Value trends, management of education and its effects on spiritual culture

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Abstract:

Taking into account the characteristics of economic, political and ideological crises and conflicts in the current stage of global socio-cultural development, we should prioritize humanism and tolerance that they embody humankind and are useful for all humanity. To achieve this lofty goal we should think of new conceptual approaches to study the history of global spiritual cultures, especially the ones that have many common manifestations and similarities. From this point of view it is time to initiate to create the history of global spiritual culture and world culture and to fathom the reasons of cursing the thesis stated by a church in France in 18th century that "all people's intellect is the same".

Let us touch upon some crucial problems and priorities so as to achieve above mentioned goals. We think that, first of all, including the history of civilization approaches to west-centered positions in modern culture study should be changed drastically. This position is seen in the philosophy history of the East and the Islamic world and generally in the current research publications under the name of
"cultural history" in scientifically and culturally non-acceptable forms. This position also exists in the modern educational system of philosophy, directs public awareness, causes formation of inadequate attitudes to the East, especially carriers of Eastern cultures, leads to various conflicts in a number of Western countries and ugly manifestations of multiculturalism.

Introduction

As you know, when we talk about the sociology of education, we define education as a social system; mean its methods of study, methodology, development directions etc. in the society as a modern science [6. 120]. As a science it stands at the junction of sociology and pedagogy and within itself it encompasses very complex social development processes. Sociology of education, which is quite a new development trend, began to be studied and researched from the first decades of the 20th century and over time became one of the most pressing areas. As a result of researches problematic issues that the sociology of education covers can be clarified with the following provisions.

1. Education is a social system.
2. Education is not beyond the developing modern technology.
3. Everyone has a right to education. State controls education.
4. Educational institutions interact with each other [6. 118].

When we talk about the sociology of education, we mean all the students, pupils and teachers, all other working staff in school, caregivers, senior staff, as well as university personnel and almost everyone who is involved in education in one form or another. There are so many studies and researches available both in the West and the East about the sociology of education which covers very large social class, and is always in the public eye and among crucial fields.

The subject of researches carried out in this area is mainly mutual relationship between teachers, students and pupils, the nature of this relationship, development of methodology of proper teaching and upbringing, new needs coming with maturity, moral relations, as well as factors that affect a person's upbringing, educators' teaching styles, methods etc. [6. 119].

It cannot be forgotten that education is a part of the social environment and therefore we need to think of education as a main organizational element of the community. None of the individuals in society is beyond this social organization. Everyone is brought up, grown up in his family in one form or another, and then enter the community to which he belongs. Education and upbringing are two in-
tertwined parts of human life which shape one's outlook and prepare him as a higher being.

This multi-tier social system in humans should be monitored regularly until one reaches the age of maturity. As one grows up and gets the control of him, he limits others' interference to his upbringing, but people need for education in any age forces him to meet it. A person's social environment that surrounds him affects children's and young people's purpose of life, principles and other positions, conditions, all aspects of thinking and behavior. The science that studies mutual relations and influences between upbringing and society, that was talked about briefly here, is called the sociology of education. From a sociological point of view education is the process in which one develops skills, attitudes and other positive behaviors in the society to which he belongs. No one lives in isolation from society, so every person is a social being.

One of the first scientists who studied education in terms of sociology is Western sociologist Émile Durkheim. He believed that social communities appear outside of people and there is no chance for people to intervene this society and take its roots out. Simply, there are social facts, and these social facts force to accept any different "them" and to obey in a nutshell [5.88]. Durkheim has an important idea aimed at person's nature, the effect of modern societies on shaping one's outlook. Therefore, ancient societies had an oppressive oversight on its individuals. However, it gradually began to decline in modern societies. New social organizations demand very little from people. Calamities and social restrictions befell the human are only attributed to him. He has to deal with his own problems "in order not to make the society busy". However, in addition to this there is a system of shared values that any society inherent and social individuals are obliged to comply with these values willingly or unwillingly. In Durkheim's opinion education also belongs to such a system of values and is an organized body within society. Durkheim's ideas continued to some extend in the ideas of Tarde and Ziya Gokalp [5.50].

