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MODERN REQUIREMENTS TO EDUCATIONAL MANAGEMENT

Five main conditions for the transition from the pre-professional era to the era of professionalization and the formation of educational management culture are outlined in the paper: 1) the breakdown of the old centralized system and the need to define new functions for educational authorities at different levels and to establish new relationships between them; 2) the growing movement for the development of education and the lack of experience in managing innovation processes among the majority of educational organizers; 3) the emergence of competition between educational institutions (so far only in cities); 4) instability and poor predictability of the environment in which educational establishments and systems operate; 5) The formation of market relations and the need for active action in the labor market, finance, goods, services to maintain the stable functioning of the education system and its development.

Four most significant shortcomings of organizational management mechanisms are singled out: 1) a low focus of management; 2) current control mechanisms can only provide a delayed reaction; 3) the low efficiency of monitoring the implementation of decisions; 4) the unalterability of the procedures for horizontal coordination of communications between units.

Three main tools of management of a manager in the field of education are also studied: 1) hierarchy of management; 2) culture of management; 3) market relations. At the same time three directions in the training of managers in education are singled out: 1) an increase in the degree of responsibility of the manager for the result of training; 2) a peculiar "democracy" at the level of the educational institution; 3) the improvement of managerial skills at all stages of professional activity.

Four main functions of a manager's activity are highlighted: 1) planning; 2) organization; 3) motivation; 4) control.

Key words: education system; educational management; tools of educational management; a manager's functional duties.

Today, in educational management conditions for the transition from the pre-professional era to the era of professionalization and the formation of

educational management culture are created. Without pretending to be complete, let us outline five such conditions that we consider to be the main ones:

1. The breakdown of the old centralized system and the need to define new functions for educational authorities at different levels and to establish new relationships between them.

2. The growing movement for the development of education and the lack of experience in managing innovation processes among the majority of educational organizers.

3. The emergence of competition between educational institutions (so far only in cities).

4. Instability and poor predictability of the environment in which educational establishments and systems operate.

5. The formation of market relations and the need for active action in the labor market, finance, goods, services to maintain the stable functioning of the education system and its development.

In these conditions, the shortcomings of the existing structures and mechanisms for educational management have become particularly noticeable. The crisis state of the education system was largely due to the fact that it did not have the mechanisms of self-development. In fact, at no level of the system there was any interest in mastering innovations, only the current functioning of educational establishments was financed, and funds for development were not allocated, pedagogical science and practice were loosely related. Therefore, whenever the state of the education system was in sharp contradiction with the requirements of the

state, another reformist campaign began, which, however, did not affect the foundations of the system. Such a policy in the education system could be implemented only with a low, close to stagnation, dynamics of the development of society, and its continuation certainly had no future.

The situation developing in management threatens to render ineffective all the efforts undertaken to reform the Ukrainian education system. The less money, the more carefully you need to think about how to use them more rationally. But for this you need to be able to plan and evaluate your actions well. Whatever wonderful pedagogical innovations have been developed, with poor management one can not hope for their wide and effective development. The more complex the innovation is, the more difficult is the task of managing its spread and development – and the less it has the chances of being accepted by practice. Without the professionalization of educational management on a modern scientific basis, we will again have to "overcome difficulties" that will be created by us. We believe that the experience of over 70 years of unprofessional management is enough to give it up. The development of management should become the priority direction of any educational development program.

What changes in educational management are necessary to ensure that it meets not only today's, but, more importantly, tomorrow's requirements for it?

Reflecting the peculiarities of the transition period experienced by our society, the educational management is in the intermediate stage of its development and, as it was already noted, retains a number of significant shortcomings in the past. According to the general management theory, in unstable conditions with hardly predictable changes, only flexible (or, as they are also called, organic) governance structures can be effective. However, the management structures that operate today at all levels of the education system are built according to a linear-functional principle, which means that they are rigid in type and can work well only under stable conditions.

Organizational management mechanisms do not meet modern requirements either. Even with regard to the management of the

functioning processes, they have a number of shortcomings, four of which we identify as the most significant.

The first one is a low focus of management. State standards for the quality of education are still being developed, the social order for education is not defined, therefore the aims of education are vague, and pedagogical staff of educational establishments do not have clear guidelines. As indefinitely as for educational processes, benchmarks have also been established for supporting processes, since many standards for the provision of educational establishments with the necessary means and resources, as well as the norms for spending resources, and social and hygienic standards that take into account the specifics of the territories have not been developed.

The second drawback is that in terms of its design, the current control mechanisms can only provide a delayed reaction, including when the situation becomes so acute that it is impossible to make a decision, that is, they implement a reactive type of control. (In contrast, there is a control that is called prognostic or advanced). The delay in making decisions today is most noticeable in the management of the supporting processes, especially the program-methodological, personnel and logistical support.

The third disadvantage is the low efficiency of monitoring the implementation of decisions. The control is carried out according to the traditional scheme, and in its sphere only the most important decisions fall.

The fourth drawback is the unalterability of the procedures for horizontal coordination of communications between units. With the existing distribution of responsibilities, the interests of the educational system or the establishment as a whole are represented only by the head of the relevant management body, and the main burden of ensuring the integration of the efforts of different functional units lies on his shoulders. The top level of leadership is an overloaded solution to the tasks of internal coordination.

