

UDC 378

A. Marushkevych, Doctor of Sciences (pedagogical), Professor
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

STYLISTIC FEATURES OF MANAGEMENT OF EDUCATIONAL INSTITUTIONS

The concept "style of management" has been explained in this article, there is also characteristic of styles used in managers' practice. There are descriptions of features of such styles of management as authoritarian, democratic, liberal and popular now anonymous, open, initiative, regime subordination, collective and their key elements such as initiative, ability to work with information, defense your thoughts, decision-making, conflict solution, critical analysis. It has been proved the importance of using different styles of management with the aim of providing its effectiveness

Keywords: educational institutions, management, styles of management, efficiency.

Global changes in the education system in Ukraine demand new approaches to the management of educational institutions. Orientation of our country towards democratic transformations, humanization of social relations and the development of market economy require scientific search of new effective mechanisms of management that would affect the quality of human relationships and develop skills to live and navigate in constantly changing world.

Problem of management of educational institutions is the subject of some research in many sciences: philosophy, management, economics, sociology, law, psychology, pedagogy. The term "management" is defined as an element, function of organized systems of different nature (biological, social, technical). These systems ensure the preservation of relevant structures and support the regime of their activity and the implementation of their programs. The term "management" is considered through the methods and activity to meet requirements for quality education.

The awareness of the concept of "management" is very important because in education management is one of the main administration functions, which ensures the process of purposeful influence of the subject (manager) on the object (the social system, which operates under market conditions), in the result of which there is a qualitative change of the object of management and the levels of competitiveness are increasing [2, p.484]. Demands of society to professional qualities of a manager are changing with the development of management. Earlier the main requirement for a manager was the ability to react to changing market situation as quickly as possible. Today, successful specialist is a manager who finds new markets for his institution, actively making changes in them. Carrying out its responsibilities, the manager acts as a leader, innovator etc. In this process it is very important to have pedagogical culture as an integral social individual quality, which implies a certain level of psychological and pedagogical training and personal qualities (pedagogical orientation, moral upbringing, pedagogical tact, language culture etc.) [1, p. 66-70]; synthesis of high professionalism in the internal qualities of a teacher, possession of management methods and culture-creative capabilities. The manager who has pedagogical culture has a well-developed pedagogical thinking and consciousness, has a high creative potential.

The purpose of this publication is characteristic of stylistic features of management of educational institutions, defining main elements for the disclosure of their impact on the effectiveness of manager's work in education.

The task of publication: to reveal stylistic features of management of educational institutions, describing their main elements.

Today education needs such managers who could ensure the development of the institution by their support, preservation of its traditions and moving ahead, creative work in the direction of innovation.

Quality of management in terms of organization of work of collective for achieving goals requires enormous effort of thought, brings to a person specific requirements. Specialists of this level should understand these requirements; develop competence, new feelings and ability to take risks, high efficiency etc. The modern manager must not be indifferent to the team, work with people properly, show originality in decisions. Managers must be aware of the actual state of the educational process in modern educational institutions, have responsibility, initiative and commitment. It is important to take into account manager's style of life which indicates a certain type of behavior, affects the life activity, lets focus attention on motives, forms and orientation of decisions, actions, everyday behavior etc. Lifestyle of a manager influences his style of management, which has important meaning for the successful functioning of any institution. The term "style" lat.stylus <gr. stylos – rod for writing means a thing that help to fulfill something that features a set of unique techniques [6, c. 474], that is a set of individual tools and techniques used by a manager in his activity. Peculiarities of communicative abilities, personal qualities, creative personality, relationships with subordinates are reflected in the style of management. Today there are many definitions of a style of management. Let's consider some of them. N.L. Kolominisky said [5, p.148] that a style of management of education is a system of methods, techniques, tools that prevail in the activity of the manager, and peculiarities of their use. V.A. Singer [7, p.188] justifies his understanding of a style: a style of management – peculiarities of realization of power-manager administrative functions that reflect his perception of subordinates and level of his personal culture. V.M. Shepel [8, p.143] explains the style of the manager as a kind of stereotype of mental symptoms and real actions that are inherent to the individual. The style of work of a manager is a clear manifestation of principles, forms and methods of implementation of management tasks due to which his personal and professional qualities and anthropological training are demonstrated. L.M. Kravchenko [4, p.24] understands the style of work of the manager of education as flexible behavior of the manager according to the staff. This behavior is based on self-organization and self-control and is focused on achieving the objectives of the educational institution. So a style of management is a system of personal means and ways of administrative activity of the manager of education to achieve objectives.

