

Review Paper

Human-Centered Approach in New Development Tendencies of Value-Oriented Public Administration: Potential of Education

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ABSTRACT

The main technological areas of improvement through the formation of the best human qualities within the framework of a new humanism which is connected with the promotion of the self-realization of an individual simultaneously in the interests of society and humanity, are proposed. The fact of the primacy of man and his activity in the appearance of threats to the development of mankind is becoming more and more indisputable. In the context of globalization, it makes sense to consider the relevance of the problem of improving human capital in three aspects of the social development of mankind: planetary; national; personal. The technique essence of the formation of the best human qualities in the education system based on the digitization of the educational process at educational institutions with the help of factor-criterion qualimetry from the field of fuzzy mathematics is revealed. It is emphasized that all of the above in its totality determines the New Strategy for the Improvement of Human Capital in the interests of both an individual and society and all of the humanity. This strategy is implemented thanks to the implementation of effective management in the education system by displacing the current culture of administrative pressure (CAP). Its gradual replacement with the system management culture (SMC) according to the final results is carried out through measurements of these results and their interpretation in the form of certain indices. It is positive dynamics of these indices that determines the resulting educational activity.

HIGHLIGHTS

- The main technological areas of improvement through the formation of the best human qualities within the framework of a new humanism which is connected with the promotion of the self-realization of an individual simultaneously in the interests of society and humanity, are proposed.
- In the context of globalization, it makes sense to consider the relevance of the problem of improving human capital in three aspects of the social development of mankind: planetary, national, and personal.

Keywords: Human capital, education, public administration, personnel management in public sector, development of public management

The relevance of the problem of improving human capital is primarily due to the fact that it's its quality and practical implementation that determine the fate of humanity. As the co-founder of the Club of Rome, Aurelio Peccei, writes, "the problem ultimately boils down to human qualities and ways to improve

them... because only through the development of human qualities and human abilities can we achieve

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changes in the entire material-oriented civilization and use all its enormous potential for good purposes (Peccei, 2016).

In the planetary aspect, the solution to the problem lies in two planes: the theoretical one - in the context of determining the essence of the best human qualities in the direction of a certain humanistic ideology – and the technological one. In the latter case, the problem of systematic formation of the best human qualities in students in all countries of the world (at least in civilized democratic countries), with the students' involvement in this process through self-discovery, becomes particularly acute. This is because the world desperately needs the establishment of friendly relations between countries both to eliminate hostile confrontations in the nuclear age (take the aggression of the Russian Federation against Ukraine alone!) and to ensure making joint efforts to remove others threats to the humanity: of climatic, informational, and pandemic nature.

From the national aspect, the solution to the problem of improving human capital is relevant from the point of view of the need to form a cohesive society without social upheavals, focused on social justice, and promote the self-realization of each individual, taking into account the interests of society. This is related to the atmosphere of people's trust in the government, and the government itself is represented, in this case, by people with the best professional and personal qualities and respect for citizens.

In the personal aspect, the relevance of this problem is related to the need of each person to find him/herself (first of all, his/her "related work" through the best professional, personal and social qualities) and the levers of their development. This will contribute to his/her self-realization in all spheres of life, not to the detriment of society (those around him/her), that is, according to the principle: "both for oneself and for people".

Such a three-pronged approach to solving the problem of improving human capital in education requires the unification of different ideas on a single ideological basis within the framework of one system-forming idea and then the substantiation of appropriate educational technologies for the formation of the best human qualities on a specific

fundamental basis, for example, digitalization of the educational process using factor-criterion qualimetry.

LITERATURE REVIEW

Today, the fact of the existence of threats to humanity and of decisive involvement of human activities, which are entirely dependent on the quality of human capital, in their occurrence, is proven. In this context, it is enough to familiarize oneself with studies of prominent public figures in whom the need for transcendence is developed. We mean, for example, those of Bill Gates regarding a climate catastrophe (Gates, 2021), Lee Kuan Yew and Yuval Noah Harari regarding a social catastrophe (Lee, 2016; Harari, 2020), Klaus Schwab and Dagogo Altraide regarding the consequences of scientific and technological progress in general and of the revolution after the invention of the Internet in particular (Schwab, 2017; Alltrade, 2021), Scott Galloway regarding the emergence of the pandemic and the post-pandemic life (Galloway, 2021), and many others.

