

*reallocation, and with the change of political status in society. The extreme aggravation boundary of political contradictions leads to political and military conflicts. The peculiarity of such conflicts is that they intertwined all social interests - economic, social, and spiritual-ideological.*

*The different types of societies generate various types of conflicts, where the essential criterion is the level and character of social relationships. Conquest of political authority and its implementation is mainly in the following kinds of political conflict: the constitutional, status and role, conflicts based on available differences in political culture and others.*

***Key words:** political activity, political conflict, conflict, political struggle, types of political conflict, the source of political conflict.*

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## **SOCIALLY-PSYCHOLOGICAL FEATURES OF ORGANIZATIONAL CULTURE OF MANAGERS OF EDUCATIONAL INSTITUTIONS**

*The article is devoted to the analysis of socio-psychological features of the organizational culture of managers of educational institutions. The analysis of modern scientific literature on the problem is presented, structural elements and levels of organizational culture of the educational institution are considered. Features of functioning of organizational culture of educational institutions of different type are revealed.*

***Key words:** organizational culture, levels of manifestation, structure of organizational culture, management activity.*

**Formulation of the problem.** The consequences of reforms, which transform the relationship of state subject, directly affect the activity of educational institutions, whose main task is to train professionals whose scope of knowledge and skills will satisfy the most pressing needs of society.

Effective establishment of the educational process in higher education institutions, the increasing of professional mobility and competitiveness of future professionals in today's job market requires new approaches and criteria for quality preparation of students. Most relevant to the requirements of the system approach in the formation of future professionals is the study of the integral phenomenon as organizational culture of higher educational institution and, above all, the organizational culture of the students as it is an important component. Non-interference in the formation of the organizational culture of the students could affect the operation of the whole university, the image of its graduates, their future professional success. But managing of organizational culture formation of students requires studying of social and psychological factors, as this will provide an opportunity to develop psychologically grounded programs to improve the organizational culture of the students of modern universities.

**Analysis of recent research and publications.** Currently in social and organizational psychology there is best studied the content and structure of the organizational culture of industrial associations and industry (T. Dil, A. Kennedy, C. Michon, W. Ouchi, T. Peters, A. Wilkins, R. Waterman, E. Shane, P. Stern), socio-psychological factors of its formation (D. Bolinger, D. di Stefano, G. Lane, W. Ouchi, D. Hofstede). Studies were mostly related to the definition of the nature of the organizational culture of companies in today's economic environment (S. K. Roshhin, A. V. Kolesnikov, O. G. Tihomirova, O. P. Tihonov), characteristics of influence its individual elements on the organizational effectiveness (O. I. Bojkova, N. E. Goncharova, I. V. Groshev, T. O. Solomanidina), and using of opportunities of organizational culture in human resource management (T. Ju. Bazarov, B. G. Zhalilo, V. O. Pogrebnyak).

Specificity of organizational culture on Ukrainian space defined in the studies of S. V. Baranova, I. O. Blohina, I. I. Snjadanko. Features of the management of organizational culture of companies disclosed in the works L. E. Orban-Lembrik, Ju. G. Semenova, V. V. Tretjachenko, and the importance of organizational culture for the professional development of its members and their professional adaptation demonstrated in studies of N. E. Zvac'ka, L. V. Spicina and others. Relatively recently researchers have started to investigate the features of organizational culture in educational institutions (L. M. Karamushka, Zh. V. Serkis, T. V. Tkach, O. A. Fil'), in particular features of the organizational culture of higher educational institution as an important component of the image of a modern university (Ju. S. Tjunnikov, A. S. Franz), as a tool for management of the organization, as a factor influencing the professional development of students (V. J. Bocheljuk, A. A. Kajbijajnen, G. I. Mal'ceva). Scientists have identified features of the organizational culture of higher education institution and identified the organizational culture of the students as it is an important component. However, the study of social and psychological factors of organizational culture in higher education students left unattended by researchers.

**The purpose of the article** - to determine the socio-psychological characteristics of institution of higher education organizational culture.

**The main material and research results.** The organizational culture of educational institutions has recently become the subject of scientific .The performed theoretical analysis research indicates researchers interest to the issue of the of educational institutions corporate culture.

