

UDC 378

DANYLYUK Serhiy,

Doctor in Pedagogy, Professor, Chair of Higher School
Pedagogy and Educational Management Department,
Bohdan Khmelnytsky National University at Cherkasy
e-mail: sedan@bigmir.net

SPECIFIC FEATURES OF EDUCATIONAL PROCESS MANAGEMENT AT ESTABLISHMENT OF HIGHER EDUCATION

The article considers the key points of the theory of pedagogical management, which determines the specific features of managing the educational process in institutions of higher education. The essence of the concept "pedagogical management" is also disclosed and its interpretation is offered. The typology of problems of management of educational systems is given. A group of levels in the structure of pedagogical management is singled out. Essential and permanent components of pedagogical systems are characterized. The functions of the manager providing the educational process in institutions of higher education are defined.

Key words: *establishment of higher education; pedagogical management; educational process; pedagogical systems; quality of education; management factors; knowledge management.*

In the modern world, the pedagogical activity extends beyond the boundaries of establishments of education. It acquires active social status and purposefully implements the tasks of raising managers' and executives' educational level aimed at improving the efficiency of state employees' work.

Traditionally, in science, there was the opinion that the basis of the effectiveness of governance in public authorities lies in a manager's, an official's personal and practical experience. At the same time, the actual needs of society dictate new conditions for qualitative characteristics of management activity, the main purpose of which is the implementation of high humanitarian standards of life and achievement of socially significant results.

The theory of pedagogical management, which is a set of principles, methods, organizational forms and technological methods of management by teaching staff training systems aimed at increase of the efficiency of their professional activity and development of personal qualities [1] is recognized by modern researchers as one of the ways of forming a management culture. The art of communicating with people, special management skills and the ability to organize play particular importance in pedagogical management.

Today, the concept of "pedagogical management" can be considered and interpreted as a new social phenomenon, as the organization of education, development, training and formation of the authorities' managerial competence in the system of state management.

The needs of modern social life require the search for new forms of activity, new areas of work, such as pedagogical management of professional activity, as well as pedagogical management in the system of state power. In addition, officials, executives, who work daily in contact with other people, should develop their didactic skills and improve their personal potential.

As the experience of the development of leading organizations and corporations shows, formation of effective management in the application of the theory and practice of pedagogical management allows to orient officials' educational potential not only for mastering of universal knowledge, skills and abilities, but also for development of personality capable of creative applying the acquired knowledge in practical activities, improving their professional culture.

The concept of "management" in Pedagogy began to be used relatively recently. Management is the ability to achieve tasks, using labor, intellect and motives of human behavior. Management is also a function of the type of activity whose content is the management of the subordinates within the organization; management is also an area of knowledge that helps to carry out the management function; management is a way, a way of communicating with people, the power and skill of building relationships of a special kind skills and administrative skills [2].

The process of organization of human, material, financial resources to achieve certain goals is understood under the pedagogical management in the general sense. Management in Pedagogy is

planning, regulation, control, management of pedagogical production, its organization. It's also a set of methods, forms, means of control to achieve the intended goals [1].

Pedagogical management as a science of management of educational systems and processes is the branch of Pedagogy, the subject of which is the organization of management in the field of education and in establishments of education. The sources of management and guidance of educational systems serve modern achievements of science in management, legislation, practice of organization of affairs in establishments of education, management experience in the field of education, historical heritage, etc. As a branch of Pedagogy, being based on its achievements, pedagogical management as theory and practice is associated with a variety of other sciences: General Theory of Management, Economics, Social Psychology, Physiology, Hygiene, etc.

A whole set of various activities, which are aimed at ensuring the effective and sustainable functioning of the educational process in the conditions of modern establishments of education is included in the tasks of management of educational systems as a sphere of competence of pedagogical management. Among them there are such activities as organizational, methodical, didactic, educational, personnel, planning, financial, supplying, informational, image, monitoring, etc. The whole complex of events is the direct content of the activity and the phenomenology of educational reality, which develops into a holistic and orderly process thanks to a specially built management, namely, pedagogical management.

The structure of pedagogical management includes the following levels: 1) management of activities of a pedagogical team; 2) management of a teacher's activity; 3) student's activity management.

Pedagogical reality is a set of hierarchically linked vertical and horizontal systems (the system is a set of elements, between which there are certain relationships). For example, the didactic system is part of the general pedagogical system that we isolate and treat as relatively independent, in order to understand more deeply the processes occurring in it [3].

The system nature of pedagogical processes corresponds to the systemic nature of pedagogical management in basic dimensions.

Vertically, the following systems and their corresponding levels are singled out: the state system of education and upbringing in general (level of state management); regional educational systems (level of regional management); regional (district) networks of establishments of education (regional level of management); establishments of education and the corresponding level of management; divisions of establishments of education and the corresponding level of management.

The following levels of skilled management are noted horizontally: training sessions; independent extracurricular work; a teacher's professionalism, etc.

Separately, the management of pedagogical projects is emphasized. Pedagogical projects are relatively separate areas (activities) performed for a certain purpose. So, at the university level, the following pedagogical projects can be: teachers' scientific research; students' scientific research; training sessions; various educational activities; publishing projects; construction projects; exchanges by students and teachers; exam sessions; holidays; entertainment events.

