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**Social and managerial mechanisms of implementing the professional standard
of a teacher**

Specialty 5.4.7 – Sociology of management

STRUCTURAL ABSTRACT

Thesis work for the degree of candidate of sociological sciences

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The relevance of research. The modernization of the socio-economic sphere of Russian society, which has been taking place for two decades, was one of the first to affect the education system. Among the most striking innovations of recent years, one should highlight such a tool as the professional standard of a teacher, the introduction of which began in 2013. Despite the public discussion of this management tool, the introduction of a number of amendments to it, testing and measures to clarify the most controversial points, many issues of the functioning of the education system in the conditions of standardization of teacher's work remained unclear. In this regard, at the federal level the concept of the national system of teacher growth was developed. This system included a set of measures that make up the socio-managerial mechanisms for implementing the professional standard of a teacher. The implementation of this system has also been repeatedly postponed. One of the last steps to relieve tension in the implementation of professional standards was the approval at the end of 2018 of the system of federal projects of the national project "Education". It aimed at solving the problems of integrated development of the education system at all levels. At the same time, the updating and search for the most effective mechanisms for the implementation of the standard continues at the present time.

The relevance of the study of social and managerial mechanisms for the introduction of professional standards of teachers is due to some of circumstances.

Firstly, in the context of permanent modernization of the social sphere, it is important to understand which mechanisms can ensure the most effective and painless implementation of innovations affecting traditionally conservative elements. Among of them are professional training of personnel, their motivation and stimulation to work, issues of managing organizations and maintaining the existing social order that determines the stability of systems are particularly highlighted. In this regard, the identification and study of socio-managerial mechanisms for the introduction and implementation of the professional standard of a teacher can increase the effectiveness of modernization and expand the understanding of this problem.

Secondly, the introduction of innovations weakly takes into account the professional interests of specialists who will participate in their implementation. That's why the study of socio-managerial mechanisms for the introduction of professional standards allows us to identify problematic "places" in which conflicts arise in the basic social institutions of society. The use of effective scientifically based technologies makes it possible to avoid dissociation of social structures, or to minimize tension in them, which will contribute to a better solution of socio-economic development problems.

Thirdly, the campaign for the development and implementation of professional standards, which began with basic general education, now affects almost all spheres of production, services and intellectual labor. It makes the identification of socio-economic mechanisms of implementation an important issue of sociology of management, sociology of labor, sociology of organizations and general management.

Thus, the relevance of the research topic is determined by the special significance of studying the socio-managerial mechanisms of implementing the professional standard of a teacher as an important component of the process of introducing innovations into social institutions aimed at the professional and personal development of specialists, as well as improving the regulatory framework of documents regulating this process for the functioning of the education management system.

Based on the above, it can be concluded that there is an insufficient degree of scientific elaboration of the problem of socio-managerial mechanisms for implementing the professional standard of a teacher. It limits the practice of its application as a tool for improving professional and personal competencies of teachers and the development of the social institute of education as a whole. The need to solve the problem of implementing a professional standard became the factor that predetermined the choice of the topic of our research, its purpose, objectives, object, subject and structure.

The problem of the study lies in the contradiction between the effectiveness of work aimed at expanding approaches to the implementation of the introduction of the professional standard of a teacher in the education system, and the management mechanisms used for this, which probably leads to a incongruity between the predicted and real results.

The main hypothesis of our work is the assumption that the effectiveness of the introduction of the professional standard of a teacher, as one of the most important tools for the modernization of the education system, directly depends on the approaches used, which form a set of socio-managerial mechanisms. These mechanisms include a wide range of solutions based on professional and personal attitudes of education system specialists, state and municipal employees and take into account the socio-cultural specifics of the functioning of the education system. **The hypothesis of the consequence** is that the identification and justification of effective socio-managerial mechanisms for the introduction of a teacher's professional standard sets the vector for their further study and improvement, which, as a result, increases the effectiveness of the management of educational organizations and the process of professional and personal development of teachers.

The object of study is the professional standard of a teacher, which is an innovative tool that allows for a comprehensive assessment of the formation of competencies and to build a trajectory of professional development of staff.

The subject of the dissertation research is the socio-managerial mechanisms of implementing the professional standard of a teacher into the education system.

The purpose of the dissertation research is to identify and substantiate the socio-managerial mechanisms for the introduction of the professional standard of a teacher, allowing to increase the effectiveness of work on the professional and personal development of teachers.