Hence interpretation of stylistic peculiarities of management of educational institution, which are characterized in each individual manager by his capabilities, knowledge, skills, ability to work in a fast-changing circumstances and achieve a certain level of performance. Stylistic peculiarities of management of educational institution influence on the level of development of complex of psychological indicators of value-motivational sphere of staff, efficiency of management, psychological climate among teachers as direct subjects of management and also direction of motivation to learning of students.

Every manager has some stereotypes of management activity. Basic concepts of styles of management proves that the style reflects the established ways of the activity of the manager. It is closely related to its psychological characteristics. Style is not an innate quality, but it is formed during the activity and changing with time.

We are used to distinguish three most common management styles: authoritarian, democratic, liberal. They are used more often by managers. In "pure" form each of them has its own distinctive features.

The authoritarian style is characterized by the fact that all decisions are made by the manager alone. Subordinates are considered as objects of influence, but not equal partners. The structure of power is constructed as an extremely tough, decisions made on the upper floors of hierarchy come down in the form of orders, which are not negotiable and they shall be conclusively performed. Consequently subordinates lose activity, show aggression, lack of confidence in their actions. They are not satisfied with their profession. The managers with the authoritarian management style have high self-esteem and low evaluation of possibilities of subordinates, to which a manager feel mistrust and arrogance.

Democratic management style is opposite to authoritarian one. Decision making is made collectively, not only by managers. The subordinates in decision making are considered as equal partners. They are satisfied with their profession and work, as the realization of their opportunities. In this style lower-level managers very often begin to represent and defend the interests of employees before senior managers, showing initiative, demonstrating the ability to nonstandard solutions. Under such conditions moral climate in collective is getting better, there is a desire to realize their possibilities creatively.

Liberal style essentially means transfer of the manager's initiative to their subordinates. The manager with such style does not show proper interest in quality of subordinates fulfilling tasks given by him, demonstrating his activity, but he controls not decisively, without the system, trying to avoid any innovations. During such managing subordinates slowly lose the motivation to work, seldom show initiative, indifferent to the results of their work etc.

Except described common features of styles of management it can be revealed the essence of some of less popular styles, that are used by modern managers in daily practice. We know of the existence of a "hidden" or "anonymous" style of management. Its sense is that senior management is unknown to lower and middle managers and ordinary employees. This style of management is made by a man who is seen by nobody and who never meets with somebody except their deputies, but his influence is felt in directing activity of the educational institution and achieving results in its functioning. In contrast, there is "open" or "visible" style of management, which is characterized by active communication of a manager with subordinates. There is an executive style of management, which is characterized by a focus of a manager on the official subordination. It is known that there is an initiative style that focuses on a specific case.

Sometimes we can meet style of regime subordination to a manager in which priority is given to the maximization of performance of indices through the implementation of the authority and control of the activities of subordinates. By contrast some managers use such a style of management as "a suburban club", which is manifested in minimum care of production and maximum care of people. Style of "collective" management combines care of production as well as people [3].

Management style is not something constant for a certain manager. Its effectiveness depends on personal capabilities of a manager, knowledge and awareness of methods of stimulation and joining efforts of team members towards achieving the objectives.

There are the following main elements in management as initiative, ability to work with information, defense of your thoughts, decision making, conflict solution, critical analysis of fulfilled assignments. They are essential to ensure effective management. Their realization in management activity can be directed to the care of production and people.

The nature of the combination of care of people and production define the essence of styles of management that are frequently changed by managers. Different circumstances can cause changing of a usual style of management. A manager's style depends on things that can increase or reduce the effectiveness of management. The experience got by a manager in a certain case, helps to increase his contribution to the activity of the educational institution and the quality of education in it. A creative manager can analyze the consequences of a style of management and decide what changes are needed to increase the contribution of each subordinate to the final result of activity of the educational institution.

Today many concepts of styles of management have been formulated. They agree on the fact: style reflects the established ways of a manager's activity and is closely connected with his psychological characteristics of thinking, decision-making.

Most managers believe that the study of a style of management is carried out to determine the negative traits of leadership to improve management activity, relations in the team and, more generally, to improve the management of the educational institution. The competent manager is a person who knows the sphere of management. Managerial competence is a range of issues of management, which expert must know. The values are basis of management.

