

CULTURE OF EDUCATING A MANAGER: ON MODERNIZATION OF EDUCATIONAL CULTURE

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Introduction

First, we examine the process of educating, creating a public servant in direct connection with any link that implements the educational process, considering that the formation of a public administrator, a "state servant", should be carried out at all times and in all circles based on the characteristics of the age group. Moreover, in our approach:

- the culture of teaching and training should be considered taking into account the acquired universal experience;
- we do not consider teaching and training as an issue only for the young generation, as it is carried out at any age;
- during the discussion, the parties that are part of this process are given as examples, also with the example of the Republic of Armenia, but this does not mean that the issue concerns only our country;
- our analysis is aimed not only at providing theoretical foundations and understanding, but also of is applicable to the real life.

The term "culture" in a broader sense was first used by the ancient Roman orator and philosopher Marcus Tullius Cicero, in the year 45 BC. Cicero used the concept of "cultivation of the soil" in everyday speech in the sense of "training and cultivation of the human mind in the process of education", considering culture as a tool to make a person a full citizen, as "a culture of mind and intelligence"[Stjopin, Ionin, 2021, 59], [Gasparova, 2018], [Utchenko, 1972]. The goal of any educational, teaching and training process is to "prepare and educate"¹ a specialist, which should be the basis for the development of the public service system. Like any phenomenon, the profession also has its ethics², which is

¹ Profession is a certain type of work activity requiring necessary knowledge and skills acquired as a result of training and long-term work experience.

² Ethics is a teaching (science) of ethics and morality, its origin and development, rules and norms of human behavior, responsibilities of people towards each other, society, motherland, state and

traditionally considered the domain of normative judgments, obligations directed at all representatives of the human race [Jepshtejn, 2001, 68], [Ethics, 2020]. Professional ethics is a system ("rulebook") of moral principles, special norms of behavior and rules¹ of behavior that ensure the moral nature of human relationships during activity, defining a person due to the specifics of professional activity and a specific situation [Bakshatnovskij, 2020, 2].

Professional ethics should be an integral part of the training of every "person-public servant". The sense of moral, social, and ideological responsibility of any "person-public servant" to conscientiously fulfill his professional duty to the society and serve the society should be embodied in the professional ethics.

Methodology and literature review

The analysis of literature related to the subject matter allows to describing professional ethics from various aspects. Each type of activity in management, science, healthcare, entrepreneurship, journalism and others contain certain peculiarities related to their fields of profession, as well as their own unique aspects of implementing norms and moral principles. These norms, in their unity constitute a professional code of ethics².

In the context of the question under discussion, it is natural that a specialist engaged in the preparation or retraining of any person should act as a teacher-educator, lecturer, trainer, pedagogue. In any case and under any circumstances, a trainer must maintain high standards of professional morals, ethics and behavior, be able to identify barriers to change and opportunities to overcome them in difficult circumstances, and make effective decisions.

The professional ethics of public administration officials, politicians and political elites should imply loyalty to the spirit and letter of the laws, serving the national interests of the motherland, strengthening the authority of the state, ensuring social progress, quality of life and safety of citizens, "responsibility" for the objective interpretation of information about events and facts".

The introduction of written and oral exams, a competitive system for hiring officials in France at the beginning of the 19th century, was an important prerequisite for improving the professionalism, values and norms of the national bureaucracy. The high-ranking government officials promoting the idea of serving the state considered themselves to be defenders of public interests. In France in the 19th century, a feature of the training of

humanity. Ethics allows characterizing management and its results in moral (ethical, ethical) categories.

¹ It is the order of internal self-regulation of a person based on guiding principles, rules, standards and standards, ethical ideals.

² Metaphorically, a set of habits, beliefs, rules of conduct.

civil servants was the importance given to the general culture (culturality) of the candidates. During the competitive examination, special attention was paid to the candidate's spiritual, intellectual and ethical culture. Professional virtues, their social behavior in society were described in the official's personal file [Shevchenko, 2008, 84], [Kozlova, 2015], [Rubinskij, 2007, 227].

