

DISCUSSION ISSUES IN THE MANAGEMENT OF EDUCATIONAL INSTITUTES

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ДИСКУСІЙНІ ПИТАННЯ В УПРАВЛІННІ ЗАКЛАДОМ ОСВІТИ

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The article deals with the peculiarities of the management of an educational institution - in particular, the functions of planning, organization, regulation and management methods, which helps to solve the discussion questions regarding the effective provision of their functioning. Focused attention to the need for managers to have legislation in the management of an educational institution. It is indicated on application of the necessary professional competence of management of educational institutions. It is emphasized that for each discussion question is the mismatch of what is, because it should be. It is determined that there is a need for a correlation between the theory of scientific management, human relations and economic components. It is noted that it is necessary to integrate all the most valuable things that were in the earlier theories, in foreign practice to the modern Ukrainian realities. It is emphasized on the question of the correlation of the goals of the educational institution with the objectives of management.

Key words: *discussion questions, research, methods of study, legal legislation.*

У статті розглядаються особливості управління навчальним закладом – зокрема функціями планування, організації, регулювання та методами управління, що допомагає вирішувати дискусійні питання щодо результативного забезпечення їх функціонування. Зосереджена увага на необхідності керівників володіти законодавством при управлінні навчальним закладом. Зазначено на застосуванні необхідної професійної компетентності управління освітніми закладами. Наголошено на тому, що за кожним дискусійним питанням стоїть невідповідність того, що є, тому, що має бути. Визначено, що існує необхідність співвідношення теорії наукового управління, людських стосунків та економічні складові. Зазначено, що необхідно інтегрувати все найцінніше, що було в більш ранніх теоріях, у зарубіжній практиці до сучасних українських реалій. Наголошено на вирішенні питання співвідношення цілей навчального закладу з цілями управління.

Ключові слова: *дискусійні питання, дослідження, методи вивчення, правове законодавство.*

Modern processes of democratization of society, the formation of Ukraine as an independent state, changes of strategies for reforming education in the conditions of socio-economic, political movements, a permanent process of lawmaking at the state level, solution of the practical issues about ensuring the functioning of educational institutions require their leaders to know the legislation in the management of educational institutions [2].

Philosophical Dictionary gives the following definition of the term "management": "Management - an element, the function of organized systems of various nature (biological, social, technical), which ensures the preservation of their specific structure, the support of the activities, the implementation of their programs and goals."

The management is purposeful and determines the result of the work, and it can be considered the starting point of management of the educational institution. Management purposes of the educational institution are, in their essence, objective, because they are stipulated by the objective laws of the functioning of the educational institution as a complex system. However, the process of setting goals is subjective in that the goals are produced and formulated by people [3].

For a long time, the theory of management of educational institutions in our country has

evolved separately from the global achievements of management. Therefore, further the theoretical foundations development of management of educational institutions is impossible without an analysis of schools, concepts, management theories which are common in different countries [1].

Native and foreign researchers turned to the problem of developing professional competence in managing educational institutions at different levels. The works of K. Vianis-Trofimenko, S. Gaponenko, O. Guria, T. Dobudko, M. Yelkina, N. Kuzmina, O. Lebedev, O. Pometun, M. Potashnik, T. Sushchenko and A. Kozmina are devoted to its formation at the educational institution level. etc. The competence of the principal was studied by O. Atlasov, V. Begey, E. Beketov, V. Bondar [2].

The presence of legal nihilism and infantilism in a significant part of citizens significantly reduces their positive socialization and the quality of the professional activity. These new trends in society increase the importance of such a function of the current principal of the educational institution, as an enhancement of the subordinates' legal culture, their conviction in the need to be guided by legal norms, to have an active civic position and positive legal consciousness.

Consequently, the managerial activity of the principal of the educational institution must be in line with the profound knowledge of modern legislation. In these conditions, the need for continuous legal training of pedagogical and managerial staff of education, regardless of age and seniority of professional activity, is substantially actualized.

The analysis of the status of an educational institution is intended to determine the source base for processing ways of its development. It should stress the strengths and weaknesses of the educational institution and answer the question: what should be changed so that in the future the educational institution could meet the requirements that would be presented to it [7].