Achieving the designated purpose involves solving the following **tasks**:

- theoretically substantiate the characteristics of the professional standard of a teacher as an object of sociological research;

- to consider the existing social and managerial mechanisms for implementing the professional standard of a teacher;
- to develop a multidimensional model for the introduction of a teacher's professional standard into the education system;
- to analyze the socio-cultural factors of the introduction of the professional standard of the teacher;
- to identify the features of the socio-managerial mechanisms of the introduction of the professional standard of the teacher;
- to substantiate the prospects for the development of social and managerial mechanisms for the introduction of professional standards in the education system.

The theoretical and methodological basis of the research is the fundamental provisions of classical and modern sociology, sociology of management and sociology of organizations, social psychology, economic sociology, sociology of education and a number of pedagogical sciences, which reflects the interdisciplinary nature of the subject of the dissertation research and allows us to develop a multi-paradigm approach to solving the problem.

Some sociological theories, concepts and positions were of the greatest importance for solving the problems of the dissertation work:

- P. Bourdieu's theory of social fields;
- the concept of "social" bodies, the sociological nature of which is covered in sufficient detail by A.V. Tikhonov;
- the dispositional concept of the personality of V.A. Yadov, which includes the prerequisites of the method of establishment, also used in the work;
- socio-psychological theories: motivational concept of F. Herzberg, theory of human relations of E. Mayo, value assessment methodology of M. Rokeach, theory of needs of D. McClelland.

In the process of working on the dissertation research, the following general scientific methods of cognition were used: analysis (structural and functional, comparative, systematic), synthesis, survey method (questionnaire and express interviewing), content analysis of regulatory documents, materials of digital

resources, including those posted on Internet sites, methods of program-target and project management, interdisciplinary approach, as well as a set of methods used in conducting sociological research (mass and expert surveys, interviews, statistical processing and mathematical analysis). Methods of one-dimensional and multidimensional grouping, data ranking, and frequency analysis were used by the author, when analyzing the sociological data obtained.

The informational and empirical basis of the dissertation research includes several groups of sources:

1. Regulatory documents of the federal, regional and municipal levels.
2. Data obtained directly from some organizations (for example, the Orel Institute of Development of Education, the Department of Education of the Orel region, the Trade Union of Workers of Public Education and Science of the Orel region, the Regional Center for Quality Assessment of Education of the Orel region). Among them, the results of input diagnostics of advanced training courses, studies of the quality of education, as well as procedures for testing unified federal evaluation materials developed to establish the level of professional development of teachers should be highlighted. These sources made it possible to identify a number of specific features for the implementation of state policy in the field of development of professional competencies of teachers in a particular subject of the Russian Federation, as well as to plan author's research.
3. The results of the secondary analysis of sociological surveys aimed at assessing the process of implementing the professional standard and the national system of teacher growth.
4. The results of three sociological studies, in one of which the author participated as a performer, and the other two were planned and conducted directly by the author himself.

The scientific novelty of the research results obtained personally by the author is as follows:

1. The author's interpretation of the professional standard as a new social reality is substantiated, which makes it possible to improve the personal and

professional competencies of specialists through the use of special social and managerial mechanisms.

2. A theoretical design of socio-managerial mechanisms for the introduction of a professional standard is proposed and their classification is justified depending on the activity of the main actors and the impact on the social bodies of organizations. It includes groups of motivational, control and evaluation, organizational and adaptive mechanisms.

3. The dependence of the introduction of the professional standard of a teacher on the triad "requirements – management mechanisms – conditions and resources" and related tools – the national system of teacher growth and the new national project "Education" has been established.

4. The author has developed a multidimensional model of the introduction of the professional standard of a teacher based on the concept of social bodies, in the context of which the problem of professional development of a teacher is considered on the basis of taking into account the dispositional structure of the personality and the implementation of labor functions.

5. The direct connection between the stability of the social order in the body of the organization and the specifics of the formation of interactions between participants in the educational process is revealed, and the possibility of the existence of "binding" and "loosening" dispositions of the employee's personality, which have a direct impact on the maintenance of social order in the body of the organization, is also established.

6. The prospects for the development of socio-managerial mechanisms for the introduction of professional standards are substantiated and the following principles are identified: 1) targeted additional professional education makes it possible to effectively eliminate professional deficits of employees; 2) involvement in the activities of socio-professional communities reduces the risks of dissociation of social ties; 3) increasing the openness of the work of all participants in the educational process increases the level of basic trust in the social institute of education; 4) increasing the subjectivity of pelagic workers contributes to

maintaining a stable social order in the body of the organization; 5) the introduction of any socio-managerial mechanism should be preceded by forecasting its possible effects on the basis of a system of personal and professional attitudes; 6) the development of the social body of an educational organization is impossible if it relies only on the knowledge component of the activities of all participants in the educational process.

