИЩОЇ ОСВІТИ ДЛЯ ФОРМУВАННЯ
ІНТЕЛЕКТУАЛЬНОГО КАПІТАЛУ КОМПАНІЇ

Анотація: Культура визначає і створює зміст освіти, її концепції та методологію. Готовність і спроможність до трансформації традиційних уявлень, світоглядів і практик, які досягають компромісу, апелюючи до загальнолюдських цінностей, сформували фундамент філософії сучасної освіти. Значний вплив на виникнення інтеркультурної формальної та неформальної освіти так само, як і їх філософії, було здійснено розвитком глобалізації, зокрема через її головний стратегічний ресурс - знання – згенероване соціально та культурно мобільними висококваліфікованими експертами. У цьому дослідженні ми здійснили спробу оглянути головні чинники формування та подальшого розвитку сучасної парадигми інтеркультурної освіти, зважаючи на її зв'язки з трендами соціального та економічного розвитку в контекстах світової та постмодерної філософії освіти.

Ключові слова: менеджмент освіти та інновацій, інтелектуальний капітал компанії, менеджмент забезпечення якості для вищої освіти.

We start our survey from critical analysis of paradigm polemics between followers of positivism and naturalism that has origin in times of ancient philosophers and continues also in postmodern epoch. Our research focuses on philosophical perspectives of education urgently need to be built into the minds of educators prior to asking them to convey knowledge of any kind or to apply the materials of a specific teaching method because that exists a serious discrepancy between the needs, preferences and interests of learners and the views held by educators and decision makers, who seem to fail to catch up with trends in economic philosophy, technology innovations and globalization at all.

According to nature of postmodern philosophy, that takes its origin from works of Kant and Hegel, and usually introduced as group of critical, strategic

and rhetorical practices that use concepts such as difference, repetition, the trace, the simulacrum, and hyper reality to destabilize other concepts such as presence, identity, historical progress, epistemic certainty, and multiplicity of meanings, we can define it as controversial and contradiction-based “multiversum” (or multidimensional universe) where cultures, business interests and knowledge in its essential meaning are collided and represented in variety of constellations within different societies and communities [1, p. 80-82].

Knowledge as kind of symbolic capital originated from works of western philosophers: M. Weber, J. F. Lyotard, P. Bourdieu, R. Panikkar and others. Therefore, each postmodern community to survive in highly competitive globalized world should find a middle way between local and global by mediating economic interests (utility) gained by usage of high technologies (metaphoric Lexus car) and risks to lose self identity based on historical and cultural heritage (metaphoric Olive tree): everyone wants to have own Lexus in the shadow of Olive Tree [3, p. 221-223]. Other case of knowledge is ability for strategic thinking performance, leadership and forms of its recognition in community (company or organization) (see fig.1).

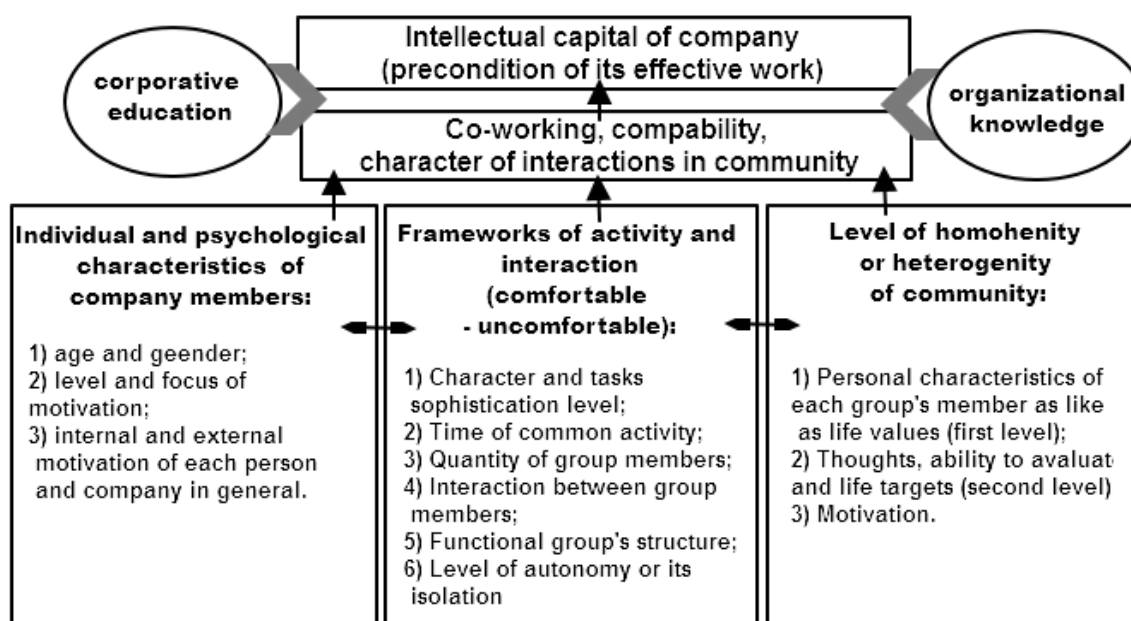


Figure 1. Intellectual capital of company formation.