To make a conclusion it is worth to say that the stylistic features of management of the educational institution are determined by the extent of a manager's delegation of authority to other professionals, involving subordinates in decision-making, level of awareness etc. A clean style of management does not occur or occurs very rarely. The presence of an individual style of a manager speaks on the one hand, about his adaptation to a specific structure, and on the other hand – about maximum possible disclosure of personal opportunities. Analysis of researches of managers' individual styles of management of educational institutions shows that the one who has democratic style of management achieve the best results. However, highly skilled managers, depending on the situation, level of formation of collective, on individual qualities of each subordinate use different styles to manage effectively and achieve high results.

Список використаних джерел

1. Воробьев Н.Е., Суханцева В.К., Иванова Т.В. О педагогической культуре будущего учителя/ Н.Е. Воробьев, В.К. Суханцева, Т.В. Иванова // Педагогика.-1992.- №1-2. – С. 66-70.
2. Енциклопедія освіти/Акад. пед. наук України: головний ред. В.Г. Кремень. – К.: Юрінком Інтер, 2008. – С.484.
3. Григоров А.А., Палюх М.С., Литвин Л.М., Літвінова Т.Д. Основи економічної теорії: політекономічний аспект: Навч. посіб. Для студ. вищих навч. закл. / А.А.Григоров, М.С.Палюх, Л.М.Литвин, Т.Д.Літвінова. – Тернопіль: ТДПУ, 2002. – 304 с.
4. Кравченко Л.М. Стиль роботи менеджера освіти/ Л.М. Кравченко // Педагогіка математики і природознавства. V Всеукраїнське читання, присвячене пам'яті М.В.Остроградського, 24-25 вересня 2001р. Збірник статей. – Полтава: ПОІППО, 2001.– 72 с.
5. Коломінський Н.Л. Психологія менеджменту в освіті (соціально-психологічний аспект). Монографія/ Н.Л. Коломінський. – К.: МА УП, 2000.– 286 с.
6. Словарь иностранных слов. – 14-е изд., испр. – М.: Рус. яз., 1987. – 608 с.

7. Спивак В.А. Корпоративная культура/ В.А. Спивак – СПб: Питер, 2001.–362 с.

8. Шепель В.М. Человек оведческая компетентность менеджера. У пра- вленческая антропология / В.М. Шепель. – М.: Нар. образ-е, 1999. – 432 с.

References

1. Vorobev N.E., Sukhantseva V.K., Yvanova T.V. O pedahohycheskoy kulture budushcheho uchytelya / N.E. Vorobev, V.K. Sukhantseva, T.V. Yvanova // Pedahohyka.-1992.- №1-2. – S. 66-70.

2. Entsyklopediya osvity/Akad. ped. nauk Ukrayiny: holovnyy red. V.H. Kremen. – K.: Yurinkom Inter, 2008. – S.484.

3. Hryhoruk A.A., Palyukh M.S., Lytvyn L.M., Litvinova T.D. Osnovy ekonomichnoyi teorii: politekonomichniy aspekt: Navch. posib. dlya stud. vyshchykh navch. zakl. / A.A.Hryhoruk, M.S.Palyukh, L.M.Lytvyn, T.D.Litvinova. – Ternopil: TDP, 2002. – 304 s.

4. Kravchenko L.M. Styl roboty menedzhera osvity/ L.M. Kravchenko /Pedahohika matematyky i pryrodoznavstva. V vseukrayinski chytannya, prysvyacheni pamyati M.V.Ostrohradskoho, 24-25 veresnya 2001. Zbirnyk statey. – Poltava: POIPPO, 2001.– 72 s.

5. Kolomynskyy N.L. Psykholohiya menedzhmentu v osviti (sotsialno-psykholohichnyy aspekt). Monohrafiya / N.L. Kolomynskyy. – K.: MA UP, 2000.– 286 s.

6. Slovar ynostrannykh slov. – 14-e yzd., yspr. – M.: Rus. yaz.,1987. – 608 s.

7. Spyyvak V.A. Korporativnaya kultura/ V.A. Spyyvak – SPb: Pyter, 2001.–362 s. 8. Shepel V.M. Chelovekovedcheskaya kompetentnost menedzhera. U pravlencheskaya antropohyya / V.M. Shepel. – M.: Nar. obraz-e, 1999. – 432 s.

Надійшла до редколегії 06.10.15

А. Марушкевич, д-р пед. наук, проф.

Київський національний університет імені Тараса Шевченка, Київ, Україна

СТИЛЬОВІ ОСОБЛИВОСТІ УПРАВЛІННЯ НАВЧАЛЬНИМ ЗАКЛАДОМ

У публікації тлумачиться поняття "стиль управління", подається характеристика найбільш застосовуваних стилів у практичній діяльності управлінців. Розкриваються особливості стилів управління та їх головних елементів. Доводиться важливість використання різних стилів управління з метою забезпечення його ефективності.