Based on the results of the work carried out by the author, it is possible to formulate the **provisions submitted for defense**:

1. The professional standard of a teacher is a special object of social and managerial reality, which is essential not only in the professional environment, but also is a social phenomenon that forms behavioral, educational and labor strategy. The professional standard of a teacher as an object of sociological research is a managerial tool aimed not only at improving the level of professional training of employees of educational organizations, but also at creating conditions for improving the quality and prestige of domestic education, while playing the role of a regulator of labor relations. The introduction of a professional standard affects not only the levels of the education system, but also, in a certain sense, changes the existing system of social interactions and approaches to managing the professional and personal development of teachers, taking into account the trends in the development of social institutions.

2. Socio-managerial mechanisms are a complex of administrative and organizational solutions designed to implement the proposed tool in accordance with the developed roadmaps. The focus of social and managerial mechanisms on the preservation of social order in the education system is substantiated, both by maintaining existing and the formation of new sustainable interactions. This will reduce the frequency of social conflicts in the education system.

Social and managerial mechanisms, depending on the activity of the teacher and the breadth of the impact on the social body of the organization, are divided by us into motivational (formation of a remuneration system, awarding industry awards, prospects for professional growth, the possibility of building a horizontal career),

control and evaluation (measures for organizing and conducting an independent assessment of the level of development of professional competencies), organizational (involving teachers in management and delegating part of managerial powers to them) and adaptive mechanisms (organization of methodological support of the educational process and professional development of working teachers).

3. The multidimensional management model developed based on the results of the study of theoretical and practical material, as well as the regulatory dynamics of the introduction of the professional standard of the teacher, is based on the concept of social bodies. Several levels of social bodies are identified: the social body of the problem of implementing the professional standard of a teacher; the social bodies of educational organizations; the social bodies of participants in the educational process. The construction of this model on second-order social bodies makes it possible to assess the influence of the studied mechanisms on the processes occurring in the social body and the professional and personal development of teachers, taking into account the need to create optimal conditions for the existence and development of an educational organization.

The multidimensional management model thus includes two dimensions: dispositional (value attitudes of an individual) and interactive (social connections formed between individuals in the course of work or informal communication). The third dimension is the labor functions of the teacher, implemented in accordance with the requirements of the professional standard. The peculiarity of such a model is the combination of labor functions, professional and personal attitudes of specialists and the concept of social, mental and physical bodies in it. The model makes it possible to identify the prospects for the development of educational organizations in the context of professional and personal development of individual specialists.

4. The analysis of the existing socio-cultural reality, in which the professional standard of the teacher is being implemented, demonstrates the influence of socio-cultural factors:

- separation from current research in the field of social sciences and humanities;
- the unwillingness of the social institute of education to respond quickly to the constantly changing socio-economic realities;
- opposition of management activities aimed at permanent innovative development of education, conservative models of behavior;
- rejection of innovations by representatives of the professional community;
- high level of social tension in the education system.

The multidimensional model developed by us acts not only as a tool for assessing the prospects for the development of individual teachers in the context of the application of specific socio-managerial mechanisms, but also allows us to determine the vector of development of the social body of the organization by considering existing or possible social interactions formed on the basis of a system of dispositional attitudes in work.

5. The effectiveness of the implementation of the professional standard of a teacher in the educational environment depends on a number of factors that determine the choice of optimal socio-managerial approaches. The main factors are: the system of personal attitudes (dispositions) of specialists, which also includes a normative and value component; the general orientation of the modern education system according to the dominant generalized labor function; assessment of the role of administrative and managerial personnel in the process of innovation; forecasting by specialists of the education system of positive or negative effects of the introduction of a professional standard. The inclusion of the latter factor in the analysis makes it possible not only to state the effectiveness of the social and managerial mechanisms used, but to put forward hypotheses about possible ways of developing the education system, and, consequently, the social sphere as a whole. At the same time, the awareness of teaching staff about the mechanisms of implementing the professional standard has a significant impact on the idea of innovations in the field of professional and personal development. In this regard, the

role of various forms of additional professional education is increasing, within the framework of which the professional deficits of teachers are eliminated.