Of great importance to the understanding of the problem of a planetary scale under consideration are the studies of the Club of Rome, starting from its foundation in 1968. For example, at the anniversary meeting of the club in 2018, it was recognized that "The old world is doomed. A new world is inevitable" At the same time, Anders Wijkman (a co-chairman of the meeting) announced the need to urgently adopt the rules of a new unified planetary harmonious civilization, which would be based not on a political but on a natural and social, spiritual world-view. That is, it is time to use new forms of harmonious lifestyle and spiritual and moral principles of interaction of all social groups of the population. At the same time, it must be done within the framework of one universal system, both in its territorial and conceptual, and ideological format.

Such conclusions have ripened in the Club of Rome at the beginning of its existence. For example, in the late 70s of the last century, Aurelio Peccei has already expressed some fundamental thoughts (Peccei, 2016). One of them related to the fact that, ultimately, the fate of mankind is determined by human qualities and the ways of their improvement. The second opinion was a continuation of the

first one, but already with a bias for a path pointer. In particular, after observing the state of permanent crises of a local and regional nature in relations between countries (let us remember, for example, Russia's military attack on Ukraine), as well as continuous quarrels within countries, Aurelio came to a conclusion that "the only way to save humanity lies through what I call a human revolution - through a new humanism that leads to the development of the best human qualities".

In this case, "new humanism" is considered as caring for each person from the point of view of promoting their self-realization in life in multicultural societies, but necessarily taking into account the interests of other people, society, and even humanity. The latter can happen if people develop the need for transcendence, that is, the idea of oneself as an organic part of the world.

Therefore, fully sharing the results of the Club of Rome research, the authors determined the goal of their own research to the justification the achievement to which this article is devoted. The goal is to reveal the content of innovative technologies for the achievement of a "human revolution" through the improvement of human capital through conscious formation of the best human qualities in the education system in the context of a new humanism.

RESULTS

Let us start with the critical concept of "human capital", which, in the conditions of globalization, dynamic information flows, and new humanism, is spreading and even deepening in a certain way. From the very beginning of the introduction of this concept into economic science, its meaning was reduced to "a set of knowledge, abilities, and skills accumulated by people, which are implemented in practice as a productive labor force for obtaining income: profits for employers and remuneration for the owners of this force".

Over the years, scientists have added the factor of "human health" to this totality, which is indeed a mandatory organic component of human capital. Then it is determined that the productive power of labor significantly increases if a person is aware of his/her "related work" and finds his/her place in the structure of labor activity. Indeed, his/her work potential increases significantly if his/her

professional and personal qualities and abilities of correspond to the position they hold and the functions he/she performs.

But the concept of "human capital" is broader than the concept of labor potential, "drawing" the latter into itself. Therefore, in the conditions of increased globalization and informatization, as well as accelerated scientific and technical progress (which causes the rapid obsolescence of today's relevant knowledge and the need for its constant updating), such a human quality as the ability of a person to replenish the baggage of his/her knowledge on a reflexive basis acquires particular acuteness.

The modern view of "human capital" is not limited to the content and volume of accumulated knowledge and skills, which provide an opportunity to receive a certain income (added value). This concept also includes a particular set of human qualities, which allows, on the one hand, to strengthen this capital (improve it). On the other hand, these qualities help a person to realize him/herself both as a person and as the main productive force of society in the context of personal self-fulfillment (and not only in the labor sphere of life at that).

It remains to be determined which combination of qualities can strengthen and improve human capital while simultaneously promoting the self-fulfillment in various spheres of life of the "owners" of these qualities themselves.

Application of the Best Human Qualities

Bill Gates has proposed a plan to avert a climate catastrophe by eliminating and reducing carbon dioxide emissions to zero by 2050. In this case, recommendations are given on how to act and what to do not only to the governments of all countries, including civilized ones but also to ordinary citizens (Gates, 2021, p. 212). There, he also writes: "I also hope that we will unite for the sake of a plan that overcomes political differences.... Everyone can act as a citizen, as a consumer, as an employee or an employer".

"...For example, as a citizen: everyone can take part in constant pressure on politicians to make appropriate decisions. Therefore, he can make phone calls, write letters, attend meetings and rallies, etc., act at both the local and state level through certain public organizations etc.

As a consumer: reduce emissions of your household by optimizing energy consumption, using solar panels, etc., buying an electric car, signing up for your energy supplier's green tariff program, consuming plant-based protein, etc.