Max Weber, one of modern sociologists, also dealt with the sociology of education. Having different opinion about education the scientist said that it can only be a tool in nurturing a person. The mission of education is making a person perfect in social environment, shaping his outlook and taking him to his main purpose, aim. There are also opinions by L.F.Ward, A.W. Small, G. Ratzenhofer and others about sociology of education, theoretical and practical training.
American scientists Parsons and Merton, who attached great importance to teacher-student relations at schools and saw relations among children as first personal social relations, considered schools as one of the first places for socializing. Schools play a very important role in a person’s rearing and nurturing (2.40). Socialization of the individual is a process happening in relation with social environment and existing culture and makes the individual a participant of social system and makes it possible to adapt to the community where he lives. Norms, values and beliefs of the community socialization process are transported with individuals, they are given different positions within social institutions, some habits and stereotypes are instilled. As a result of socialization person learns that he is a part of his family, relatives, neighbors friends and eventually a nation. Complex and colorful “micro condition” of the closest social surrounding reflects the learning of social experience by an individual and affects the content and level of socialization. They instill initial social relations to young children and inform them about material, cultural and moral issues in the society. Children gradually become the carriers of culture of their society. Merton was famous for his functional attitude in sociology. Therefore, the culture of a society sometimes puts pressure on people and instills negative aspects as well as positive ones.

While giving their own opinions on sociology of education American sociologists considered it as a technical method, not a science. In particular, the proponents of this attitude were M. Smith, Kulp and L. Zeleni. G. Payne claimed that education makes a person socialized not only in schools, but during all lifetime and it is multi-stage methodology. It teaches a person behaviors, and in this sense it is a set of behaviors.

Generally, the sociology of education explores all functional relationships between education and other institutions and organizations. However, socialization is not a static situation and relation; conversely it is constantly changing situation and relation [3,56]. Separately each individual like every individual before himself enters social environment and adapts to it during all lifetime. There are three important factors in the process of socialization. They are:

1) Individual reflects existing social norms, values, culture;
2) Individual forms his own views, system of values and social demands;
3) Individual joins social life counting on assimilated values, formed views and demands.

Surveys show that children learn different levels of social norms. High level is observed when social norm complies with relevant benchmark assessments [1,50].
In this case, social norm becomes the real factor in the management of the activity. Low level learning of social norms happens when a child knows the norm orally, but such norms are not confirmed by benchmark assessments, as well as relevant emotions. Both types of characters perform ethical standards. As a result there is a functional correlation and dependence between the management of child’s activity and social feelings. Process of activity and communication realized under the influence of social emotions leads to the formation of different types of psycho-emotional relations. The last factor hugely affects the development of the child’s identity, as well as his emotions.

Social development processes in Azerbaijan and Iran highlight problems faced by education. So influence and consequences of globalization, in these context new approaches, concepts, paradigm and regulations in education are much more pressing than discussing influence of new social and global facts on educational organizations and partners (students, teachers and other public agents). At the same time it is needed to use technical capabilities that further strengthen social development, as well as increasing number of electronic forms of communication and visual-training methods [4.87].

In this regard some work has been done in the international arena as well (UN, UNESCO, UNICEF, and ISESCO). For instance, some international organizations have shown keen interest in education, and allocated special grants to study its development strategy. To this end, in 1970 a research committee called "Sociology of Education" began to function in the International Sociological Association which put special emphasis on sociological researches. Education is already considered one of the most leading fields of social life both in developing and developed countries. Objects of educational research are expanding day by day. Education, that covers all aspects of social life, almost lives together with people, and plays a major role in his rearing.

People's access to various stages of education, lifestyle of educated youth, their mutual relations with teaching staff, public relations, situation in the system of interests and expectations etc. have been the topics of researches"[5.47]. The study of sociology of education gives us a chance to determine very important tasks before the state and people in this field. The important roles of education in society must be assessed in terms of both dialectic and functional sense, because education trains residents of the community, especially children and the youth instilling material and spiritual values, but also allows them to change their characteristic features. However, all efforts for changes should be monitored regularly. In
this regard, the Ministry of Education, as well as all organizations related to education has heavy responsibilities. Children's education also makes them familiarized with the world. The child and young are willing to apply things experimentally that they have learned. Of course, it is a positive thing, but unfortunately sometimes it goes in negative directions. For this reason, proper upbringing and family relations are important from the very beginning. Education's remaining at the theoretical level, not being applied by an individual, or unwillingness to apply by an individual are also among significant problems of education.

In search of the methodology of scientific research in education

In the light of above mentioned issues following priorities jibe with the problem:

1. Putting special emphasis on common aspects of local, regional and national philosophy and cultural history should be prioritized in the concept of research of world spiritual, including cultural history.

2. We should think of scientific assessment of essentially similar events in different cultures. Western and Eastern peoples, their cultural history, democratic society, refusal of different attitudes that do not fit political and moral principles of countries, including philosophy should be among serious problems in the new era.

