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UDC 37.07:37.091.2 DOI: <https://doi.org/10.33216/2219-2654-2019-50-3-2-55-64>

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PROBLEMS OF MANAGING INTERACTIONS OF GENERAL EDUCATION INSTITUTIONS WITH HIGHER EDUCATION INSTITUTIONS

The article is dedicated to solving the complex problem of managing interaction between secondary and higher education institutions. The scientific approaches to studying the problem of interaction between secondary and higher education institutions in domestic and foreign studies are analyzed, the essential characteristics of the interaction management of secondary and higher educational institutions are determined, the criteria, indicators and the levels of effectiveness of interaction management of general education are determined.

Studying the theoretical foundations of management of educational institutions and methodological approaches to the development of education and management of pedagogical systems made it possible to conclude that it is advisable to use a systematic, synergetic, optimization, activity, functional, functional to study the

essence of managing the interaction between secondary and higher education institutions. The results of practical implementation of the developed technology of interaction management of secondary and higher education institutions, which is based on the management principles of mutual responsibility, coordination, awareness, flexibility, professional competence of the management subjects; contains target, content, functional and accompanying components; provided with an optimal control and diagnostic complex. On the basis of generalization of the obtained data, the socio-psychological factors that significantly influence the effectiveness of the interaction management of general and higher education institutions were identified: objective (peculiarities of economic development and functioning of the education system as a social branch; rigid administrative structure of levels of management of educational institutions; insufficient bases; governing the activities of subjects of interaction management of secondary and higher education institutions) and subjective (relation to equator schools to implement interaction, motivation of teaching staff to active interaction in the position of the subject of general and higher education institutions, students lack interest in the particular field of professional knowledge and as a consequence - low mobilization readiness conscious professional choice).

Key words: *management psychology, interaction, control subjects, interaction management technology, socio-psychological factors, performance criteria.*

Introduction. The characteristic feature of the national education system today is the tendency towards globalization, which is a factor of qualitative changes in all spheres of life of society. The highest value of the development of social systems is proclaimed highly educated person, in view of the fact that transformational processes in society put new tasks before the modern education system, necessitate the search for new forms and methods for interaction between educational institutions, which should provide consistent and continuous education (Karamushka, 2000).

Increasing interest in continuing education has necessitated a rethinking of the "lifelong learning" paradigm. Its replacement with a new one - "lifelong learning" - is impossible without corresponding changes in the educational process. Defined in the National Doctrine of Development of Education of Ukraine in the XXI century. the principles of continuing education emphasize the need to ensure "continuity of content and coordination of educational activities at different levels of education, which function as a continuation of previous ones and provide for the preparation of persons for the possible transition to the next stages" (Kirichenko, 2001). And this, in turn, actualizes the special role of interconnections between schools and requires new approaches to the study and understanding of the totality of conditions that should ensure the integrity of the educational process. The development of such approaches

should be based on the coordination and cooperation of relevant social institutions and organizations at all levels. In this context, the issues related to finding new opportunities for interaction between general and higher education institutions focused on partnership in the development of leading principles of joint activity, which would provide the main principles of modern education, are of particular importance and continuity.

Analysis of research and publications. The main focus of scientists today is the theoretical and methodological problems of continuing education in the link "school - university"; ways of ensuring continuity in the independent work of students and students (O. Moroz), as well as in the content of profile and vocational training; pre-professional training of high school students and entrants; formation of high school students' readiness for professional self-determination (Kolominsky, 1996).

At the same time, the problem of managing the interaction of two such socially significant institutions, such as general and higher education institutions, requires a comprehensive and purposeful solution, which necessitates the appeal to leading positions in management psychology, pedagogical management, and theory of management of educational systems (Hrikov, 2006).

In recent years, there has been a noticeable interest in the problems of managing the interaction of educational institutions, ensuring the continuity of the pedagogical process, in particular: developing mechanisms of public administration of continuing education in Ukraine (V. Ostapchuk); issues of state management of regional complex of continuous education are considered (I. Medvedev); psychological features of integration of secondary and higher schools (T. Tkach), as well as features of school management in the educational system "school - university" (A. Nashemuk) are covered. Some aspects of organization of interaction of general and higher educational institutions are developed: continuity of profile preparation (M. Didovik, L. Tyutyun) and forms of education (V. Petrenko); formation of teachers' readiness for continuity of education (K. Gnezdilov) pre-vocational training of students (N. Muranova); development of students' research activity in the system of continuous education (O. Yefimov); psychological features of professional adaptation of students (Z. Guchapshev) and first-year students (Y. Bohonkova); monitoring of students' knowledge (O. Komkova); coherence of educational programs as a condition of continuity of educational standards in the system "school - university" (L. Okulov).