As an employee or employer: set a domestic carbon tax; prioritize low-carbon innovations; be the first to implement them (without waiting for orders from the authorities); participate in the formation and implementation of a relevant political course; contact budget-funded research; help innovators in the early stages of putting their developments into practice, etc. (Gates, 2021, p. 212-218).

According to the plan developed by him, Bill Gates provides many more different recommendations in different directions for averting a climate disaster.

But there is one but... everything that Bill Gates talks about can be realized under one condition: a developed need for transcendence and a high (at least the fourth) level of consciousness of the critical mass of the population of all countries. And, obviously, first of all, we are talking about the management elite, which can organize and direct in proper manner scientific and technical progress and the entire education system.

about all of humanity, the best human qualities are also essential to avert social catastrophes, which today is mainly connected with the threat of unleashing a nuclear war by aggressive Russia.

It is characteristic that the gradual advance of civilization due to the deepening of democracy in the process of the struggle for human rights failed to stop two world wars in the 20th century. Moreover, a non-democratic, ambitious leader of great power (V.V. Putin) who started a war in the Center of Europe in the 21st century has appeared. According to its signs, this war can develop into the third-world one.

Why does this happen? There are usually three main reasons for hostilities between countries: territory, resources, and influence as a lust for power of various scales. The last personal human aspect is the critical driver for the transformation of claims into military actions in the presence of a particular psychological mood of the population.

It makes sense to consider this personal aspect in the example of two leaders of aggressor countries, namely Hitler and Putin, to determine the human

essence of modern wars and answer the question: can humanity ideally do without wars and save itself from social catastrophes in the future? By the way, modern wars also bring climate disasters significantly closer.

The first personal factor is the charisma of Hitler and Putin. The first could psychically influence the masses in the process of delivering speeches. In this regard, a remark of Lee Kuan Yew is characteristic: "Arthur Koestler (a British writer and journalist – the authors' note) once aptly remarked that if Hitler's speeches had been written, and not just delivered orally, the Germans would never have started a war..." (Lee, 2016, p. 167).

Putin's charisma is a clear, logical, open presentation of his ideas based on the exaltation of his nation and the humiliation of others. And few people guessed that the initial premises in such a logical chain were wrong.

The second personal factor is excessive ambition (associated with extreme vulnerability) as a result of low self-sufficiency, which requires some compensation by ignoring others and even humiliating them.

In such a case, the formation of despotisms in countries by persecuting dissidents and instilling fear in people with the simultaneous organization of corresponding powerful propaganda (which in Russia under Putin is distinguished by particularly blatant lies) becomes natural. This practice leads to hostile relations with neighboring countries.

Another personal quality of the leaders as mentioned above of aggressive countries is that their conceptual and analytical minds are developed insufficiently. The consequences of this are the weakness of their large-scale thinking with an undeveloped need for transcendence and a low level of consciousness, which is determined by the corresponding level of universal morality.

So, this short analysis of the deep human causes of the appearance of wars already in the period of the spread of modern civilization (the external causes will always be of all sorts) gives a specific clue. For example, if one pays a lot of attention to the formation of the best human qualities in education and constantly diagnoses the dynamics of their presence according to a numerical indicator, then it would be possible to put particular "filters"

on the way to the emergence of dictators at the helm of states. Suppose in this way a “core” of a high level of universal morality and analytical and cognitive activity is formed in each person. In that case, it is unlikely that such fuehrers would succeed in fooling their people through propaganda. In relation to all of humanity, to ward off the threats of the fourth industrial (information) revolution - after the invention of the Internet, there is also a need for the best human qualities. The fact is that the consequences of this revolution can be both positive and negative. And everything will depend on the decisions of people and their qualities that are engaged in implementing innovations in life and whose interests are oriented to the benefit of the citizens or to the satisfaction of their egocentric needs.

Finally, the last thing about all of the humanity and each individual. To remove the threats of pandemics, one should pay attention to one of the best human qualities - good health. To solve this problem, it is necessary to realize that the primary role is not the development of vaccines after the detection of the signs of a pandemic but the prevention of diseases through the immune defenses of people. The primary role is played by immunology and the general indicator of the immune defense of each person. And it is this indicator that should be determined as one of the main guidelines for the activities of teachers with the involvement of students themselves and their parents in the context of promoting the preservation of people’s health and improving human capital.