3. Philosophical experience in various regions and relying on scientific achievements for modern former Soviet Union humanities interdisciplinary research methodology, as well as its search and selection, categorical update (correction) of culture and philosophy have been included to pressing and leading problems. We should include "ethnicity", "ethnic culture", "ethnic areas" etc. to list of priorities, alongside other concepts, because these concepts are used not only in scientific and ideological ways, but also bloody ethno-political conflicts.

About above-mentioned problems by Azerbaijani researchers:

1. The new edition of the general concept of philosophy was offered as an interdisciplinary research methodology.

2. The adjustment of cultural history programs in the modern education system and cultural history of the East, especially Eastern nations in these programs should be paid attention.

From its beginning until now cultural history of Eastern peoples has been a part of worldwide philosophical thought. It must be presented in this way in the science of cultural history in the 21st century.

Is it possible that the lack of scientific knowledge, west-centered and east-centered peoples' historical attitude to cultural history of Islamic regions and cur-
rently shedding very little light on philosophy of Islamic world peoples, very short, inadequate and distorted version causes philosophy of Eastern nations get out of the boundaries of worldwide philosophical thought and it is unacceptable both morally and politically.

As a result, a lot of people in the Islamic region are being deprived of his philosophy that is his spiritual axis partially and completely. This affects badly the distortion of the self-consciousness and self-approval of Islamic nations. On the other hand it leads to the distorted thought of the world scientific community towards peoples of this region. It generates ideas about as if these peoples became deprived of philosophy for centuries and in this regard generates ideas of Christian nations being different. Of course, such a situation, in the modern world is against tolerance and can only lead to ideological and other forms of conflicts between regional cultures and their representatives.

In explanation and assessment of various philosophical cultures of different regions emphasis on generalization or division of regional cultures is one of the pressing issues of description and evaluation of global spiritual cultural processes.

While applying to philosophical cultures of different regions, especially philosophical culture of Islamic world, the selection of shown priorities can affect East or West oriented radicalism related to the tendency of globalization, attitude to eastern culture in western multiculturalism, mutual relations between regions.

In modern science attitude to eastern philosophy to some extend is determined with saying, wisdom, knowledge, Sufism, a presentation of philosophy and in terms of the essence of these phenomena is considered inaccurate. This classification creates incorrect imaginations about the existence of philosophy in in the long history of Islamic world culture. Above mentioned issue deserves to be the objects of research in investigation of philosophical and cultural history of both the East and the West.

It is obvious that the concept of the East as a orientalism is a polysemantic and to some extend inaccurate amorphous concept. In the essence, orientalism supported by scientific, economic and political interests of the West (imperialist colonization) is a complex sciences of the West about the East. In this science interpretation and value criteria is determined by researchers’ scientific interests and level of mercantilism. In other words just like other sciences orientalism is differentiated with subjective and objective reflection of existence. And the level of objectiveness of this science depends on its political ideology. In this regard while inves-
tigating the spiritual culture history, especially the history of orientalism special attention is required to the effects of west-centeredness.

It is also known that oriental studies, especially oriental studies of the West, Russia and Soviet Union is a way of objective understanding the East in terms of science not only by the West, but also by the East and it also played very positive role in Eastern nations’ scientific thoughts about the East.

The beginning of the twenty-first century and the third millennium, on the one hand, social-cultural development and its known unipolar trend of the economy, different kinds of globalization and increasingly deteriorating economic, political and ideological contradictions, non-stop crisis, ethno-national and regional conflicts, on the other hand, achievements in STEM and other sciences, as well as genetics require to look differently at the history of mankind, including oriental studies. In these circumstances, the attitude of orientalism to duties and values requires theoretical knowledge.

The above-mentioned issues, particularly the objective and scientific coverage of Eastern spiritual cultural history in the context of world spiritual and cultural history system, realizing the position and role of west-centeredness and east-centeredness are among pressing issues before the orientalism as a science.

We think main issues faced by orientalism as a science in the beginning of the 21st century are the following:

1. Specification of limits of Oriental studies as a science;
2. Determination and scientific justification of the general philosophical methodology and specific methods with scientific debate and coordination:
   3. Determining priorities in the process of research:
      a) The East will be investigated as a part of the global system or as a completely isolated local phenomenon from the global system;
      b) We will look for general features that shape humanism and tolerance in public opinion between East and West through comparativistics or main focus will be on special ones that can lead to conflicts
4. To achieve the unification of main meanings and value criteria at least relatively in terms of content. This is especially important for determination, interpretation and assessment of phenomenon of mysticism and religion in the cultural history of East and West.