In collections of scholars there are distinguished such items of scientific search: organizational culture of higher educational institution as a tool to control the behavior of members (L.M. Karamushka), substantive aspects of organizational culture in the process of self-development and adaptation of the subject (N.E. Zavatska), features of the formation of organizational culture in educational institutions (Z.V. Serkis), socio-psychological and organizational and managerial mechanisms of effective organizational culture of higher educational institution (M.V. Iontseva) organizational culture of higher educational institution as a means of organizational development (M.I. Beljaeva), formation of corporate culture in the university district (A.V. Pjatytecka); opportunities of organizational culture to improve adaptation of student to learning) and others [1, 2, 4, 7].

In most of these works the organizational culture of higher educational institution considered as a means of influencing the development of the individuality of student.

The organizational culture of modern educational institution based on the ongoing work aimed not only at the personal and professional updating of the necessary

abilities, training, but also to harmonize itself of and intragroup relations; improving the psychological climate of the organization. Thus, the organizational culture as a factor in the educational environment can be considered as a condition of optimization professional and personal development of all participants in the educational process.

In the last decade, in science there is growing interest in the study of organizational culture institutions. For example, the work of K. Ushakov, who identified specific aspects of the formation of organizational culture in education problem. [9]

The author believes that the organizational culture of educational institutions shall be determined by, firstly, the factors of the environment, such as national identity, traditions and economic realities, the dominant culture in the environment, and secondly, in-house, such as individuality of the head, mission, goals and objectives, qualifications, education, overall level of teachers.

According to S.V. Ivanova, educational environment - is the sphere of reality, in which there broadcast socio-cultural experience occurs. It contains patterns of subjects development that are in a state of conscious, independent and responsible transformation of educational system [5].

According to V. M. Davydov, the main feature of higher vocational education and their organizational culture is the indivisibility of education and training (recent years have shown convincingly a disastrous of "educational vacuum" for quality training of young professionals), which is not limited to extracurricular work but permeates (must permeate) the entire learning process. All kinds of educational work should be directed to the formation of young people a "corporate spirit of" high loyalty to the institution, its achievements and development programs. [3]

Training of personnel and students of organizational culture means the ability to act on your own, relying on established values and norms, concentrate their efforts on creating an atmosphere of forming a strong organizational culture with innovative content.

In addition, an important element of the organizational culture of higher education institution (the university) is the value of scientific activity, and one of the ways to increase the loyalty of students to the organizational culture of the institution is presented to include them in research activities. The component of identification of the higher educational institution as a research center is inadequate among students, and at the same time it is - the strongest source combining the interests of students and faculty.

The higher education institution is an organization, which has all the quality characteristics of the universal organization. The staff and the students of higher educational institutions are the bearers of organizational culture of their institution. On the other hand, the organizational culture of the higher educational institution has its psychological features. Appeal to the institutional approach in the definition of higher educational institution, in particular the university, allowed to treat it as a multi-functional, multi-disciplinary social and cultural Institute, which interacts with the state on a legitimate basis and performs the function of the translation of scientific knowledge and cultural values, as well as the training of professional staff. The choice of the University is a result of its implementation of the most comprehensive range of educational characteristics inherent in the sphere of higher education.

According to the T. Veblen, universities in its development are submitted by the values and the laws of the market survival, the norms of entrepreneurship, adjusted to the requirements of power carrier and depart from the real objectives and values of higher education, thereby laying the foundation of social conflicts in the University community.

In contrast to the industrial enterprises, the result of the work of the higher educational institution has only a symbol of economic profit to the state. The main product of the activity of such an organization - the professional knowledge, abilities and skills of graduates.

Organizational culture of the institution of higher education is not only the object of the projection, but the project basis for the construction of the educational space, including the organization of the educational process, the educational work, the choice of strategies of interaction between teachers with students, forms, methods, technologies of training and education. In addition, the organizational culture defines the role and status of the University in the cultural and educational space of the region.

This principle is also expressed in the duality of the role of organizational culture on the University. As a rule, the organizational culture is a means of improving the competitiveness of the organization product. The organizational culture of the higher educational institution not only serves in this capacity, it is presented in the product itself, in the knowledge and the behavioral norms of the student, who is namely the product of activity of higher educational institution, and the bearer of its organizational culture.