In other words, they should be grounded in two pillars; namely external actions or actions toward things seemingly independent of the self and internal actions or actions to transform our own mind. Today every organization (company or educational institution) provides cultural and cross-cultural interaction, so why organizations need management capabilities such as transnational attitudes, cultural and emotional intelligence, familiarity with the language, computer and managerial philosophy within multicultural organization. Knowledge today is the most important competences for contemporary manager. In Islamic tradition always it was emphasized that in

selection of staff for organization (company) we must to pay more attention for examination and check on practice level of their knowledge and skills.

Other case of knowledge is ability for strategic thinking performance, leadership and forms of its recognition in community (company or organization). This philosophic-psychological process usually depends on social content: comfortable psychological climate indicates what to look for in social space as opposed to merely looking only in head. Also social factors include culture of group being led, nature of institutions within which leadership is being applied and gender identity of leaders. Mentioned factors form so-called “mental glue” that binds leaders and their followers together in sharing common vision as key factor that drives them to push together in desired direction as like as what drives them to keep pushing [2, p. 24-25]. Managers who have good command of practical skills can check different kinds of problem and to predict necessary facilities and arrangements to make rigorous decisions for increasing income and financial prosperity of their company. Here leading role plays organizational knowledge or company’s experience that includes different knowledge and skills that employees of large company or organization have and how these can be used and shared to make organization more effective (ISO 9001:2015: clause 7.1.6). Also some scholars argues that organizational knowledge can be recognized as collective knowledge and abilities possessed by people belonging to organization (company).

According to managerial philosophy, knowledge is kind of living type of information, gained from active communication and used for purpose of increasing company’s prosperity. Knowledge as kind of symbolic capital of company is difficult to transfer and retain because of it is prone to waste and loss. There are eight types of organizational knowledge mentioned in international quality standards: practical knowledge (related to performing tasks and activities in particular sphere or industry), tacit knowledge (ability that is difficult to communicate or teach like design sense), dispersed knowledge (knowledge, dispersed across one organization such that different people have key to answering relevant questions), situated knowledge (local unique knowledge), organizational culture (knowledge that defines specific of organization and generated by managers who be able to use for control and facilitation all coherent processes within company); generalist knowledge (broad foundational knowledge for communication with experts in different domains using their language), expert knowledge (detailed knowledge regarding expert’s professional activity), information (knowledge that has been captured and represented as information in form of data archives, documentation like standards, instructions, checklists and training materials).

Knowledge as background of intellectual capital of company can be defined as intangible business value that covering its staff (human capital), value inherent in its relationships (relational capital) and company’s environment (structural knowledge) of which component is intellectual property. Thus, it

means sum of activities and processes focused on creating, shaping and updating the stock of intellectual capital related with formulation of strategic vision that joins together three dimensions of intellectual capital within the organizational context through exploration and exploitation, measurement and disclosure. Intellectual capital is used in the context of assessing the wealth of organizations. Intellectual capital is directly visible in corporate brand books as capital embodied in physical assets and financial capital; however they are core of company's values. Measuring the real value and the total performance of intellectual capital's components is a critical part of running a company in the knowledge economy and Information Age.

Cultural diversity is the common heritage of mankind as a part of the source for the exchange of information, creativity and innovation. Thus the main task for global corporations today is cultural investment for protection of cultural diversity, promotion production of innovative goods and services.

Nowadays education and educational institutions in western and oriental philosophic-scientific discourses are usually represented as key components of societal-economic system, but education and economics, focused on fast income gaining, are different but in the same time ontological coherent domains. Education as process of getting, gathering, storage and sharing knowledge is precondition of welfare and prosperity of each community. That is why strategic goals and philosophy of educational process management can't be comparable with close to them by meaning economic categories, because education today influences more on social development rather than on satisfaction of economic needs of communities around the world.

Anyhow, the most effective kind of investment today is investment into development of human capital: staff training, education and personal development. Strategic success of community identified by its elite (scientific, art, humanitarian, political), high level of educational qualification and institutional professional training level of all community members. Insurmountable obstacle for adequate evaluation of educational value and ability for maximal usage of its potential is economic approach (as ideology) that affects social functions of education as like as educational policy at all.

Nowadays ethical values became core capital of company because of they participate in forming of corporate culture and organizational socio-cultural climate for solving different kinds of organizational conflicts. Mentioned values includes set of standards, criteria, norms and beliefs, those should be cultivated by environment and implemented into culture of contemporary education.