One of the most pressing issues before modern oriental studies including Oriental Studies of the former Soviet Union is to give opinion about essentially rad-
ical transformation of multiculturalism in the West, its negative approach to eastern peoples' cultures and most of the times carriers of this culture.

Application and management of education in society.

The form and structure of education is changing, reshaping and improving in our globalized world. When we say "education", we do not think of a form of curriculum but structure and system that combine big system and institutions. Education has a broad meaning and is not limited to classroom, textbook, teacher, pupil, student or school, university etc. Conversely it is always on the spotlight as a broad and rich concept, does not matter where, how and from what age training began.

Historically, different educators from the East and West have given various definitions to education. One of them is this. "Education is one of main tasks and indicator of human talent and ability. Education is a primary factor in the socio-political and economic development of human, family, society and country. It is also the social base behind this development" [1. 23].

At the same time education provides continuous improvement in conditions of people who work in the management system in terms of behavior, skill and knowledge. It is possible to come to the conclusion that the purpose of education is changing in every social organization and the most common objective is to increase production capacity and to create favorable conditions to achieve a higher position.

If we look at the historical development strategy of educational management system, we can see that Taylor's scientific development movement in the 19th century and before the emergence of monopolies as well as large organizations stock holders were not satisfied with the subject of education in owners' organization and companies and there was no need for this. However, increasing level of difficulty, development of science and technology in daily basis due to the emergence of bureaucracy and development of professions made educational management undeniable and main method [3, 4].

At present, the development, adjustment and implementation of training programs for employees is considered one of the main tasks of educational organizations. For example, vocational education was mainly carried out with the master-student method in Iran and anyone who wanted to learn a profession should go to master and learn a vocation. But gradually the art of management and the establishment of public institutions in order to serve the country made employees' education inevitable. First, training courses were organized so as to increase the knowledge of employees in the Ministry of Finance and Customs [8. 56]. Over time, the
Iran railroad service also began training programs, and these programs improved day by day, taking its place among the various educational plans. Considering their own needs different ministries started to implement various educational programs. State law on hiring employees in order to adjust education process in the public sector made obeying the law in ministries and governmental organizations from the 20th century, implementation and continuation of education programs a duty [10.34]

It was the first time that educational institution was considered as a serious work and continuous activity among public institutions in Iran. Until this time education was only planned for a period of time in ministries and public institutions when there was a need for training an expert or a group. Of course, when such need emerged ministries or related institutions began the implementation of special educational programs according to particular law or instructions from upper organizations.

Researcher and scientist Abtahi noted in his book “Education and human resources improvement" that global information renew and doubles every five years, and this growth is changing everything. Is it possible to explain human resources of an organization with these changes? It is clear that indifference to the education of employees puts the organization at danger. For this reason in developed countries human resources renew its teaching process once a year and are sent to training courses [9.33].

It is clear from numerous studies that employees' education in the field of education also protect the organization. The 3-year research in Singapore revealed that 17 percent of the country's trade and industrial companies has gone bankrupt. However, this rate has been lower than 1 percent in the companies that fulfilled employees' training programs [6. 89].

The lifespan of the organization depends to some extend on workers' knowledge, skills and competence. Educated people can be helpful to the organization at the highest level. At the same time, educated people are able to protect themselves against pressures of changing environment and to adapt to it. In addition, the development and longevity of the organization, its ability to adapt to changes depend on improvement level of workers.

Harvard University Professor William James's research has made it clear that teaching staff used 20-30% of their skills. The system of educational management requires special skills and hard training process. Management is so special skill that requires skillfulness, foresight and outlook. In this regard, effective function of the
administration has a crucial role [3]. Manager should know how to encourage people at work, should be able to lead them, understand people's relations with each other and in a group and focus on finding effective ways. In this respect, education managers and directors have a big responsibility. Robert Katz carried out a research on characteristic features of managers and directors of educational institutions and came to the conclusion that managers should have humanism and wisdom. Of course, above-mentioned features should be found especially in school directors. Management of education encompasses combination of three concepts: quality, effectiveness of performance and monitoring. Quality is a characteristic of activity, assessment of effectiveness is a way of determining quality, and monitoring is the implementation of this method [5]. It is apparent that due to the constant changes and updates in technologies the form of trainings in organizations has also changed in modern societies, and required people for these trainings will not be satisfied getting knowledge and experience on only one vocation, because new society needs highly developed people. They must be able to use various skills in different classes. Such people should harness their creativity, knowledge and capabilities so as to perform their tasks better and to help the institution to reach its goals [10.45]

The reality is that, now the most important thing in the world is human capital. According to economists economic and social development of the country is determined by human capital, not by investment or other resources. It is human capitals that gathers investment, benefits from natural resources, establish economic, social, political institutions and contributes to the national accomplishments. Development of new technologies makes it inevitable for employees in different organizations to constantly learn and improve themselves.