Mechanisms for managing the development of education are in the stage of formation and debugging. This is affected by the narrowness of the development management functions that

were implemented in the recent past, and, as a result, the limited experience of management personnel and the lack of ownership of the methods necessary to implement these functions. The uncoordinated nature of the actions of various divisions of the management bodies in solving development management tasks is largely due to the inflexibility of the existing organizational structures.

Alongside with increasing of its focus, systemic character and flexibility the development management requires the expansion of public participation, especially pedagogical, in determining the prospects for the development of education and the examination of development programs. Meanwhile it is still insignificant and in many ways formally Strengthening of democratic principles in governance is one of the most important tasks, the solution of which requires special attention.

Proceeding from the above mentioned understanding of the shortcomings in educational management, there are the following main directions of its development:

- strengthening the orientation towards development;
- increase of focus, systemic character and flexibility of management;
- transition from reactive to advanced control;
- democratization of management.

The development of the system of educational management requires the rejection of the principles of classical theory and the transition to professional management, based on a modern theoretical basis.

Education management in Ukraine is on the threshold of a new era, the transition to which will require a real, but not a declared change of principal attitudes and the formation of a new administrative culture. Financing of the education system in the country is deteriorating. A similar situation exists with the financing of local education systems. In the emerging economic situation, the types of ways to find sources of financing are important.

The renewal of the educational system is the result of cooperation and multiplying the development potential of all stakeholders in educational activities. The educational system "grows" into the social environment so much that it can outrun its changes and thereby influence the choice

of directions and ways of social development. Then education becomes a social priority, a natural field of social partnership, effective social technology.

The first strategic task of management in the mode of intensive development of the adaptive educational system is the optimization of information, associative, coordination, cooperation ties between educational establishments of various types between themselves, as well as with establishments of science, culture, health, other establishments of social and production spheres, with the family and the public. The criterion of optimization is the equality of options for any student to choose the ascending trajectories of his spiritual, moral, intellectual, physical development and professional development in any situation and at any time.

The second strategic task of management is to harmoniously develop the infrastructure of the educational system: its scientific, methodological, personnel, information, material and technical, financial and economic potentials. The criterion of the coherence of potentials at the stage of intensive development is the satisfaction of the requests of the territorial community for the education and upbringing of children, the protection of their health, the organization of leisure, the growth of employment and the social security of graduates of educational establishments.

The third strategic task is to give the management itself an innovative, prognostic character. This means that in the management cycle the following sequence of steps is implemented, leading to the renewal of the educational system:

1. Diagnosis of the system state and identification of problem fields.
2. Conceptualization and design.
3. Programming activities.
4. Full-scale modeling and model correction.
5. Adapting and replicating the results.

At the same time, the management of the educational system proceeds from realistic development priorities, that is, those tasks that are not only urgent, but can be solved at this stage using cash and resources. The most important task of management is to ensure the organic interaction of the city and regional education systems.

The key element of the strategy of the development of the educational system is to provide each student with a personally

oriented education, a variety of ways and means of obtaining general, professional, additional education, organizing creative work and communication. This means creating a unified educational environment. The development of the educational system consists in a purposeful qualitative change in its status, the emergence of new educational establishments and supporting infrastructures, and the acquisition of new functions by the system.

In the modern education system, global changes are taking place, primarily due to the fact that the traditional presentation of learning outcomes in the form of knowledge and skills fades into the background, while the main thing is the formation of the ability to learn independently, the development of relevant competencies, the achievement of declared educational results. In such an educational paradigm the student from the object of educational activity turns into its subject, he needs to learn how to independently orient himself in the activity of the teaching and choose his own ways of mastering the educational material, form and defend his point of view.

With this approach, the role of the teacher changes, he becomes a mentor, guide, tutor, whose role is to correct the area of the student's immediate development and the level of his progress in the subject. And, accordingly, the role of the leader changes, which requires knowledge of the foundations of management. Thus, the defining concept in education is the concept of "quality of education", its effectiveness, that is, the correspondence of the result of education to the expectations and needs of society, which can only be achieved by organizing the totality of Pedagogy, Psychology, Jurisprudence, Economics, Sociology, etc. in the activity of the head of an educational establishment [1].

At the forefront in the education management and management system at each enterprise, including the establishments providing educational services, it is possible to distinguish these concepts and justify the need for the introduction of education management.

Previously, vocational educational establishments were engaged in the training of management personnel – executors of the bureaucratic system. Changes in the socio-political and economic life of the state have shown that

such a system of management becomes ineffective and today management of the organization requires knowledge of management. This problem has become the subject of numerous studies both in the area of management strategy in general and in the field of education management. The search for new effective management strategies is reflected in the works of scholars who believe that the administrative-command management system of education has outlived itself and the search for innovative forms and methods of management in the sphere of education is necessary [2, p. 15].