So, having considered certain nuances of the application of the best human qualities in general in the planetary aspect, let us return to the personal aspect in order to pay serious attention to an innovative strategy of conscious formation of these qualities as the results of educational activities in national education systems.

DISCUSSION

The Technological Essence of a New Strategy of Human Capital Improvement

One of the features of this innovative strategy and the first stage is the identification of key human qualities from the complex of the best ones. This is necessary in order to concentrate the efforts

of all pedagogical personnel on them (with the involvement of the students themselves and their parents) with the aim of their conscious formation in an end-to-end manner at institutions of all levels of education. For example, of the eleven best qualities mentioned above (which are useful for both oneself for one’s self-fulfillment and others for their self-fulfillment, including employers), only two are identified as key ones, and the rest are derived from the key qualities.

We are talking, firstly, about universal morality (UM) and, secondly, about an analytical and cognitive activity (ACA).

With regard to UM, we will try to prove it as follows by answering the question: “What are these based on: humanity based on empathy; reliability; goodwill; tolerance; sociability (not to be confused with talkativeness); politeness; non-conflict; responsibility?”

Deep consideration of this issue will lead us to one thing: the foundation of all these qualities is respect for other people. And it is “respect” that is the essence of universal morality (this “respect”: applies not only to people but also to nature: preservation of fauna and flora, non-pollution of the earth’s surface, as well as the atmosphere and water resources).

Of course, for some time, an egocentric person with a low level of consciousness can pretend to be tolerant, benevolent, polite, humane, etc. But this is only for a specific time, and it usually refers to certain persons on whom something depends. But “life not in one’s body” by itself does not contribute to self-realization and does not bring happiness.

In this sense, such a quality as “responsibility” is interesting. It can be either natural (that is, genetically determined), or instilled by the parents from childhood, or the result of effective management. But in any case, this quality is highly valued primarily by employers in employees as self-respect and to facilitate management.

As for ACA, it is at the basis of such qualities as the presence of relevant professional knowledge and skills, the ability to constantly update this knowledge and these skills, and erudition.

The fact is that a highly developed ACA conditions the person’s assimilation of knowledge and skills at a reflexive level (and not based on memorization), which ensures their creative application and the

internal need for constant updating this knowledge and these skills.

Also, it is the ACA indicator that becomes an indicator of a school's fulfillment of its primary purpose: "teaching children to learn throughout life". The UM indicator serves as a similar indicator of a school's fulfillment of its second mission regarding the socialization of an individual: "teaching children to live together in a multicultural society".

The second feature and, accordingly, the second stage of the formation of this New Strategy for Improving Human Capital is the modernization of the education system in the context of determining the final results of the activities of teachers, students, and their parents, and finally, the educational institutions themselves.

Digitization of the Educational Process Based on Factor-Criterion Qualimetry (FCQ)

In general, each person is an extremely complex biosocial phenomenon that includes many different qualities and character traits and is to some extent a whole microcosm.

But from this set, it is possible to single out the main significant qualities that are critical in the context of influencing the behavior of a person as a social being and a productive force. It is on the diagnosis of these qualities for the purpose of their further development (or inhibition, if they are negative) that the educational activities of teachers should begin to concentrate.

At the same time, traditional methods of diagnosis with the help of qualitative characteristics or quantitative scoring have already proven their inefficiency from the point of view of motivational influence on the self-knowledge and self-improvement of students.

The diagnosis of the best human qualities at EU schools (taking Germany as an example) can serve as evidence of the presence of this inefficiency. There, information about social work and the behavior of students is usually highlighted by diagnosing the following qualities: readiness for learning and achieving success; reliability; independence; readiness for responsibility; readiness to work in a team; the ability not to conflict; compliance with accepted rules; culture of interaction. The diagnosis

is carried out according to the following criteria: pronounced; expressed; partially expressed; weakly expressed (which teachers identify through certain signs). Such cards are provided to students and parents every six months in parallel with the report cards.

But the final result of such a diagnosis is fragile. The absolute majority of the students and parents remain indifferent to such criteria, and the teachers make their observations formally only as reports on the execution of orders from above. That is, it is not possible to achieve the main thing - namely, to "draw" the students into the process of self-discovery and self-improvement.

