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MANAGERIAL ACTIVITY IN A GENERAL EDUCATIONAL INSTITUTION

The article is approaching the problem of managing a general educational institution (also known as secondary, or comprehensive school). It presents the analysis of different generalizations connected with the definition of the concepts of «management» and «managerial activity». Disclosing of the peculiarities and specific features of managing an educational institution is being proposed. The analysis of the principles and structure of managerial activity, its planning, role of control and recommendations for improving the management in the general educational institutions are given.

Key words: management, managerial activity, planning, control, educational institution, management in educational institution, general educational institution, school, personnel, administration.

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*завідувач кафедри освітнього менеджменту та публічного управління
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УПРАВЛІНСЬКА ДІЯЛЬНІСТЬ У ЗАГАЛЬНООСВІТНЬОМУ ЗАКЛАДІ

Стаття присвячена загальним проблемам менеджменту, з якими стикається у своїй повсякденній діяльності керівник загальноосвітнього закладу (середньої школи, закладу загальної середньої освіти). Виділяються характерні риси, притаманні управлінській діяльності. Проаналізовано принципи та структуру управлінської діяльності, а також основні наукові підходи в межах зазначеної проблематики. Відзначено, що специфіка управлінської діяльності зумовлюється тим, що вона є діяльністю другого порядку - тобто сама спрямована на діяльність інших людей. Наголошується, що професійна управлінська діяльність менеджера освіти є у своїй основі акмеологічною. Аналізуються її механічний, адаптивний та партиципаторний різновиди. Презентовано аналіз та узагальнення підходів до концепцій менеджменту та управлінської діяльності, розкриваються їх особливості та специфічні риси в управлінні закладами освіти на основі категорій освітнього менеджменту.

Охарактеризовано низку професійних якостей, які притаманні успішному менеджеру освітньої сфери, узагальнено погляди науковців з цього питання. В залежності від конкретного поєднання професійних (ділових) якостей менеджера освіти, ними зумовлюється і один із можливих стилей управлінської діяльності – авторитарний, демократичний, ліберальний та ліберально-партиципаторний. Піддано аналізу внутрішні та зовнішні умови, в яких

здійснюється управління закладом загальної середньої освіти. Дійдено висновку, що вони великою мірою обумовлюють ступінь ефективності управлінської діяльності.

Підкреслюється роль планування та контролю в успішному управлінні закладом освіти. Наголошено, що сучасна управлінська діяльність у закладі загальної середньої освіти, в умовах реформування цієї сфери, повинна бути спрямована як на учнів, так і на вчителів, бути заснованою на організаційній єдності різних управлінських функцій та відповідати вимогам щодо демократичності. Дані рекомендації щодо покращення управління у загальноосвітньому закладі.

Ключові слова: менеджмент, управлінська діяльність, планування, контроль, освітній заклад, менеджмент в освітньому закладі, загальноосвітній заклад, школа, персонал, адміністрація.

Постановка проблеми. Management in educational sphere has its own specifics and regularities that are inherent only to it. In Ukraine, the study of the problems of managerial activity in education (emphasis on psychological problems) began in the early 70's of the twentieth century. It mainly aimed at: studying the psychological prerequisites for optimizing the leadership of the pedagogical staff of the school and creating a favorable, creative socio-psychological and business climate in it; the influence of the personal qualities of the school principal (director), his style of leadership on cohesiveness and professional capacity of the teaching staff; the quality of the educational process; psychological competence of managers and forms and methods for raising its level; motivation of directors of general educational institutions (secondary schools) to increase the level of management activity, etc. (G. Yelnikova, L. Kalinina, L. Karamushka, N. Kolominskii, S. Moskvichov, G. Polyakova, S. Sysoev, R. Shakurov and others).

Аналіз останніх досліджень. The efforts of many well-known scholars are directed at the study of education management problems: E. Berezniak (features of management of a modern school), V. Bondar (didactic aspects of the managerial activity of the school principal), L. Vaschenko (system of management of innovative processes in the general secondary education of the region), L. Danilenko (socio-pedagogical aspect of the efficiency of management of the general school), O. Elbrecht (adaptive management of the educational process of a secondary school), Y. Konarzhevsky (pedagogical analysis of school management), O. Marmaza (management in education), V. Maslov (theoretical foundations of pedagogical management), L. Orban-Lembrik (acmeological aspects of professional management), V. Pikel'naya (school management and modeling of managerial activities), V. Sukhomlinsky (peculiarities of the professional activity of the school principal), E. Hrykova (management of an educational institution), T. Shamova (management of educational systems in an adaptive school), and others. Most of their works relate to the system of general secondary and postgraduate education.

Currently, there are quite a few publications devoted to the professionalism and professional competence of the manager of a comprehensive educational institution, and ways of improving and improving the effectiveness of his management activities are offered.