The higher school, as any organization, is systemic and hierarchical. It has the subsystems, which simultaneously act as a part of a single system. Staff and students in subsystems are grouped in accordance to the structure of the organization and with their primary function. In subsystems there are emerging subcultures, not formulated values, informal norms. They are invisible and influence the members of the organization indirectly. Subcultures reflect the diversity of interests of various departments, offices, services. As the types of sub-cultures differ in the degree of coincidence of values of a separate culture with the values of the organizational culture as a whole, so the mechanism of formation and development of organizational culture in the university might look as follows: in the process of its development the youth subcultures in a certain way position themselves from each other, they either isolated, or one subculture is supplanted by another, more powerful, or interact, forging bonds and modified. In this case, the basis of effective formation of the organizational culture in the higher institution is the management of the establishment of contacts between the users of certain subcultures in the youth subculture in General and removal of contradictions between them to achieve a common goal.

Formation and development of the organizational culture of the University is conditioned by the influence of several groups of socio-cultural and socio-economic nature factors. At the same time, the factors may do both indirect and direct influence on the formation and development of the individual elements of organizational culture. As the objective factors influencing the state of the organizational culture of the University and define the values and norms, it can be highlighted the political, economic, legal, and regulatory factors, the value system of society as a whole.

Among the subjective factors influencing the formation and status of organizational culture, you can highlight the socio-demographic characteristics of the teaching staff, their professional experience, personal system of values and system of labour motivation.

A separate group is an objective «internal» factors affecting the organizational culture within each institution. This is first of all the specifics of the university, the history of its formation and development, type of leadership.

Thus, the major characteristics of the organizational culture in the higher educational institution are the experience, special sphere of communication and interaction between people in a single creative and motivational field: everyone works independently and in the same time together. The general case is viewed as its own. In other words, the content of formation of the organizational culture is the activity.

Provided each of the defined earlier signs of the most appropriate is the understanding of the notion of «organizational culture» of the higher educational institution as a process of mutual identification of the subjects and objects of education as a result of perception, learning and implementation of norms and rules of behavior in the process of activity.

Organizational culture of the institution of higher education, providing the organization of the educational process, the educational work, the choice of strategies of interaction between teachers and students, forms, methods, technologies of training and education, is the basis for the construction of the educational space (O. V. Andomin, M. V. Ionceva, T. V. Kirilova, S. V. Lukov etc.).

Therefore, there can be defined the notion of «organizational culture» of the higher educational institution as a process and result of mutual identification of the subjects and objects of education as a result of perception, learning and implementation of the norms and rules of behavior in the process of activity.

The main parameters of analysis allow defining the formation of organizational culture: collectivity, dynamic, emotionality and historicity. Significant changes in each of the parameters can be diagnostic indices of the development of the organizational culture of the higher education institution.

Since organizational culture of the Institute of higher education is a subsystem in the system of culture, it performs identical functions in the Institute of higher professional education. At the level of each individual university the main organizational culture is transformed into a subculture under the influence of subjective and internal organizational factors. All this determines the differences in norms, values and behavioral models as between subcultures of various universities, faculties and departments within the University, and between subcultures of a separate University and the main organizational culture of the Institute of high professional education.

At the same time, there are some external parameters that define a single form of the organizational culture of the Institute of higher education - the legal standards of education, state educational standards, the specificity of the educational institution, the University structure, etc. Analysis of empirical research data shows that the organizational culture of modern universities to a greater extent focused on the interaction with the external environment, than on internal integration.

The reason may be that universities over the past two decades are transformed from closed organizations, in the open, following the requirements of the modern market situation. It cannot be argued that the transformation process has ended, and the organizational culture of the modern universities completely changed. It is a long process, which often meets with resistance on the part of carriers of organizational culture - teachers, most of whom adhere to the values of the organizational culture of the past.

On the one hand, classical public universities are forced to declare entrepreneurial values and go through the development of entrepreneurial organizations, and on the other, they continue to be the bearers and translators of the classical values of higher education.

In fact, the main contradiction arises not only in organizational cultures, but between organizational culture of the Institution of higher education and the main culture.

One more specific feature of the organizational culture of the university as a central element of the entire higher education system is its dual play: on the one hand, the cautious attitude towards innovation and initiative, and on the other, the desire for creative self-development. This relates to the lack of formalization and strict standardization of their daily activities, but at the same time with the presence of a legislative provision on the compulsory further training. Namely the followers of organizational culture are ready to develop themselves, aspire to do this and at the same time resist changes, which come from the outside.