At the same time, the analysis of a wide range of research on the interaction of educational institutions showed that the psychological and pedagogical problems of managing the interaction of general and higher education institutions were not the subject of separate research.

The purpose of this article is to investigate the essential characteristics of the interaction management of general and higher education institutions; substantiation of

criteria, indicators and levels of management effectiveness; defining the functions of the subjects of interaction management of general and higher education institutions.

Outline of the main research material. The problem of managing the interaction of educational institutions (NZ) in general and general (NZZ) and higher (higher education) educational institutions in particular belongs to the inter-scientific problems of modern psychological and pedagogical science, it is solved at the normative, theoretical, methodological and practical levels.

The analysis and systematization of normative and instructional documents on the problem of research have made it clear that the current normative documents regulating the interaction of general and higher education institutions on providing and developing the system of continuous education in Ukraine are: the laws of Ukraine "On education", "About Higher Education", "About General Secondary Education"; provisions "On educational-qualification levels (step-by-step education)", "On organization of educational process in higher educational establishments", "On general educational institution". These documents define the structure of lifelong education in Ukraine, educational and qualification levels, regulate the continuity of educational programs achieved through "a system of organizational and didactic measures aimed at implementing the content of education at a particular educational or qualification level in accordance with state education standards".

The analysis and generalization of practical experience of cooperation of general and higher educational institutions showed that the main areas of their interaction are educational-methodical, scientific-methodical and vocational, which ensure the continuity and continuity of general secondary and higher educational levels in specialized subjects and implement Universities create conditions for the general spiritual and cultural development of the student's personality.

At the same time, the problem of managing the interaction between secondary and higher education institutions has not been properly understood in theoretical and experimental studies of scientists.

Studying the theoretical foundations of management of educational institutions and methodological approaches to the development of education and management of pedagogical systems made it possible to conclude that it is advisable to use a systematic, synergetic, optimization, activity, functional, functional to study the essence of managing the interaction between secondary and higher education institutions.

Based on different approaches to understanding the essence of socio-pedagogical systems, we determine that the interaction of secondary and higher education institutions should be considered as a systematic process that takes into account the integrative qualities of social systems of open type and which is characterized by a set of interrelated forms and methods of work of sub ' elements of

the pedagogical process that determine the integrity, continuity and continuity of the educational process in the link "ZNZ - HEI". Based on this, the leading concept of the study "interaction management of secondary and higher education institutions" is defined as a specific activity of management entities aimed at ensuring the continuous nature of education in the system "HEI - HEI", which allows to obtain a qualitatively new social result of the graduate elementary education with the key competences that will serve as a prerequisite for the training of a competitive specialist.

This understanding of the interaction management of general and higher education institutions gives grounds for identifying the subjects of management of this interaction (director of ZNZ and his deputies, pedagogical council of ZNZ, heads of methodological associations, teachers; rector of universities and vice-rectors, academic council of universities, deans of faculties, faculties heads of scientific-methodological commissions, teachers) and their functions (information-analytical, motivational-target, planning-prognostic, organizational-executive, control-diagnostic, regulatory-corrective), in which the purpose, content, directions and forms of interaction of pedagogical collectives and structural units of secondary and higher education institutions are analyzed.

Studying the problem of evaluating the effectiveness of the pedagogical system, carried out on the basis of applied systems theory, management theory, social psychology, pedagogical management and approaches to the definition of a criterion base, allowed us to identify four criteria groups with appropriate indicators (P) to evaluate the effectiveness of interaction management and interaction of educational institutions: substantive criteria (F1) of conceptual and methodological (K1), normative (K2) security and criterion of integrity of reality tied in the content of education objectives of joint activities of general and higher education (K3) resource criteria (F2) organizational and technical criteria (K4); personnel (K5) and logistical (K6) security; performance criteria (F3) that determine current (K7), final (K8) and remote performance (K9); social effect criteria (F4) criteria for prestige of ZNZ (K10) and high school (K11) in society.