Management in education is a specific branch of managerial sciences, which forms the totality of Marketing, Sociology, Psychology, Pedagogy, Management, but not limited to it, but has its own laws and its specifics. The manager in the field of education must consciously use the three main tools of management [3]:

1. Hierarchy of management, that is, a clear understanding of the entire structure of the management system of education, while allowing to influence the subordinate from above by means of stimulation, motivation, planning and control, etc.

2. Culture of management, that is, awareness and use of value systems, peculiarities of behavior and social norms recognized by the collective and society as a whole.

3. Market relations that determine the balance of interests of the buyer and seller.

New requirements for the quality and efficiency of education require from the head specialized management activities, which involve making such complex, unconventional, innovative management decisions, on which the successful functioning of the school depends. Modernization of the education system as a whole gradually leads to the fact that three directions in the training of managers in education are becoming the leading ones: firstly, an increase in the degree of responsibility of the manager for the result of training, and secondly, a peculiar "democracy" at the level of the educational institution, when more participants are involved in the process of adoption the decision, and thirdly, the improvement of managerial skills at all stages of professional activity [4]. An example of this situation is that the director of a modern school, first of all, is not so much a leader as a competent entrepreneur who is

looking for funds to raise the material and technical level of an educational establishment; a lawyer who understands the intricacies of both the labor relations of his subordinates, and generally understands the extensive legal and regulatory framework of modern education; a psychologist who can motivate his subordinates to perform a task that is part of an entire strategic plan for the development of an educational establishment; an accountant focused on the financial flows associated with the activities of his organization. This is not a complete list of social and professional roles that are compelled to be executed by the leader. The variety of these roles is the main framework of the manager: management is an administrative, bureaucratic, subject-object relationship in which a specific goal is defined and the ways of its achievement are determined. The most modern concept of "management" came from the English *to manage*, which meant literally "to circle horses", which required certain skills and abilities, on the one hand, and specific knowledge - on the other. Thus, management provides integration of the external environment and internal resources, linking production and economic processes and strengthening the competitiveness of an institution [5].

The manager's activity consists in the fulfillment of four main functions on which any management decision is based: planning, organization, motivation, control [5].

Fundamental is the planning function, that is, the definition of both strategic and current goals and the tasks arising therefrom. Target setting is based on a comprehensive analysis of the current situation and, figuratively speaking, defines "what we want to achieve and what needs to be done." Planning is not one-time, it is a continuous process of formulating new goals in connection with the achievement of already established and changed circumstances, as well as finding the most effective methods and forms for achieving the goal. For school education it is the achievement of that model of the graduate, which is designated in the state standard and is a strategic goal, and methods of its achievement presuppose the solution of many related tasks: the development of curricula and programs, the provision of educational literature, the

organization of the educational process and the maintenance of the livelihoods of the educational organization.

The second function is organizational, which implies implementation of the developed plans and programs, that is creation of such real conditions in which it is possible to achieve the results described in the planning. This function assumes the adoption of a multitude of managerial decisions, as a result of which the main goal is divided into subgoals that are elementary units, the achievement of which is minimally delayed and maximally specified, and the distribution of human and economic resources. Thus, each member of the team receives its line of work, in accordance with which it must provide the result of its activities. The manager exercises control over the performance of individual tasks and assumes all responsibility for the result of the fulfillment of the plan. At school this is the distribution of the academic and after-hour workload, as well as the other functions that accompany the teaching process, between the teachers.

The third function that is performed by the manager is motivational. A good worker is one who does his job with interest. It is aimed at the result, is active. Motivation is called to create this attitude to work, which, in essence, boils down to identifying the needs of employees and meeting such needs. Thus, motivation is built on a system of rewards for achieving the set goal and punishment for violation of production or technological discipline. It allows to achieve the activation of workers for the most effectiveness in achieving the goal. Motivation can be both stimulation (moral and material), and actually motivation, that is, the creation of an inner interest in work and its effectiveness. At school the motivation is manifested both in the distribution of the incentive (bonus) fund, and in the focus of each teacher on the result of his student, although in the end, in most cases, this also amounts to material encouragement.

The fourth function of the manager is control. It is well known that only what will be checked is carried out, therefore the control on the part of the manager allows to estimate first of all the degree of performance of the work as a whole, the degree of achievement of the goal. With a positive result of such an assessment, an analysis of compliance with existing standards follows, with a view to adjusting

further activities, if necessary. The main task of control is to determine the nature and causes of possible errors in order to prevent their recurrence in further work. Control, in fact, comparing the result with the planned, that is, comparing each specific product activity with the standard. In educational organizations, this is, firstly, tracking the issuance of marks, each of which determines the degree of mastering the material, that is, the degree of achievement of the goal, and secondly, various monitoring systems, both external and internal, objectively determining the effectiveness of the learning process.

Thus, a manager's main characteristics in the education system are the ability to manage an educational establishment, using all the variety of social and behavioral roles, the ability to make conscious management decisions on which the future activity of the organization depends, knowledge of the basic functions of management and their use in their activities, ability to most effectively achieve their goals, to correct their work and the work of members of the team. These qualities are necessary in the changed conditions in modern education,

when only the blind following of instructions is not enough to ensure a quality educational process. Based on this, it can be assumed that the management concept should be used in the management of educational organizations.

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