Among the essential and permanent components of pedagogical systems, the following ones are distinguished:

- goals (meaning) of the system's operation. The main goal is the formation of a free, responsible and creative person ready for life in modern conditions;
 - content filling of processes and sub processes;
 - organization (forms and methods) of the process;
 - participants' motivation in pedagogical processes to achieve high results;
 - products (results) of system operation. It is important to control their quantity and quality.
- Researchers determine the following components of pedagogical management:

- *educational component*, which involves the organization of the process of education and upbringing in its relationship with principles, methods, means and forms of management of the educational process;

- *motivational component* that ensures the goals of the individual participants in the joint labor process;
- *cognitive component* that reflects the interpretation of pedagogical knowledge as methods of developing corporate thinking;
- *activity component* used in scientific pedagogical approaches, educational concepts and human factor;
- *creative component*, according to which pedagogical activity is based on the creative nature of work, the formulation of goals and the development of methods of their achieving;
- *information (conative) component*, which determines information as a subject of pedagogical activity;
- *integrative component* that implements functions of management of educational activity by setting goals and methods of their achieving, developed jointly with the subjects of the educational process [1].

Modern authors state that pedagogical management is a set of principles, methods, organizational forms and technological methods of managing the educational process, aimed at increasing its efficiency. From the positions of pedagogical management Yu. A. Konarzhevsky highlights the following management principles: the principle of respect and trust in the person; principle of holistic human look; the principle of cooperation; the principle of social justice; the principle of an individual approach to management; the principle of enrichment of a teacher's work; the principle of personal stimulation; principle of consensus; the principle of collective decision-making; the principle of target harmonization; the principle of horizontal ties; the principle of autonomous management; the principle of constant updating [4].

Functions of a manager providing an educational process at a university are: 1) identifying and finding people who need training (in most countries with a market economy there is no law on compulsory education); 2) selecting the personnel of the necessary qualification, hiring specialists who possess high professional experience; 3) concentrating in one place (universities, classes) subjects of teaching and learning; 4) starting the process and providing it with all necessary means; 5) stimulating, controlling and adjusting the process, achieving the desired quality; 6) receiving resources, allocating them for payment of labor and development of production.

The main tasks of pedagogical management are as follows: setting goals and objectives; process planning; resource support of the process; providing participants' high motivating; control and coordination of the process; analysis of results.

The peculiarity of the sphere of pedagogical management is determined by the nature and nature of educational activity. Training and upbringing is created very much a peculiar product that is not similar to the products of other productions and spheres of activity. The product of a school is a person, because "pedagogical production" is characterized by many features, and management in pedagogical systems has a certain specificity. Management in the field of education and upbringing has a number of following features:

- direct and personally-integrated interaction with all subjects of educational process;
- the need for differentiation and individualization of educational services;
- consumers' desire to receive relatively small volumes of services;
- the dependence of the organization on consumers' behavior;
- problematic (and often impossibility) creation of reserves;
- difficulty in determining quality parameters;
- the need to have the skills to work with consumers;
- difficulty in determining the personnel's effectiveness;
- the presence of a number of local regulators that have a significant impact on the process.

Obviously, the leading role in pedagogical management as an everyday one practice is given to the head of the establishment of education, namely, the philosophy and motivation of the leader on the basis of which he organizes his activities. Consequently, the head of an establishment of education should be the leader in his organization. Turning to the existing experience of managing

establishments of education, it is possible to distinguish five types of leadership necessary the head of an establishment of education, in order for his organization to be considered successful.

Technical Leadership: The leader is successful and recognized in the planning, organization, coordination, budgeting, training schedule. It understands well in school's economic problems.

Human Leadership: The leader is in good contact with people, can support and manage conflicts. Affects the formation of moral foundations and moral values, promotes the development of creativity.

Uses tactics of joint decision-making.

Educational leadership involves leadership success in diagnosing school and teacher problems, assisting in the assessment of teachers (as educators and as subjects). An educational leader has succeeded in developing a curriculum and in structuring the training program. He can participate in the preparation of school teachers.

Symbolic leadership: the leader becomes a symbol of establishments of education, that is, a school (or lyceum, college, university) many know not by name, but by surname of the head. He presides at ceremonies and meetings, knows by the name of the staff and students, attends classes. The pedagogical team and students immediately understand that their leader appreciates what gives them a sense of confidence and purposefulness in their actions. They feel their involvement in the affairs of the school, and their interest is increasing.

Cultural Leadership: A leader in such a school is a kind of "high priest"; he is the main bearer and keeper of the school's culture, its traditions and symbols. He supports the climate, fundamental ideas and common tasks, supervises the transfer of traditions and culture to newcomers. People start believing in school as in the ideological system, they understand that they are members of a strong culture, and this gives them a sense of their own significance and a sense of the importance of their work, that serves as a great stimulus for them.

To successfully ensure a holistic educational process, the head must skillfully combine in themselves and their work different types of leadership, carry experience versatile construction of educational reality as a medium for the full-fledged formation of the personality of the trainees and the effective work of the pedagogical staff.

References

1. Simonov, V. P. (2009). Pedagogical Management. Knowhow in Education. Moscow: Higher Education Publishers, 357 p. (in Rus.).
2. Sitarov, V. A., Smirnov, A. I. (2006). The Culture of Entrepreneurship: Theory and Practice. Moscow, Vologda: Poligrafist Publishers, 192 p. (in Rus.).
3. Bepalko, V. P. (1989). The Components of the Pedagogical Technology. Moscow: Pedagogika, 192 p. (in Rus.).
4. Konarzhevskyy, Yu. A. (2000). Management and School Internal Administration. Moscow: "Pedagogical Search" Center Publishers, 222 p. (in Rus.).

*Одержано редакцією 22.01.2018
Прийнято до публікації 01.02.2018*