In France, the main criteria of the oral examination for the selection of public/civil service positions, as well as for evaluating candidates during further training, were considered professional qualities, their general cultural level, the ability to logically express (compose) knowledge and thoughts, erudition (polyscience and depth) and finesse (elegance).

In the civil service of both the United Kingdom and France, the emphasis is still placed on selecting candidates with a high level of general culture. Presently, in many countries, it is important to present the history of one's country to the audience, to develop the ability to deeply study and understand the culture, to show the conflicting ways of thinking and misunderstandings of early civilizations, and to correct prejudices [Sun Jan, 2015, 292-295], [Maksimchuk, 2015, 87-92].

Scientific novelty

In order to ensure the necessary level of ideological educational culture of a public servant, a capable "person-citizen", emphasis should be placed on maintaining emotional ties and, even more so today, on nurturing the idea of the development of humanity with a common destiny. It is very important that the foundation of this process be laid in the public education system itself. The goals of the system of preparation or retraining of a capable "person-citizen" and public servant should be the reform and improvement of the existing system of ideological education of students and especially general education, and the formation of ways to introduce new methodological systems. Such a system of education and upbringing will enable to form a positive rating of Armenians, to alleviate conflicts between civilizations and to form "bridges" of contacts between countries.

Analysis

Taking the principle of building self-confidence as a starting point, Chinese specialists consider it necessary to reform and improve the process of ideological and political education of civil servants. "one should not blindly strive for the rooting of a special "supra-national attitude", but should lead them to integrate into a society with high demands, contribute to becoming "goodwill messengers" of the country for the outside world" [Cjan, 2021,136-140], [Cjan, 2022], [Jao, 2020, 54-56].

Contributing to peaceful coexistence, new type of international relations, construction of a quality and developed human community, discovery of new opportunities to use the intellectual and practical potential of Armenia should become the new strategy of our

educational system, including the general education system. Regardless of the target groups, the method of integration of ideological and political elements in the educational process largely determines the effectiveness of training to occupy positions in the public administration system.

Taking into account the known experience and studies in this field, as well as our own experience and studies, it is necessary to include, in particular:

1. Selection of suitable topics for the course, for example, "What can I do for the motherland?", "How to form the concept of politics to build the dream of the nation and the people?" etc.

2. To organize the lecture (course) with purposeful and creative topics, for example: "Policy of reform of the state management process", "Comprehensive construction of a wealthy society", "Promotion of modernization of management system and management capabilities", etc.

3. Organizing a discussion on relevant topics, guide listeners to thinking, for example, "How to use acquired professional knowledge to solve social problems", "How to ensure the rule of law in the country", "How to solve the problem of income inequality", "How to contribute to state building", "How to support food security, adaptation to climate change, equal urban and rural effective education" and so on.

4. Curriculum review with the addition of a moral education component, since the culture contains many educational truths, therefore, cultural education is also a type of moral education.

5. Increasing the quality of the lecturing and teaching staff. To ensure management culture and effective management of education, it is necessary to have a capable and experienced team of not only experienced professors and teachers, but also consultants-educators, facilitators with practical experience in public administration, teachers-trainers. The conditions of the development of their own and different countries according to the periods require special ideological and political preparation from the trainers.

The application of the above-mentioned principled approaches will contribute to the "training" of a law-conscious person and a worthy citizen in different age groups, to the education of a public servant and his socialization¹. It is obvious that not only the adoption of cultural ideals, norms and values, but also "socialization, which implies the process of active formation of a person's social experience, as an important element of higher education, provides an opportunity to form a successful professional with high potential ready to be included in professional activities [Fedotova et al., 2022, 92].

¹ It is a process of integrating an individual into the social system, adapting to the world around him, "fitting" in the social environment and mastering its social norms, rules and values, knowledge, skills, which allows him to function successfully in society. [15], [16]

An important part of this is professional socialization, the successful version of which enables the transfer of value orientations and professional attitudes from generation to generation, contributes to maintaining a high level of professionalism throughout life. "The effectiveness of professional socialization ensures a person's gradual "entry" into professional life" [Makarova, 2008, 105-109].