Current situation in sphere of higher education in Ukraine are outcome of numerous and fruitless attempts to reform existed educational system since 1991 by reshaping its traditional elements and institutions by blind copying of foreign experience (USA, Europe), so why nowadays we have faced with situation when leading on national level Ukrainian universities traditionally occupy outsider's position in competition on global level. What can be solution in this situation?

How we can re-imagining and reshape approach to higher education and thus to improve positions of Ukrainian universities who provide business oriented education on national and international level?

Most of leading Ukrainian universities within last decade have implemented EFQM Excellence Model in internal quality assurance of educational management system. That allows for them to implement and develop norms of business ethics and innovative managerial practices on local (university) level regarding unique traditions, history and contemporary international activity as like as position on national and regional educational service market. But in the same time many issues detected by national sociological research devoted to reforms of higher education in Ukraine still are waiting in most of Ukrainian universities for complex and risk-oriented solution [4, p.37-38].

Among essential issues of Ukrainian higher educational systems that were identified by most of respondents are: teacher's pay rise (42.3 %), financial support of scientific activity within educational institution (41.5 %), to limit quantity of higher educational institutions (31.11 %), create and implement into practice a system of internal testing for university alumni (10.4 %), prevent academic plagiarism, bribery and other kinds of academic non-integrity (43.9 %), start collaboration with leading foreign higher educational institutions (43.3 %), involve business authorities into collaboration (22.2 %), make teaching more close to needs and requirements of future profession (35.8 %). How this situation has changed with implementation of EFQM Excellence Model? (See fig.2).

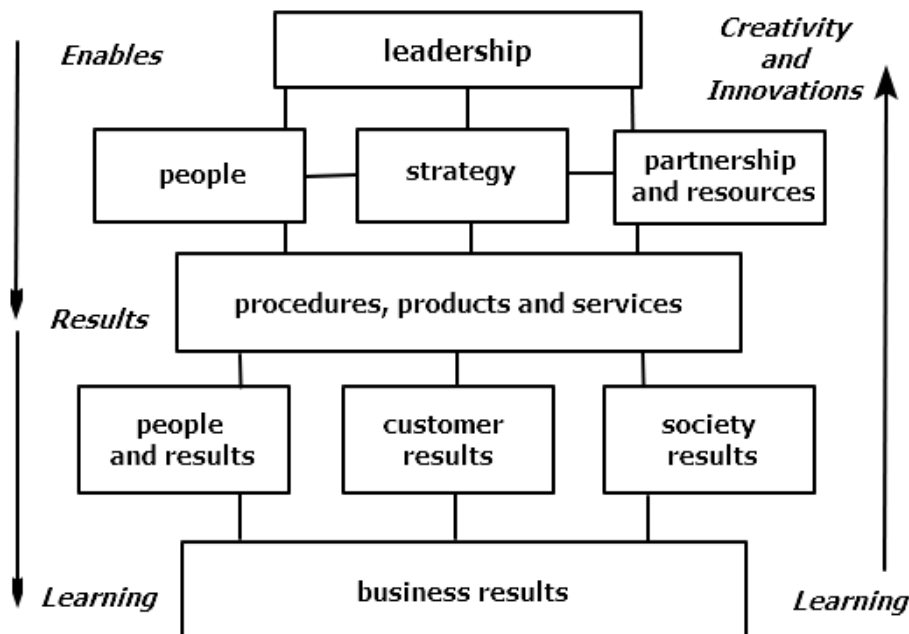


Figure 2. EFQM Excellence Model for higher educational institution

Internationally recognized quality assurance system allows to educational institution to run into global competition in global market of educational

services. But for gaining success in it leading Ukrainian universities should to focus on:

- (1) Collaboration with Ministry of Education and Science of Ukraine in monitoring of trends and needs of contemporary educational service market in local and global perspective. Correcting curricula according to obtained data;
- (2) Conducting marketing researches and work with potential future university entrants and companies to meet their needs and aspirations;
- (3) Implement corporate learning system as instrument of inclusion new staff.

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УДК 378.147

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ОНЛАЙН И ОФЛАЙН ОБУЧЕНИЕ В ПРАКТИКЕ
ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ**

Постановка проблемы. В современное время интернет является не только инструментом познания, но и инструментом для обучения и общения. Основной целью преподавания иностранного языка является формирование коммуникативной компетенции, т.е. способности и готовности осуществлять межличностное и межкультурное общение с носителями языка, необходимое не только для получения образования, но и для самореализации в будущей профессии. В современном профессиональном образовании основная задача – овладение языком профессии. Профессиональная коммуникация обеспечивает решение социально-коммуникативных задач в различных областях профессиональной деятельности. Для достижения поставленных целей необходимость использования информационных ресурсов в информационном обществе очевидна.

Цель статьи. Целью данной статьи является рассмотрение вопроса о создании электронного образовательного ресурса по РКИ для специалистов морской отрасли.