Ключові слова: навчальні заклади, управління, менеджмент, стилі управління, ефективність.

А. Марушкевич, д-р пед. наук, проф.

Киевский национальный университет имени Тараса Шевченко, Киев, Украина

СТИЛЕВЫЕ ОСОБЕННОСТИ УПРАВЛЕНИЯ УЧЕБНЫМ ЗАВЕДЕНИЕМ

В публикации толкуется смысл понятия "стиль управления", предоставляется характеристика наиболее используемых стилей в практической деятельности управленцев. Раскрываются особенности стилей управления и их основные элементы. Доказывается важность использования разных стилей управления с целью обеспечения его эффективности.

Ключевые слова: учебные заведения, управление, менеджмент, стили управления, эффективность.

Відомості про автора

Марушкевич Алла Адамовна – Україна, м. Київ, доктор педагогічних наук, професор, завідувач кафедри педагогіки факультету психології Київського національного університету імені Тараса Шевченка

Контактна інформація: +38044 521 35 13, e-mail: 7591@ukr.net

Марушкевич Алла Адамовна – Украина, г. Киев, доктор педагогических наук, профессор, заведующая кафедрой педагогической факультета психологии Киевского национального университета имени Тараса Шевченко

Контактная информация: +38044 521 35 13, e-mail: 7591@ukr.net

Marushkevych Alla Adamivna – Ukraine, Kyiv, Doctor of Science (Pedagogics), Professor, Head of Pedagogics Chair of Psychology Department of Taras Shevchenko National University of Kyiv

Contact information: +38044 521 35 13, e-mail: 7591@ukr.net

УДК 377.14

А. Москаленко, канд. пед. наук, доц.

Київський національний університет імені Тараса Шевченка, Київ

ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ УПРАВЛІНЦІВ НАВЧАЛЬНИХ ЗАКЛАДІВ: АНТРОПОЛОГІЧНИЙ ПІДХІД

У статті розглянуто процес формування комунікативної компетентності майбутнього управлінця навчальним закладом. Акцентується увага на антропологічному підході до окресленого процесу. Визначається професійна значущість спілкування, обґрунтовуються умови ефективного педагогічного спілкування: теоретико-методологічні і технологічні основи розвитку вмін педагогічного спілкування; критеріально-ціннісного підходу до діагностики вмін спілкування.

Ключові слова: компетентність, професійна компетентність, формування, антропологічний підхід, управлінці навчальних закладів, спілкування, вміння педагогічного спілкування.

Постановка проблеми. Значення проблеми формування комунікативної компетентності в умовах реформування освіти в цілому і вищої, зокрема, обумовлює необхідність підвищення її рівня в кожного управлінця навчального закладу, оскільки управлінець належить до типу "людина-людина", що поєднує в собі як суб'єкт-об'єктні, так і суб'єкт-суб'єктні відносини, й успіх його діяльності залежить від його здатності організувати свою роботу на основі професійно виваженого, науково обґрунтованого спілкування з суб'єктами сфери взаємодії.

Аналіз доробку вчених. Як показало вивчення наукових джерел, до окремих аспектів цієї проблеми зверталися як зарубіжні, так і вітчизняні просвітители починаючи з античних часів і сучасні дослідники не залишають її позаувагою. Зокрема окреслену проблему не обійшли

увагою Сократ, Платон, Демокрит, Аристотель, Цицерон, Т. Мор, Т. Кампанелла, Дж. Локк, Ж-Ж. Руссо, К. Гельвецій, Д. Дідро, Й. Песталоцці, Ф. Дістерверг, Й. Оуен, І. Галлятовський, І. Гізель, Ф. Прокопович, Г. Сковорода, О. Духнович, К. Ушинський, Б. Грінченко, С. Русова, І. Опенко, А. Макаренко, В. Сухомлинський, І. Зязюн, В. Кан-Калик, О. Киричук, В. Крисько, С. Курганова, О. Леонтьєв, Л. Мітіна, А. Москаленко, С. Мусатов, Л. Савенкова, В. Семиченко, Л. Ситниченко, С. Степанов, С. Шейн Т. Гора та ін.

Аналіз доробку вчених засвідчив, що в останні десятиріччя аспекти спілкування особливо активно вивчаються в різних наукових дисциплінах: філософсько-методологічні підходи до проблеми спілкування досліджували М. Каган, соціологічний аспект спілкування –