It should be noted that important aspects of professional socialization are often highlighted in the professional literature, finding that, for example,

1. professional socialization is closely related to an individual's level of professional training and education (education and training),
2. the professional socialization of an individual cannot be effectively carried out without the individual's involvement in various social activities. [Klimenko, 2012, 92-102].

For the correct classification of the public servant of the future, it is very useful to instill skills for further effective socialization and smooth integration in the society among the students in the general education system.

Due to age-related mental and personal characteristics, all types of socialization occur more intensively at a young age¹, therefore, this age group is considered the most favorable for professional socialization [Zemljanski, 347-349], [Menaeva, 2016, 148-152].

One of the constitutive processes of professional socialization of trainees is the social formation of an individual, which implies the assimilation of the system of social norms and roles, value orientations and the system of cultural values [Razuvaev, 2013, 145-149].

In the context of the discussed issue, another aspect is the teacher training process, which is widely implemented today, where, in addition to the above-mentioned approaches, it is also necessary to include the management of educational activities, critical thinking and problem solving, communication and creativity, and the purposeful use of the existing equipment and resources in the school, modules aimed at developing skills and abilities to ensure the achievement of class objectives.

Referring to the role of higher education institutions in the context of the discussed question, we should note that in today's educational centers of many countries, students study a number of humanitarian and social subjects: philosophy, history, business communication, psychology, sociology, etc. Their study "can become one of the factors² of professional socialization".

¹ Anyone under the age of 18 is considered a child, except for those cases when he or she acquires legal capacity or is recognized as fully functional earlier [20]. Usually youth is considered to be 20-30 years old, adult age is from 30 years.

² [24, pp. 31-33], [25, pp. 110-114]:

Management-role, situational, business and other similar games can become a factor of professional socialization if they are implemented by trainers with "real, practical professional experience".

Another effective way is team (groups consisting of a certain number of students) creative tasks that imply constant contact of trainees in any field. We use an approach that facilitates group communication: task completion must be "impossible" without constant direct interaction between group members. The meaningful and creative part of the task in most cases evokes positive emotions and reactions among the participants. Presentation of the results of the tasks at conferences of different levels is very important here, because public speaking in front of an unfamiliar audience and joint work on preparing articles with co-authorship are essential factors of professional socialization [Fedotova, 2016].

Briefings in the form of questions and answers, meetings involving participants with different public positions, debates, round tables, thematic meetings, classroom training, lectures, seminars, trips to historical places, etc., are among the most common and effective modern forms of social education.

During the lecture, active discussion, debate¹ and argument are very important types of verbal expression activities. The discussion has a collective nature of creative cognitive activity, it acts as a means of effective communication, communication of members of a certain community. Without it, it is almost impossible to ensure versatility of analysis, critical evaluation of obtained results, comprehensive testing and development of scientific hypotheses and theories. As an important form of development of scientific knowledge and scientific thinking, this is an effective means of creative search. It allows approaching the solution of the problem from different positions, involving a huge volume of data and facts, avoiding absolutization or rejection of many points of view. This contributes to the effectiveness of the crisis manager training process.

Discussion develops as a result of a certain sequence of actions that make up its structural plan². During the discussion, it is necessary to observe certain ethical norms, to treat other people's opinions and points of view with respect and impartiality, it is fundamentally important not only to deny someone's point of view, but also to understand the

¹ Not to be confused with discourse.