The disadvantages of the educational process should also be determined by the contradiction of what is, as it should be, with indication of the degree of this discrepancy. For each problem, many of the disadvantages of the educational process can be identified, which, as a result, in different ways, affect the deviation of the actual results of the educational institution from the necessary ones. The program developers should evaluate expertly the degree of impact of each disadvantage (on the scale: "strongly", "medium" and "weak") and allocate no more than three (in exceptional cases - no more than five) as the main causes of the shortcomings of this result. Thus, the search area of significant problems is narrowed down again [4].

The issues of determining the content, scope and systematization of the necessary legal knowledge, skills, motivational-value orientations, as well as the appropriate diagnostic base for the principals of educational institutions remain controversial.

Most curricula and programs for improving the skills of managers are based on generalized ideas about the required content of their training, with almost no personal needs of managers. Formation of the legal competence is mostly shifted to the background.

One of the leading competencies in the professional activity of the principal of the educational institution is its legal competence, since its formation gives the person the opportunity to easily orient in legal phenomena, to determine the legal causal relationships, to accentuate and distinguish human legal relations with society and the environment, to make justified life and professional decisions and implement them in accordance with the legislative norms [3].

In today's conditions of continuous updating of the normative-legislative base in the field of education, as well as other branches of law closely related to the process of management of educational institutions, the system of postgraduate pedagogical education faces the task of continual improvement and systematization of the required legal knowledge and skills that are a necessary element of the professional competence of managerial staff.

The specifics of the management of the educational institution reflect, more or less, objectively inherent in the management peculiarities, but do not reflect the all their complex: the theory of scientific management, human relations and economic components.

Modern foreign management theories, on the one hand, are trying to overcome the limitations of previous theories, and on the other - to integrate all the most valuable things that were

in earlier theories. This gives to the current theories of management a slightly eclectic character. The native management theory, although based on criticism and denial of Western management theories, is based on a model of management with clearly limited capabilities - the theory of scientific management and administrative management [5].

The reasonableness of the latter theories is confirmed by the majority of publications on management of recent years. The main attention is paid to either the separate functions of the management of the educational institution, either the system of management functions, content, forms and methods of management activities. The emphasis on the study of management functions and various, mainly technological, issues led to the fact that from the field of view of scientists fell out the main thing for the theory of management about the question of the phenomenon nature: effectiveness and organizational management process, achievement of the goals of the educational institution through the implementation of certain functions using management methods.

All this leads to the conclusion that it is necessary to develop a concept of management of an educational institution that would the most complete reflect the essence of this phenomenon and most naturally synthesize the achievements of the native and the foreign theory and practice of management [6].

Extremely important for understanding the essence of management is the interpretation of its goals. Unfortunately, this interpretation, as a rule, is too general in nature: obtaining a given result, solving set tasks, etc. This does not make it possible to get a clear answer to the question: do the goals of the school and the goals of management coincide?

The absence of such an answer substantially influenced the direction of the development of the theory and practice of management in educational institutions in recent decades. In this regard, we note that the purpose of an educational institution in the broadest sense is the development of a pupil or a student through education and studying. It is clear that the result of the work of an educational institution becomes a display in the personality of a pupil or a student [3].

Creation of elements of the target structure of management, clear statement of tasks, attentive attitude to their acceptance by the executives, focused control on maintaining positive motivation - the necessary conditions for effective management of the educational institution.

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CONTINUOUS EDUCATION OF THE PRIMARY SCHOOL TEACHER

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НЕПЕРЕРВНА ОСВІТА ВЧИТЕЛЯ ПОЧАТКОВИХ КЛАСІВ

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The article considers the importance of continuous professional self-education of the primary school teachers, forms of self-education, which help achieve personal and professional growth. It is emphasized on the necessity of systematic improvement of pedagogical skills - the highest level of pedagogical culture of the teacher. The process of development of the primary school teacher's personality in the system of continuous professional self-education is also substantiated. It is proved that self-education is characterized by the individuality, originality and interest of the primary school teacher in his professional growth. The emphasis is on the importance of the school leadership's and primary school teachers' managerial competence.

Key words: *competence, continuous education, pedagogical culture, self-perfection, self-knowledge, self-realization, creativity.*

У статті розглянуто значення неперервної професійної самоосвіти вчителя початкових класів, форми самоосвіти, які допомагають досягнення особистісного і професійного зростання. Наголошено на необхідності системного вдосконалення педагогічної майстерності – вищого рівня педагогічної культури вчителя. Також обґрунтовано процес розвитку особистості вчителя початкових класів у системі неперервної професійної самоосвіти. Доведено, що самоосвіті властива індивідуальність,



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