Виклад основного матеріалу. Manager of an educational institution is a person who professionally manages the organizational system and the staff of an educational institution within the framework of his duties at different levels of management. The modern manager of the educational institution not only honestly performs his professional duties. He is aimed at the future in his professional activities. His professional (managerial) activity is in its essence acmeological.

The acmeologic activity of the manager is the activity aimed on the improvement and development of his own acmeological abilities and managerial skills in order to increase the effectiveness of management of the organizational system. Managerial activity is a purposeful, self-organized social-psychological system, the unity of interconnected structural and functional components that are associated with solving managerial tasks to achieve the main goals of the organization.

The most significant features of managerial activity are:

1. Supporting in optimal operating mode the control systems that are complex in their elements and heterogeneous in function of objects (target). Effective functioning of management systems is based on: planning, control, correction, adaptation, emotional identification, consolidation.

2. The object of managerial activity is an organization whose hierarchical structure can be one-component and multi-component.

3. There is a constant functional relationship between professional positions, which determines the relationship between people who appear to be the bearers of these positions.

4. Direction for optimization of managerial activity with the help of economic, administrative, psychological, psychotherapeutic and pedagogical influences.

6. Reception, processing information and generating new information in the form of managerial decision.

7. As the main way of presenting information in managerial activities, indicators and means for describing the characteristics of an object of management, functional and causal relationships between its elements, between the object of management and the environment are used.

8. Relating the generated information to other people.

9. Direct involvement of the subject of managerial activities in the performance of his own solution to professional problems [1, p. 23-24].

The main tasks of managerial activity are the following:

- definition of the main goal and objectives tree, formation and corresponding formulation of the strategy of action for achievement of the general goal, formulation of the concept of development and activity of the corresponding organization (educational institution);

- staffing around the general organizational purpose;

- social and professional motivation of personnel for the purposes of the organization and solving problems that arise once or twice depending on the situation;

- formation, maintenance and correction (if necessary) of organizational order in an educational institution, the requirements of which are documented;

- development and implementation of the latest management technologies;

- diagnostics of control for determining the points of maximum and minimum controllability;

- the formulation of managerial decisions and a clear idea of the ways and the course of their implementation;

- implementation of managerial decisions and regulation of this process;
- development and implementation of control system for the implementation of managerial decisions.

Managerial activity may be different in character and content:

- mechanical - influence on subordinates is carried out traditionally using bureaucratic methods;
- adaptive - flexible response to changes in the environment using a variety of innovative methods of managerial activities;
- Participatory - active involvement of employees and their representatives in the processes of development, approval and implementation of managerial decisions.

The specificity of managerial activity is that it is a meta-activity (second-class activity) in its essence - being aimed at organizing the activities of other people. Managerial activity is also specific according to the organizational status of its subject - manager. The duality of this status consists in the fact that the head is simultaneously, on the one hand, a member of the organization, and on the other hand, he stands above it because of his hierarchically higher official position. And the more formal (position) and informal (leader) status of a manager coincide, the more effective the organization works.

Considering the manager of education as a subject of management activity, N. Kolominsky identified groups of abilities that are necessary for the successful management of their functions [2]: diagnostic, predictive, design, organizational, communicative, comparative-assessment, academic, emotional-volitional. Also, the scientist highlights such professional-important qualities of managers-professionals of educational institutions: analytical-synthetic ability (diagnostic ability); imagination abilities, anticipation (prognostic and design abilities); altruism, empathy, reflection (organizational and communicative abilities); criticality of mind, predisposition to comparison (comparative-assessment abilities); flexibility and depth of thinking (gnostic abilities); social vigor, internality, endurance (emotional and volitional abilities). It is the presence of a unique ensemble of such qualities that allows the head of a general educational institution to skillfully perform his or her professional functions.

The second decade of the twenty-first century is coming to an end. New requirements to the modern manager are put forward. If in the twentieth century a diligent and dedicated leader ought to correspond with the social requirements of the society, now it is a matter of competence of a new quality and a higher level, of a professional managerial culture. And at the same time, a paradoxical situation arises when the manager does not possess elementary knowledge about his profession, his duties. This is especially true of the educational sphere.

Professionally important qualities of a manager of the educational institution determine the style of his management. There are three main classical individual styles: authoritarian, democratic and liberal.

The authoritarian leadership style is characterized by the maximum centralization of the power of the leader in his hands. This style corresponds to the subject-object (technocratic) model of the interaction of the manager with subordinates whose essence is the absolute lack of interest to the employee as to personality. Democratic (collegial) style of management corresponds to the subject-subjective (human) model of interaction. The liberal-anarchist style of leadership corresponds to the object-subjective model of the interaction of the manager with subordinates.