6. An important condition for obtaining a positive effect from the studied socio-managerial mechanisms is to increase the level of awareness of participants in the educational process about the goals and content of the implemented approaches. It is advisable to develop additional educational training programs for both teachers and managerial personnel in the education system. The proposed programs should take into account not only the achievements of pedagogical sciences, but also socio-psychological theories, scientific developments in the field of sociology of management and management. An important aspect determining the effectiveness of the work on the implementation of the professional standard is the study and directed impact on the professional and personal dispositions of teachers, which can increase the stability of the social order in the body of an educational organization.

The main directions of the development of socio-managerial mechanisms for the introduction of the professional standard of a teacher (increasing the stability of the social order in the body of an educational organization) are determined by the following approaches: 1) targeted additional professional education makes it possible to effectively eliminate professional deficits of employees; 2) involvement in the activities of socio-professional communities reduces the risks of dissociation of social ties; 3) increasing the openness of the work of all participants in the educational process increases the level of basic trust in the social institute of education; 4) increasing the subjectivity of pelagic workers contributes to maintaining a stable social order in the body of the organization; 5) the introduction of any socio-managerial mechanism should be preceded by forecasting its possible effects based on a system of personal and professional attitudes; 6) the development of the social body of an educational organization is determined by the unity of knowledge, educational and developmental components of the activities of participants in the educational process.

The theoretical significance of the research results is as follows:

- the degree of theoretical elaboration of the problem of socio-managerial mechanisms for the introduction and application of professional standards in foreign and domestic social science, as well as their impact on the development of the social institute of education, has been studied, scientific approaches to the study of the problem of labor standardization have been analyzed;

- the classification of socio-managerial mechanisms for the introduction of the professional standard of the teacher is substantiated;

- an original multidimensional model of the introduction of the professional standard of a teacher as a tool aimed at improving the quality of educational services and improving the efficiency of management activities in the education system has been developed.

The practical significance of the research results is as follows:

- the model of the functioning of an educational organization developed by the author in the context of the introduction of professional standards allows predicting possible effects from the use of socio-managerial mechanisms and assessing the prospects for their further development, taking into account the need to preserve the existing social order in the context of the implementation of innovations;

- the results obtained by the author allow us to continue studying the problems of implementing professional standards not only in the social institute of education, but also in other industries, as well as to improve the management system for the implementation of these tools in various fields by increasing the effectiveness of social and managerial mechanisms;

- the generalizations and conclusions prepared by the author can be used in the process of teaching a number of social disciplines in higher education organizations and in the process of advanced training and professional retraining of administrative personnel of educational organizations, specialists of municipal and state executive authorities, as well as pedagogical workers who, in the conditions of modernization of the education system, claim to receive the status of teacher-mentor and teacher-a methodologist, and, consequently, will be included in the administrative system of the educational organization.

The personal contribution of the applicant is to determine the theoretical basis of the research and the development of a multidimensional model, in the choice of analysis methods, in the preparation of tools for conducting field research, in the organization and conduct of sociological surveys on the topic of the dissertation, in the preparation of conclusions on improving the socio-managerial mechanisms of innovation in the education system, approaches to the management of the teaching staff of the organization and the solution of problems of employee development in accordance with the requirements of the professional standard of the teacher.

The field of dissertation research corresponds to the points of the passport of the specialty 5.4.7. Sociology of management:

- p. 6 "Mechanisms of social regulation: institutional, socio-stratification, socio-cultural, socio-organizational";
- p. 11 "Features of regulation of nonlinear social processes. Management in conditions of uncertainty";
- p. 12 "Social technologies in the management system".

The degree of reliability of the provisions and results of the conducted research is high and is achieved by referring the applicant to fundamental national and foreign theories; confirmed by the logic of the study; the architectonics of the dissertation text; the consistency of the author's conclusions and formulated provisions; the correlation of the conceptual foundations of the study with generally accepted theoretical approaches in sociological science; analysis of the empirical base, including qualitative and quantitative data on the state of the process of implementing the professional standard of the teacher.

The main provisions of the dissertation are reflected in 29 scientific publications, including: 4 scientific publications included in the List recommended by the Higher Attestation Commission under the Ministry of Science and Higher Education of the Russian Federation, including 3 scientific articles in publications recommended by the Academic Council of The Russian Presidential Academy of National Economy and Public Administration, of which 1 scientific article is in a publication indexed in the international citation database Web of Science.

Structure and scope of work. The dissertation work consists of an introduction, two chapters comprising six paragraphs, a conclusion, a list of sources and literature, as well as two appendices. The dissertation contains 10 tables and 13 diagrams, the text (without a list of used sources and literature, and appendices) is 199 pages. The bibliography includes 282 titles.



 V.L. Lantsev