The situation can change significantly if factor-criterion qualimetry from fuzzy mathematics is used. Then the «pronounced» criterion, for example, as the optimal norm (or a standard, or an ideal) will be equal to 1.0, "expressed" - 0.75, "partially expressed" - 0.50, "weakly expressed" - 0.25... there can be other criteria, and their number can be greater, but the essence is the same: from a maximum of 1.0 to 0.0, if the presence of one or another quality is not observed at all.

In the article, it is not possible to cover in detail the methodology of forming factor-criterion quasi-metric models - FCQMs (this is covered in several works of the authors, but the main thing is different. Thanks to FCQM, it is possible to express the results of diagnosis according to the innovative methodology in an index form (for example, 0.36; 0.45; 0.68, etc.) In this case, there are significant advantages of such a digital interpretation of the results of diagnosing the qualities of students as personality parameters, which is the basis for their purposeful formation with the involvement of adolescent students themselves in this process (Hutsaliuk *et al.* 2020; Oliinyk *et al.* 2021; Semenets-Orlova *et al.* 2021).

Firstly, this purposefulness is determined by the emergence of clear benchmark indices of educators' activities, the positive dynamics of which can be considered as the final results of their educational activities. And this will stimulate creative searches for certain methods to increase these indices.

There is another exciting aspect of digitalizing the educational process on a factor-criterion qualimetric basis. We are talking about an innovative way to

formation at educational institutions (and later at management structures of the educational sector) of effective management, with which the educational sector has never been associated. The critical condition of effective management, according to Peter Drucker is a clear definition of goals and measurement of final results (Drucker, 1994). Until recently, this could not be achieved in education due to the complexity of a person as an object of research and the lack of tools capable of comparative measurement of human qualities as personality parameters. The application of FCQMs means the emergence of such a toolkit, which determines the possibility of using effective management in the education system (Dmytrenko, *et al.* Dmytrenko, 2020), as well as forming a system management culture (SMC) at each educational institution based on final results. The latter is precisely indices of the best human qualities, including, first, the indices of UM (universal morality) and cognitive analytical activity (ACA), as well as others characterizing, for example, a person's suitability for a specific professional activity.

The need to increase the level of development of human capital (HC) is connected with solving problems of various scales: at the planetary level of all humanity); national levels of different states; at the personal level of citizens for successful self-fulfillment of the latter within the framework of a new humanism.

The essence of the New Strategy for Improving Human Capital is specifically related to the formation of the best human qualities in the education system. It includes the justification of the three main areas reflected in the article.

First, the definition of the essence of the best human qualities in the conditions of the modern civilization from the point of view of an organic combination of a person's own self with the interests of other people, society, the humanity.

Second, the development of an innovative technique for the formation of the best human qualities in the education system based on the digitization of the educational process with the help of factor-criterion qualimetry (FCQ) from the field of fuzzy mathematics.

Third, the gradual spread of effective management in the educational field. This is done through

the transition of educational institutions of all levels (starting with preschool) and management structures to a system management culture (SMC) based on final results, displacing the current bureaucratic culture of administrative pressure (CAP) without feedback.

The authors link the continuation of these studies with the development of the New Strategy for the Modernization of Public Administration in Ukraine, which is focused on improving the quality of life of citizens (QLC) in the conditions of modern civilization. The role of a human-centered education system in improving the quality of life of citizens is ultimately extraordinary.

CONCLUSION

The relevance of the problem of improving human capital is covered in three aspects: at the planetary, national, and personal levels. This is connected, first of all, with the need to divert from humanity the threats of climatic, social, and informational catastrophes (as well as pandemics), the occurrence and approach of which depends on human activity. The usefulness of any activity, in turn, determines corresponding human qualities, among which the best ones are singled out. The authors attribute the peculiarity of the latter to two organically interdependent consequences of each person's behavior: in their interests and, at the same time, in the interests of society and even humanity.

In this case, "their own interests" are considered as the satisfaction of a higher need: the need for the individual's self-fulfillment in all spheres of life (but with the obligatory consideration of the interests of other people).

To determine the specific best human qualities, the technique of sociological survey from the standpoint of "consumers" at different levels - personal, national, and planetary - was used. Two essential qualities are singled out from all the best ones, which include analytical and cognitive activity (ACA) and universal morality (UM). The first one ensures the maturity of the need for continuous development through continuous updating and assimilation of knowledge and skills at the reflexive level. The second is the basis for other best human qualities, including humanity, benevolence, loyalty, tolerance (non-conflict), responsibility, ability to work in a team, etc.

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