In addition to these three main styles, one can distinguish the liberal-permissive (participative) style of leadership, which has the following features: regular meetings of the head with subordinates, openness in relations between the leader and subordinates, the delegation of a number of powers, rights, etc to the subordinates. The role of a manager is reduced to the functions of a consultant, coordinator, organizer, supplier.

Participative style is used, if the manager is confident, has a high educational and creative level, is able to appreciate and use the creative proposals of the subordinates; subordinates have a high level of knowledge, skills, need for creativity, independence, personal growth, interest in work [3]. The model of the interaction of the manager with subordinates is also object-subjective.

The style of the head of the educational institution naturally forms the style of work of the staff of the institution headed by him (a separate structural unit of the institution). Therefore, it is important to develop democratic principles at all levels of the managerial process at an educational institution.

By critically analyzing the factors of productivity of professional activity, the scientists - acmeologists N. Kuzmina, S. Pozharsky and L. Pautova believe that the acmeological factors significantly influence the managerial activity: increasing the productivity of such activity (enthusiasm for it), increasing the quality of joint activity of the employees (professional-personal self-development), increasing the productivity of creative activity (self-realization of creative potential in the activity) [4, p. 178].

The specificity of managerial activity is also determined by the external and internal conditions in its course. Among the external conditions should be distinguished: clearly defined time constraints, constant informational uncertainty, high responsibility for final results and subordinates, unregulated labor, lack of material, financial, information resources, work in extreme and stressful situations, etc. The internal conditions include: simultaneous solving of many tasks, controversy and often uncertainty of regulation requirements, lack of clearly formulated criteria for assessing the effectiveness of activities, diverse subordination of the head to various higher authorities, etc.

The effectiveness of the managerial system is determined by the follows: competence, perspective, completeness and clarity of setting general and specific goals, as well as specifying the tasks of development of a managed level; formation of subordinate joint production interests, goals and actions for the implementation of the tasks set; clarity of organization of the headed collective; completeness and prospects of planning and high level of implementation of the plan, control and adjustment; high professional competence, organization, democracy, tolerance, responsibility for the state of affairs, perseverance [5, p. 518].

According to N. Kolominsky, the essence of educational management is the conscious interaction of the manager with subordinates, partners, their leaders, pupils, parents, representatives of the public, which is aimed at achieving the stated goal. The object of management in education is the process of management of educational institutions. Its effectiveness depends directly on the quality of managerial activity of the manager of a comprehensive institution.

A modern manager in the sphere of education should: perfectly know the structure of the educational system and all processes that occur in it; to be able, from the point of view of the principles of system approach, integrity, development, cumulative to ensure the adoption of optimal managerial decisions, taking into account the specifics of each particular educational system, educational organization. He should be able to focus more and more on future problems. It is a creative, person-

oriented future, which not only can adapt to new conditions and is ready for cooperation, but also is interested in innovations.

Viewing the peculiarities of managerial activity in the conditions of reforming the modern education of Ukraine, as well as the characteristic features of the current state of the system of education management and ways of its further modernization, it is worth to mention that the success of the manager is determined by the presence of such qualities: a broad outlook, a sense of the situation, a creative attitude to work, readiness for change, professional mobility, the desire for cooperation, self-motivation and motivation of personnel to achieve productive results, the ability to predict the results of professional activity (anticipation), ability to take risks, positive attitude not only to work and employees, but also to oneself, logical thinking, ability to act independently, ability to take responsibility for himself, etc. The presence of such a set of qualities determines the ideal model of the manager.

Of course, practice shows that such an ideal is unattainable, but it makes sense to form such an ideal to identify the possibilities for their achievement. And this can be helped by the knowledge and practical consideration of the acme-synergetic grounds for the development of the personality of the professional manager, especially in such an important field as education. Practical formation and development of these qualities are based on the works of F. Genov (peculiarities of the work of managers with the definition of the specifics of the lower and middle levels of management), K. Muzdibayeva (theoretical analysis of responsibility as a psychic phenomenon), M. Savchina (psychology of responsible behavior) etc.

Considering the issue of effective managerial work, we could outline and stress three groups of qualities that must be strictly inherent to the manager as a leader, manager, and organizer: personal (honesty, modesty and justice in respect to others, good physical and mental health, emotional maturity, positive attitude to life and professional work), professional (general and managerial competence; general, technical, economic, legal, informational, psychological, pedagogical culture, high education and creativity, the ability to mobilize in case of emergency, predictability), organizational and business (purposefulness, business activity, discipline and high self-control, high efficiency, communication skills, contact, realism and charisma, tolerance to the weaknesses of subordinates, ability to manage, organize and support the work of the team, be ready for action, risk).