It should be separately noted the significant influence of the history of the University and the personality of the leader of each particular unit of institution in the cultivation of certain norms, values, attitudes, traditions.

Socio-demographic characteristics of the pedagogical community in a sufficient degree of influence on how the perceived and implemented in the activity of those or other organizational values.

The organizational culture of the higher educational institution can be considered as a factor, which integrates the interests of the subjects and objects of education by consolidating certain rules, behavioral intentions, behavioral stereotypes, connected with the activities of and compliance with the norms of its implementation. Organizational culture provides the principle of a team approach, creating a humanistic attitude to each participant of the educational process. In our opinion, in the analysis of the organizational culture of the higher education institution it shall be taken into account, that the staff of the members of the organization unites two quite different groups: employees (faculty, staff of the university, its scientific and production subdivision) and students (listeners, students, post-graduate students). The first component is relatively resistant within the normal staff turnover. The second changes systemically. Updating the student team happens annually (reception - release), and cyclically (in accordance with the terms and form of education). In connection with this, the main problem of formation of organizational culture of the higher educational institution is the integration of the values, traditions of the student's culture.

Thus, we can draw the following conclusions. The organizational culture of the higher educational institution is a process and result of mutual identification of the subjects and objects of education as a result of perception, learning and implementation of norms and rules of behavior in the process of activity. In other words, the organizational culture in the institution of higher education - is the experience, the result of a special communication environment and interaction between people in a single creative and motivational field: everyone works independently and in the same time together. The content of formation of the organizational culture is the activity.

The structure of the organizational culture of higher educational institution is divided into three levels: social (geographical location, the building view, symbols, public relations and image of the organization, the quality of services or products, national characteristics of a culture), organizational (appearance of workers, equipment, facilities, means of work, organizational climate, communication processes, codes of conduct, mission and goals of the organization) and personal (the procedures of admission and leaving of the organization, the system of rewards and sanctions, the motivation of activity,

collectivist identity, values). This corresponds to the universal characteristics of the organization.

Organizational culture of the university has specific differences from other organizational cultures. Typically, organizational culture serves as a means of improving the competitiveness of the organization product. The organizational culture of higher educational institution not only acts in such a way - it is represented in the product, namely in the knowledge and behavioral norms of students, who is both a product of the university, and the bearer of its organizational culture. Another specific feature of the organizational culture of the university as the central link of the entire higher education system is its dual recreate: on the one hand, the cautious attitude to innovation and initiative, and on the other - the desire for creative self.

Formation of the organizational culture of higher educational institution includes work in two main areas - with a team of professionals and staff with students who, because of their specific characteristics are usually separated from the other staff of the organization. The relative stability of the staff workers of the educational institution makes the process of organizational culture consistent, stable and relatively moderate. Keeping the team of students evaluation system as the main form of interaction between teachers and students, the natural activity of the student community and its dynamics - all this and some other characteristics render the issue of organizational culture among students at the forefront of attention.

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**Федоров А.Ю.**

**Соціально-психологічні особливості організаційної культури управлінців закладів освіти**

*Стаття присвячена аналізу соціально-психологічних особливостей організаційної культури управлінців закладів освіти. Представлено аналіз сучасної наукової літератури з проблеми, розглянуті структурні елементи і рівні організаційної культури освітньої установи. Розкрито особливості функціонування організаційної культури освітніх установ різного типу.*

**Ключові слова:** організаційна культура, рівні прояву, структура організаційної культури, управлінська діяльність.

**Федоров А.Ю.**

**Социально-психологические особенности организационной культуры управленцев учреждений образования**

*Статья посвящена анализу социально-психологических особенностей организационной культуры управленцев учреждений образования. Представлен анализ современной научной литературы по проблеме, рассмотрены структурные элементы и уровни организационной культуры образовательного учреждения. Раскрыты особенности функционирования организационной культуры образовательных учреждений разного типа.*

**Ключевые слова:** организационная культура, уровни проявления, структура организационной культуры, управленческая деятельность.

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**ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РЕАЛИЗАЦИИ ДУХОВНЫХ ЦЕННОСТЕЙ У ЛИЦ С РАЗЛИЧНЫМ УРОВНЕМ СУБЪЕКТИВНОГО БЛАГОПОЛУЧИЯ**