Depending on the degree of expression of the above criteria, five levels of interaction management effectiveness were distinguished (high, sufficient, medium, low and unsatisfactory) and their qualitative psychological and pedagogical characteristics were determined.

Thanks to a well-defined sequence of steps aimed at achieving the intended goal, the technology is guaranteed to achieve results with predefined quantitative and qualitative indicators.

An empirical study to test the interaction management technology of general and higher education institutions was carried out in three stages: ascertaining, formative and controlling.

The statement stage of the experiment was devoted to a comprehensive study of the current state of interaction management of secondary and higher education institutions by certain criteria and indicators. The implementation of this phase of the research required the development of an appropriate control and diagnostic complex (monitoring system), which included questionnaires, sociological surveys, interviews, included observations, analysis of ND documentation, method of expert assessments, etc. Delphi experimentally determined the following rating scale: $0 < F_{zag} < 0.45$ - unsatisfactory, $0.46 < F_{zag} < 0.65$ - low, $0.66 < F_{zag} < 0.8$ - average, $0.81 < F_{zag} < 0.90$ - sufficient, $0.91 < K < 1.0$ - high. This made it possible to conclude that the current state of management of interaction between secondary and higher education institutions in many indicators does not correspond to the desired level of effectiveness. This is especially true for indicators such as meaningful ($F1 = 0.12$) and resource ($F2 = 0.38$) criteria. Among the group of effective criteria ($F3 = 0.63$), the following indicators were unsatisfactory and low: the level of formation of a professional constituent of a graduate of the ZNZ ($P18 = 0.46$); the number of university graduates actually employed in the relevant profession ($P23 = 0.28$); students have a positive professional motivation, ie the desire to work in their chosen profession ($P23 = 0.49$). In the group of social effect criteria ($F4 = 0.57$), the indicators were unsatisfactory: availability of contracts with higher educational establishments on cooperation ($P27 = 0.12$), employers' perception of the quality of education at universities ($P30 = 0.3$), cooperation between higher education institutions and companies-employers ($P32 = 0.36$).

The purpose of the design phase of the experiment was to introduce interaction management technology into the pedagogical process of secondary and higher education institutions.

At the diagnostic and prognostic stage, the implementation of the target component of technology interaction management of secondary and higher education institutions, which required the solution of the following tasks: to diagnose the resource base of educational institutions, to predict the effectiveness of the process of interaction management, to determine the goals and directions of joint activities of general education. To address them, a set of measures was carried out, which included: studying the educational environment in which the educational institutions operate and analyzing their activity; Allocation of blocks of opportunities of educational institutions (financial, material, personnel) to form a personal competent graduate student as a prerequisite for the success of his further professional education; forecasting trends in the development of collaborative activities in the form of goals and areas of engagement. The result of solving this stage was the formulation of a common strategy for interaction between secondary and higher education institutions; development of perspective plans for organization of joint activity of educational

institutions; creating a system of criteria to determine the effectiveness of the engagement management process.

The organizational and practical stage was aimed at the implementation of substantive and functional support components, which envisaged the solution of tasks for the division of powers and responsibilities of the subjects of interaction; organization of joint activity of educational institutions and subjects of management; own activity of secondary and higher education institutions in the implementation of the areas of interaction identified at the previous stage: educational, educational, vocational, scientific, methodological and personnel. The "Regulations on the Organization of the Educational and Educational Process in the Educational and Scientific Complex" HEI - HEIs ", " Agreement on Cooperation between HEIs and HEIs "were elaborated, which defined the structure of management of the complex (administrative and collegial governing bodies), powers of the subjects of management, the order of organization of educational work, conditions of creation and liquidation of the complex. As an innovative element in the model of managing the interaction of secondary and higher educational institutions was included a collegiate entity of the Board of Directors of educational institutions, which is responsible for ensuring a continuous educational process in the link of ZNZ - HEIs and the implementation of relevant areas of joint activity. Forms and methods of interaction were identified for each specific area and responsible management and direct contractors were appointed.

During the evaluation and correction phase, the effectiveness of the interaction management of secondary and higher education institutions was diagnosed and analyzed, the activity of all subsystems of educational institutions was evaluated, the dynamics of the competency formation of the graduate of the general educational institution were monitored, and the shortcomings in the management were eliminated.