² This is facilitated by the rules of conduct for the organization of the discussion: the choice of the discussion strategy and its construction plan, the correct wording of the question and the clear (precise) definition of the subject of discussion, the multi-faceted awareness of the discussed issue, the formulation of the main provisions (theses) of the report or report, their proof or constructive criticism. comparison and contrast, adequate perception and understanding of opposing points of view, verifiability of presented arguments and desire to discover the truth as a result of discussion, knowledge of logical rules of proof and refutation, identification of unsolved problems and pointing out directions for further research.

reasons for its incorrectness. These are the ones that form the culture of discussion. Among the most important functions of discussion are generation - the accumulation of different points of view on issues, integration - the synthesis of positive elements of points of view and related fields of research, regulation - the precise classification of expressed opinions, concepts and arguments, conclusion - the decision to accept or reject the points of view.

One of the forms of discussion, in order to assert one's own point of view on the discussed issue in the form of an opposition, is a debate, a debate or a polemic, when the discussion in any field takes place with the expression of fundamentally different opinions, diametrically opposed points of view. Debate is the active discussion of vital issues. The free discussion of opinions helps the participants of the debate to criticize the points of view with arguments, teaches to refute the conclusions of the opponents on the basis of proof (constructive) if necessary, contributes to the development of creative thinking and attitude. It has a great impact on the formation of stable moral beliefs, value orientations of the participants, strengthens the culture of speech, the art of eloquence, helps people to unite around the development of skills and be able to exchange them, promotes initiative. A debate requires the speaker not only to defend his own point of view, but also to tactfully and convincingly prove the views expressed by his opponent to be wrong. It is an important antidote to the populism so prevalent today¹.

Of all the above phenomena, the simplest and most common phenomenon is the argument, which is the interaction and clash of opinions between two or more people in the form of a verbal battle, during which each side actively defends the rightness of its point of view or refutes the point of view of the other side. Argument is an art of verbal communication, the rules of which everyone needs to know, because without the proper skills to manage the argument, it is not possible to communicate fully. It should be aimed at the search for the truth through verbal struggle and the identification and elimination of misconceptions, the establishment of mutual understanding².

One of the forms of discussion is also the public, scientific dispute. It is considered by experts and practitioners of a certain field of professional activity as a public dispute in the presence of a wide audience, in front of members of society. The analysis of public

¹ It is a phenomenon manifested in promising quick and easy solutions to acute social problems. At the core of populism is the desire to gain the trust and support of the masses, the real goals are usually disguised with socially attractive ideas. The term demagoguery is often used in the same context. // See [26] for more details on this.

² But they often argue for other reasons: to show off their depth of knowledge (elite, well-read, erudition), to enjoy mind games, to prove their truth by all means and to refute it on the other side. If such motives are put at the basis of the dispute, then most often it becomes fruitless. It is bad when there is an argument but the topic of the argument is missing. Even in his time, Socrates said: "If the questions run out, the mind stops moving."

scientific controversy has a great educational significance, especially in "training a manager" for any field: it objectively contributes to the formation and development of creative abilities and professional skills, the ability to put forward and defend one's own opinion, to treat opposing views constructively. We can state that in modern public life and public administration, the role of controversies and controversial discussions has increased unusually.

In the processes of teaching and upbringing, it is important to widely use the teaching argument, the eristic argument. The art of arguing, eristics was developed by the sophists¹. Herestics is not based on exposing the mistakes of others, but on convincing others of one's own truth. An irreplaceable condition for giving an eristic orientation to a dispute is the rooting of the principle "if you don't know, don't argue" among its participants. Instructional argument should mainly be used to convince the other person of something of cognitive interest or to focus on developing some creative and non-standard solutions.

Whatever the content and form of the dispute, they are always based on conversation, dialogue, mutual contact through speech. Conversation is the genetic basis of an argument, its preparatory stage, the art of having a fruitful, informative, emotionally and aesthetically pleasing useful conversation. Its purpose is to reach the truth and develop the ability to think constructively, to teach the other person to listen and understand, to realize the need for communication. not to ignore alternative points of view, to accept the incompleteness and relative nature of the judgments made, not to thoughtlessly destroy all opposing arguments, but to feel the moment of truth in them.