Summing up the analyzed material on the essence of the professional (managerial) activity of the head of a general educational institution, it should be noted that, with all the diversity of its officials, all of them are united by the fact that each function carried out is transformed through its own understanding and attitude towards oneself and others (subordinates, employees, students). Management is a complex multifaceted process of interrelated functions. The structure of management does not remain unchanged, it is characterized by mobility (mobility and changeability).

There are various classifications of management functions. Scientists in the field of management distinguish such functions as: goal-setting and goal-achievement, performed through the nomination of goals-orientations, goals-objectives (plans), goals-systems; administrative; informational and analytical; social prognostic; planning; motivational - stimulating; corrective; regulatory provision of discipline and competence of the personnel; control; socio-psychological; organizational maintenance of the integrity of the organization; improving the quality and efficiency of service activities, etc.

V. Maslov identifies such functions of management in education as: socio-political, cultural-educational, managerial educational, management of the teaching process, administrative, economic and financial, and teaching [6, p.121]. V. Zvereva emphasizes the following components in the activities of the school's director: organizational-pedagogical, educational, public-organizational, instructional, methodical, administrative and administrative, financial and economic. In addition, she defines organizational and pedagogical activity as a cyclical one, which is implemented through four stages - 1) the choice and formulation of the purpose of activity, the choice of means for its implementation; 2) the selection and training of performers, 3) the definition of organizational relationships between them, 4) the evaluation of the results of activities [7, p.80]. Others offer very similar list of managerial functions which usually includes: planning, organization, regulation, adjustment, accounting and control, pedagogical analysis, stimulation.

Functions of management - these are activities that are clearly segregated both on the basis of the time of their implementation, and on managerial tasks. Such functions are related to the tasks of the development of an educational institution, and the functions of the manager are connected both with the tasks of development, and with the current tasks. Managerial functions are fundamental, unchanged types of managerial activities that reflect the overall logic of management. The functions of the manager of the educational institution are related to the current situation, the peculiarities of the educational institution, the peculiarities of the educational paradigm, and they are more variable.

Management of a general educational institution is carried out by its director, who is appointed by a public administration body. His duties are clearly defined in the Provision on the general educational institution, which states that the director ensures the implementation of the state educational policy, disposes of school property and funds in the established procedure, approves the budget and its implementation, concludes agreements, opens accounts in banks, manages loans, issues orders binding on all participants in the educational process, organizes and controls the educational process, is responsible for the quality of the work of the teaching staff, the protection of childhood and work, creates conditions for extracurricular and extracurricular educational work, appoints and dismisses its deputies and pedagogical workers, approves their official duties and rules of the internal order (together with the trade union committee), creates conditions for the creative growth of teaching staff, is responsible for their activities in front of the team of the school, parents, local authorities.

The main functions of the managerial activity of the director of a general educational institution are the pedagogical analysis of the state of the educational process in the school, the planning of the work, the organization of the school's activities, the intra-school control and the regulation of the life of the school team. The cycle of management of the school begins with the pedagogical analysis of work in the previous period and evaluation of its effectiveness, namely: what gave the activity to managers and teachers; what appeared new in the actions of teachers, life classes, students; how carried out work contributed to the education of students of national consciousness and high moral qualities; what mistakes were made by managers; how optimal was the control. The function of pedagogical analysis provides the basis for planning.

Planning is the main point for management, which means designing the educational process and the process of guidance, defining goals and objectives. Organization of internal school management is the next function - it is putting into action the managerial decision, the implementation of the plan in

life. This work consists of choosing the most appropriate forms and methods depending on the timing, arrangement of performers, their business qualities and experience and the provision of guidance.

Control is one of the main means of providing reliable and reliable information about the state of educational work. When conducting the control, it is necessary to observe the relationship and interconnection of forms and time with the content of the educational process, the differentiated approach to objects, the comprehensiveness and depth of coverage of the object of control, systematic and consistent, verification of execution and publicity, the dynamism of forms and methods, involvement in public control.

Висновки. Today we need a deep study of the educational process, the very essence of interaction between teachers and students, diagnosis of levels of activity of students in teaching, work and communication, and provision of timely assistance to the managers of the educational process, making corrections in their activities. And, first of all, the managerial activity in the general educational institution should be aimed at managing not only pupils but also pedagogical personnel, eliminating the causes and consequences of various professional destructions. Democratization in the regulatory process is manifested in the fact that the manager engages teachers and students in collecting and analyzing information about the state of the educational process. Regulation is operative (operational meetings with the director, deputy), thematic (production meetings, pedagogical councils), final (pedagogical council on the results of the academic year, semester, conference). Management functions are organizationally united, the loss of one of the functions negatively affects the management cycle or suspends its execution.

The success of managing a school depends on the position of the director, the style of his work, his competence, and the belief in the need to democratize management. The director-democrat recognizes the need for school councils, tolerates criticism, knows how to conduct a dialogue, does not oppose a team, rely on collective opinion, act deliberately and consistently.

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