Effective management of interaction between general and higher education institutions was ensured by the following psychological and pedagogical conditions: coherence and coordination of vertical (administrative subjects of management) and horizontal (collegial subjects of communication); efficiency of managerial influence on subsystems; timely receipt of management information; predictability of the results of joint activities of the entities.

The final verification of the developed interaction management technology of secondary and higher education institutions, which was carried out at the control stage of the experiment, showed an increase in the level of interaction management in the experimental NZ across all the criteria groups.

Водночас, порівняння результатів початкової та підсумкової діагностик рівня ефективності управління взаємодією в контрольних навчальних закладах продемонструвало відсутність вагомих змін.

The justification of the reliability of the obtained indicators was carried out using the methods of mathematical statistics.

Conclusions. On the basis of generalization of the obtained data, the socio-psychological factors that significantly influence the effectiveness of the interaction management of general and higher education institutions were identified: objective (peculiarities of economic development and functioning of the education system as a social branch; rigid administrative structure of levels of management of educational institutions; insufficient bases; governing the activities of subjects of interaction management of secondary and higher education institutions) and subjective (relation to equator schools to implement interaction, motivation of teaching staff to active interaction in the position of the subject of general and higher education institutions, students lack interest in the particular field of professional knowledge and as a consequence - low mobilization readiness conscious professional choice).

The conducted research does not exhaust all the problems of managing interaction between general and higher education institutions. The most promising directions of its further development are the substantiation of the system of knowledge and skills of managerial staff needed for effective management of interaction between general and higher education institutions, as well as conducting longitudinal studies in order to study the dynamics of professional competence development in the field of professional development. management of interaction between general and higher education institutions.

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ПРОБЛЕМИ УПРАВЛІННЯ ВЗАЄМОДІЄЮ ЗАГАЛЬНООСВІТНІХ ЗАКЛАДІВ ІЗ ЗАКЛАДАМИ ВИЩОЇ ОСВІТИ

Статтю присвячено розв'язанню комплексної проблеми управління взаємодією загальноосвітнього та вищого навчальних закладів. Проаналізовано наукові підходи щодо вивчення проблеми взаємодії загальноосвітнього й вищого навчальних закладів у вітчизняних і зарубіжних дослідженнях, визначено сутнісні характеристики управління взаємодією загальноосвітнього та вищого навчальних закладів, розроблено критерії, показники та визначено рівні ефективності управління взаємодією загальноосвітнього та вищого навчальних закладів.

Вивчення теоретичних основ управління навчальними закладами та методологічних підходів до розвитку освіти й управління педагогічними системами дозволило зробити висновок, що для дослідження сутності управління взаємодією загальноосвітніх та вищих навчальних закладів доцільно використовувати системний, синергетичний, оптимізаційний, діяльнісний, функціональний, компетентнісний та особистісно орієнтований підходи. Представлено результати практичної реалізації розробленої технології управління взаємодією загальноосвітнього та вищого навчальних закладів, яка спирається на управлінські принципи взаємної відповідальності, координованості, інформованості, гнучкості, професійної компетентності суб'єктів управління; містить цільовий, змістовний, функціонально-супровідний компоненти; забезпечена оптимальним контрольно-діагностичним комплексом. На підставі узагальнення отриманих даних було визначено соціально-психологічні чинники, що суттєво впливають на ефективність управління взаємодією загальноосвітнього та вищого навчальних закладів: об'єктивні (особливості економічного розвитку та функціонування системи освіти як соціальної галузі; жорстка адміністративна будова рівнів управління закладами освіти; недостатність нормативної бази, що регламентує діяльність суб'єктів управління взаємодією загальноосвітнього та вищого навчальних закладів) та суб'єктивні (ставлення керівників навчальних закладів до здійснення взаємодії; рівень мотивації педагогічних кадрів до активної діяльності в позиції суб'єкта взаємодії загальноосвітнього та вищого навчальних закладів; відсутність в учнів

інтересу до конкретної галузі професійних знань і, як наслідок – низька мобілізаційна готовність до свідомого професійного вибору).

Ключові слова: *психологія управління, взаємодія, суб'єкти управління, технологія управління взаємодією, соціально-психологічні чинники, критерії ефективності.*

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