

FROM THE EDITOR

The most urgent problem in the field of education and science management which determines some specifics of the present period is the problem of the predominance of form over content. The emphasis on administrative strategies and tactics, and the corresponding focus on the continuous improvement of standards and methods for assessing the quality of activities leads to the activity itself becoming secondary to management decisions. It is obvious that the dominance of the administrative vertical is determined by the tendency to eliminate subjectivity from any areas of human activity and move to a situation where each action can be evaluated objectively, i.e. with the help of clearly defined KPIs - key performance indicators. Thanks to this approach, management, as managers believe, turns into a strict science. Since employees are the main factor in achieving goals, the main emphasis falls on motivation. This is expressed by so-called effective contracts, where it is spelled out in detail how and for what an employee can increase his salary. At the same time, the motivation system is believed to be built in such a way that the interests of the organization and the employee coincide, and, therefore, the employee's performance is directly proportional to the organization's performance. Accordingly, it is assumed that there is a directly proportional relationship between the efficiency of work and its quality and the level of wages. In other words, a person in this approach is considered as a homo oeconomicus, i.e., as a being who realizes his interest, expressed in measurable units, in money. Theoretically excellent.

But if we take the spheres of culture, education, and science, then the practice that corresponds to this theory begins to actively reduce the quality, and proportionally increase the growth of reporting. Thus, the transformation of education into a service gradually turns the human relationship between teacher and student into a customer-oriented one, where the subjective factor fades, and the tuition fee only strengthens this point. The respect and trust necessary for a normal learning process is lost, because it cannot be measured. As a result, all participants in the process work on indicators that are becoming more and more numerous, because it is necessary to take into account more and more subtle aspects of subjectivity, yet the level of education is falling.

The same thing happens with science, but in a different way. There is a game - the administration sets more and more refined indicators in order to increase the level of scientific research, and the performers find more and more refined ways to meet these indicators. In this game the most important thing, the very gist of science - curiosity and creativity - is lost. Truth is completely replaced by utility, work specified by administrative necessities and given from above is equated with scientific research, and even surpasses it, since it has a fixed monetary value.

And what about other creative professions? There is no effective contract which can turn the average performer into an outstanding one...

In general, real experience cannot in principle be completely replaced by speculative schemes until the person is transformed into a completely predictable, completely controlled being, devoid of individuality.