The modern countries, including all developed countries, consider education as a strategic field, and admit that future development of the country depends on the level of education system. After gaining its independence there was an urgent need for educational reforms in Azerbaijan. Reasons for problems in education were revealed, necessary steps to overcome current crisis were mentioned and also information was given about educational reforms in many countries of the world. All subjects for various classes in school system, the maximum and minimum amount of time allocated to them and the amount of time for selective subjects have been shown in Azerbaijan. It reviews changes by primary, secondary schools, lyceums, gymnasium taking into account the local condition. Teaching of the language in 1-4 grades accounts for 50% of the whole program [7]. After determining the
types of skills and knowledge it was noted that the main focus is on formal and legal side of languages, not functional and communicative side. It is a good example showing parents’ indifference to life problems. Since there is no relation between elementary classes and the following ones, History and Social Communication are not taught. All teaching programs in elementary classes are in close relation with other subjects in terms of its concept rather than forming a base for the next training programs. In elementary education scientific knowledge is not even mentioned, science-fiction is not taught to broaden children’s imagination.

Controversies over taking an exam from students at classes of selective subjects at a higher level make the situation further deteriorated. Educations planners don not consider that they demand to take the same exam from students with different levels of training. Alongside with selective subjects students must also learn regular subjects and must get the same result even though time allocated to the training is different. The objective for selective subjects and the way of using it is not clear yet, because there are no appropriate guidelines for teachers and school directors on the application of selective subjects [2.77].

Basic Training Plan is also available at the secondary education level in Azerbaijan. According to it, 15 and 16 subjects are taught in the 10th and 11th grades, respectively, 24 hours for core subjects and 10 hours for selective ones. As before, all students learn all subjects assigned to these classes and chose the ones that they want. However, there is controversy over correlation between subject groups in the 11th grade and subject groups in the entrance exam. Currently selective subjects are used to reduce the impact of this problem, but confusion and difficulties will exist until selective subject classes and their organization are fully understood by OECD and other developed countries. We need to review once again subject groups and application of selective subjects not only for entering the university, but also for serving the society successfully and effectively. In current training programs objectives (but not all of them are applied or they are somehow limited), list of topics, texts and exam schedule, methodological recommendations for each subject and class are given. However, the curriculum and other documents, which are available on each subject and grade, is being developed by various groups, and therefore there is no link between classes and subjects. This problem has been come across in most documents that were examined. As a result, there is no consistency in curriculum and also not the condition for the systematic formation of knowledge and skills with gradual integration of priorities, overlapping issues, transition from one level to the higher one. Furthermore, with these subjects in the process of
teaching mostly facts are being used, strict rules are applied, but unfortunately there is no concept for improving children's imagination and thinking ability. A system of national curriculum can create excellent conditions for rationalization and strengthening of subjects, topics, learning outcomes, examinations, etc. National curriculum system is not a centralized system (most of the times it is thought so), it is a way for coordinating different parts (including training program) of national curriculum in order to complete and improve the results of the training. This kind of system allows International Non-Governmental Organizations (INGOs) in the field of education and other interested partners to demonstrate what work they can do for achieving future plans. In addition, the system helps the Ministry of Education in monitoring and regulating the work in national curriculum [11].

At present, the content of education and training and the requirements are expressed in modern curricula. Therefore, the management of education and training content requires the evaluation of the curriculum at the same time. The study of curriculum begins with an assessment of needs and analysis of the current situation. This process is necessary for identifying needs-based objectives. Successful evaluation process depends on the correct analysis of the situation and the context.

Azerbaijan inherited developed education system from the former Soviet Union, positive statistical indicators covering all levels of education included it in the list of upper middle income countries and put Azerbaijan ahead of some countries in the post-Soviet region. However, this highly centralized system based on SSR model did not allow Azerbaijani teachers to get involved in the policy and planning of curriculum, and Azerbaijan Ministry of Education only implemented centralized educational policy. After the collapse of the Soviet Union's there is no condition at the local level for development of curriculum policy, formation of a national structure for curriculum, following latest changes to current and completely new curriculum, establishment of systems for determination, application of curriculum at the country level, assessment and monitoring of training on the new curriculum [11].

Existence of such situation can be understood, because inherited education system served the curriculum that was created in Moscow and that is why now there are new challenges such as formation of curriculum policy, project model, implementation method, current evaluation and monitoring. Such significant changes require redesigning and improving structures of enterprises and institutions.
References