Returning to the specifics of the organization of the discussion, in our opinion, among the many types of general discussion in the courses conducted for the audience of any state managers, some of the most effective forms of discussion are, for example:

- Discussion of the topic proposed by the trainer, using previously prepared materials, during which the discussion is aimed at forming a logical system of reasoning through directed questions. This gives its positive result when students are asked to analyze programs with judgments analyzing the interests of different groups (for example, balanced territorial development, effective management of public educational institutions, consistent distribution of financial aid to regions, optimization of the structures of public administration bodies, etc.). The next stage of the discussion should be a political analysis of the approaches.

¹ It was the first sophists (in the 5th century BC) who taught people the effective ways of proving and disproving. For important features of this see: [26], [27], [28], [29].

After each stage, it is necessary to carry out a brief summary of the conclusions¹, where it is important to encourage the listeners not to solve the problem itself, but to propose a scheme for solving the problem. The scheme should assume: 1) a clear formulation of the problem, 2) identification of the causes of the problem, 3) identification of alternative new programs for solving relevant problems, determining their possible consequences and compliance with existing resources, 4) offering possible alternative solutions in accordance with legal regulations, 5) definition of criteria for evaluating solutions to the problem, 6) in case of adoption of a relevant decision, determination of the development of events, factors affecting the decision, the consequences of external and internal changes, prediction of socio-economic, political and other consequences, etc.

In the context of the issue, one of the most popular forms is the briefing in the form of questions and answers, where the topics can be diverse, for example, from the internal life of the state and international issues to the legislation of the country, etc. Of course, the most important and decisive role here belongs to the trainer, who must have practical experience in order to be able to directly connect the situations encountered in his work experience with the theory.

In the practice of educational and informational work, meetings with the participation of different categories of people are an effective mechanism to influence the individual effectively, where everyone, regardless of age, educational qualification and work experience, has the opportunity to participate in a free and constructive discussion of the issues presented, without belittling the authority of the leader, to raise shortcomings in a friendly atmosphere and equal right to criticize. This contributes to the discovery of the educational potential of the students in solving each problem.

Among the methods of social education – the transfer of social experience, knowledge, skills, clarification of roles and interests, and other methods are, for example, 1) persuasion, interest, advice to follow the example of others, etc., 2) perception of innovations that have taken place in the previous historical past of education, attempts of generations, the continuous development of traditions based on the ideas of humanism, 3) the formation of interest in joint activities, the transfer of experience, the development of communication skills, etc.

The effectiveness of preparation/training largely depends on the attitude of the trainer (lecturer, teacher, speaker) towards the educational process. As a result of the analysis of past and present experience in training public servants, we can present several approaches that, we believe, enrich these processes.

¹ At the same time, recording the proposed thoughts on the blackboard by the listeners contributes to the development of visual memory.

- Classroom preparation and training helps the listeners to acquire the necessary knowledge and skills, if from the beginning the lecturer (speaker) does not act as the bearer of the ultimate truth, but acts as a consultant-assistant.

- The lecture should have the nature of presenting information in the form of a public speech, which should be followed by answers to questions of interest to the audience. It is important to note that today in the educational institutions, lectures in their classical sense are used more often than necessary. We believe that this may reduce the activity of the listeners and their direct participation in the process. Modern civil servants are weakly motivated by their personal and professional development for objective and subjective reasons: most of them are dissatisfied with the process of organization of education, considering it not personalized to their positions. Most listeners, attendants consider it a waste of time.

This circumstance just modernizes the need to optimize the in-depth training and training system of personnel in any structure and institution. One of the most important goals of lecture education should be a clear understanding of the expected result: what is the lecture for? As a method of training management-analysts, the general requirement of the lecture should be to encourage students to create, which implies rejection of the stereotypical approach to its preparation and reading.

The key to an effective lecture is the skillful use of examples, which help the audience understand the idea being presented, allow them to see the applicability of the idea in a particular situation, and promote visual recall of the essence of the problem, because examples are visual and easy to remember. Here is a classic example of the effective application of the lecture in public administration that perfectly illustrates the differences between the actual effects of public policy and the intended results. We are talking about the "window tax" adopted in England in 1696. Since at one time it was technically difficult to determine the amount of income for everyone, the authorities proceeded from the empirical fact that the rich had more windows in their houses than the poor. Based on that, it was decided that the number of windows can serve as a fair tax base for everyone. The result, however, was not a fair distribution of the tax burden, but the construction of houses with fewer windows than before, which led to the deterioration of the lighting of the houses. [Ward, 1952]

Seminar classes and workshops provide greater opportunities for student interaction and activity. Our experience shows that learners are more successful in accepting new ideas during constructive discussion. At the same time, the trainer should speak last (at the end) at the seminar classes, and must first listen to the listeners, analyze the expressed thoughts, if necessary, conduct a "brainstorming session". That is, the speaker should teach them to think, but not to think for them. This is effective when listeners are "assigned" certain conventional roles with the authority to speak to each other on behalf

of specific role-players (for example, the roles of speaker of parliament, representatives of parliamentary factions and parliamentary groups, expert, government representative, independent member of parliament, director, head of departments and others)). The purpose of this is to build the necessary practical skills through the roles. With such methods, listeners learn to make compromises and build alliances. All this adds dynamism to the course, contributes to the development of the ability to work collectively, and forms a sense of common responsibility for the decisions made.

In the process of preparation or training of future and current employees (managers), the acquisition of practical skills is effectively helped by the use of special techniques, the Delphi method¹ and brainstorming.

"Brainstorming" ("storming") implies a group creative solution to a problem as an active method of stimulating creative thinking. This helps to increase self-confidence and awaken the mechanisms of human creativity, because the creative efficiency of most people is determined not only by talent, but also by the ability to maximize creative potential. During brainstorming, participants gain the ability to debate, listen and perceive constructively and tolerantly.

As our experience shows, when using the "brainstorming" method, it is necessary to:

1. Provide the listeners with as much relevant and necessary information as possible. It is most effective when each listener is provided with supporting information about the problem.

2. To create a relaxed atmosphere, to immediately show the cases of ineffective behavior of the group members during the dialogue.

3. Stimulate the imagination of the listeners by welcoming even crazy ideas, because, especially today, the emergence of ideas that contradict reality encourages participants to come up with other, more realistic options. At this stage, the absence of fear of not being understood contributes to the process of generating ideas, and the result is presented in the form of a whole bunch of non-trivial ideas.

Conclusions

Our analysis leads to some conclusions. At the end of the stage, it is necessary to synthesize the opinions and suggestions made, removing the similar and unsuitable ones, to concretize the best ideas according to the listeners, at the same time suggesting the ways of their further improvement.

Transforming the training system into a course with a learner-centered approach ensures maximum consideration of learner needs and a focus on personalization. Finally, management based on personality, focusing on the person, increases the effectiveness of

¹ The Delphi expert evaluation method is a collective intelligence organization method developed in the 1950s and 60s in the USA by O. Helmer, N. Dalkin and N. Rescher.

management activities, creates conditions for growth of personal qualities, professional development, opportunities to apply knowledge and skills, utilizing one's creative potential.

Thus, in the process of preparing and training a public manager of any field, it is necessary to apply multidisciplinary modern methods that should include both the country's historical and cultural features and modern innovative requirements. It is important that the trainer is able to identify each individual's strengths and learning challenges and use this information to maximize the learning process, as well as to address issues affecting learners and affecting their learning and well-being.

The measures discussed above, as part of the educational environment, may contribute to the improvement of the professional socialization process of the public servant.

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Culture of educating a manager: on modernization of educational culture

Key words: preparation, training, public administration, public servant, professional development, teacher, general education, culture, method

The purpose of the work is to support the process of formation of a capable "person-public servant", specialists and structures engaged in preparation and training. In the context of educational ideological culture, the work discussed the features of methods of preparation and training processes in the public administration system and the possibilities of modernization. As a research methodology, the methods of analysis, process stages, sequential observation in terms of time, and comparison of the conditions of development of public administration according to periods were used.