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DOI: <https://doi.org/10.24195/2414-4665-2017-6-5>**Yaroslava Dudko,***PhD (Candidate of Pedagogical Sciences), associate professor, doctoral candidate, Department of Pedagogy and Art of Teaching, Bohdan Khmelnytskyi State Pedagogical University of Melitopol, 20, Hetmanska Str., Melitopol, Ukraine*

ORGANISATIONAL AND PEDAGOGICAL CONDITIONS FOR EDUCATIONAL WORK MANAGEMENT AT TEACHER TRAINING UNIVERSITIES OF UKRAINE

The paper presents the results of scientific and pedagogical research of the issue of modernisation of educational work management at teacher training universities of Ukraine. The aim of the research work was to specify and substantiate the system of organisational and pedagogical conditions for managing educational work of Ukrainian teacher training universities; develop a factor-and-criterion-based model of assessing the effectiveness of educational work management and carry out its experimental proof. According to scientific literature review and the results obtained at the summative stage of the pedagogical experiment, the following organisational and pedagogical conditions have been distinguished: regulatory (availability of regulatory documents, programme of educational work development, intra-university TV and radio programmes, university website, counselling service, etc.), methodological (organisation of the system of training and retraining of educational work managers, availability of individual plans for educational work managers' development, methodological basis for educational work managers' creative development, etc.), financial (the use of managerial and marketing technologies, employment and sustainable use of extra-budgetary sources, etc.), psycho-pedagogical (creating acmeological environment and incentive system for motivation of educational work managers, atmosphere of respect, trust and success), and organisational (person-centred approach to educational process management, engaging community and parents in education of students, adhering to traditional principles, functions, methods and means in educational work management, etc.). Basing on the qualimetric approach, we have developed a factor-and-criterion-based model for assessing the effectiveness of managing educational work of teacher training universities of Ukraine. The model makes it possible to find existing shortcomings in providing organisational and pedagogical conditions for educational work management at a teacher training university as well as specify the ways of their overcoming. Results of the expert evaluation of the data obtained have made it possible to state that the developed factor-and-criterion-based model for assessing the quality of managing educational work of a pedagogical higher educational institution is effective.

Keywords: *education, educational work, pedagogical higher educational institution, a process, self-government, a student, management.*

Introduction

At the current stage of pedagogical education development in Ukraine, the problem of educating coming generation of Ukrainians is relevant and should be solved immediately. The complicated political and socio-economic situation that has aroused in the Ukrainian society causes the need for the reforming of the national system of youth education in general, and for searching for effecting ways of forming a future teacher's personality in particular. According to the Law of Ukraine "On Higher Education" No. 1556-VII dated 1 July 2014 [1], teacher training universities of Ukraine are facing the task of modernisation of the process of educating young people and creating proper organisational and pedagogical conditions for managing the educational work.

Organisational and pedagogical fundamentals of managing a higher educational institution were considered in research works of domestic and foreign scientists: V. Andrushchenko [2], J. Donnelly [3], J. Kotter [4], A. Pokhresnyk [5] et al. Ways of improving the system of educating students in higher education were presented in research works of O. Babichev [6], T. Kiryk [7], I. Yashchuk [8] et al. Peculiarities of organising educational

work management at Ukrainian higher educational institutions were studied by A. Kalinichenko [9], A. Rzhavska [10] et al. Scientific literature review demonstrates that providing organisational and pedagogical conditions for educational work management at higher educational institutions of Ukraine remains understudied by Ukrainian researchers and requires further investigation.

The paper aims to specify and substantiate the system of organisational and pedagogical conditions for managing educational work of Ukrainian teacher training universities; develop a factor-and-criterion-based model of assessing the effectiveness of educational work management at a pedagogical higher educational institution and carry out its experimental proof.

Research methods: scientific literature review, content analysis and classification for distinguishing and substantiating organisational and pedagogical conditions for managing educational work of teacher training universities; theoretical modelling, expert evaluation, registration, arranging aimed at the development of the factor-and-criterion-based model; pedagogical experiment aimed at proving the effectiveness of the factor-and-criterion-based model; statistical methods for checking significance

of rank correlation coefficient and validity of the research results.

Discussion

During 2015-2017 academic years at the educational institutions of Zaporizhzhia, Cherkasy and Kirovohrad regions we have conducted a pedagogical experiment consisting of the preparatory, summative, formative stages, and generalisation of the results obtained. The aim of the experimental work was to single out the system of organisational and pedagogical conditions for managing educational work of teacher training universities of Ukraine and use them as the basis for the development of a factor-and-criterion-based model of assessing the effectiveness of educational work management at a teacher training university. 610 people took part in the experiment.

Results of content analysis of domestic and international research works devoted to the issue under study and results of the summative stage of the experiment (aiming at collecting factual data about current state of educational work management at Ukrainian universities) have made it possible to specify organisational and pedagogical conditions for managing educational work at pedagogical higher educational institutions and classify them into regulatory, informational, methodological, financial, psychopedagogical, and organisational ones.

We have chosen a qualimetric approach to assess the state of organisational and pedagogical conditions for

educational work management at teacher training universities. The structure of the qualimetric (factor-and-criterion-based) model involves specification of parameters, factors and criteria of the process of educational work management at the university, which were distinguished with the help of the algorithm of structuring the object under assessment developed by H. Yelnykova [11]. Weight coefficient for each parameter, factor and criteria was calculated by means of expert evaluation method (the Delphi method). In three stages, a group of 15 experts evaluated the significance of each parameter, factor and criteria using ranking method. Statistical data processing was carried out by means of rank correlation method according to the fixed plan: calculating the rank sum for each parameter, factor and criterion; calculating the rank mean value for each parameter, factor and criterion; checking the degree of conformity of the experts' opinions; checking the significance of rank correlation coefficients. The degree of conformity of experts' opinions was checked by means of calculating concordance coefficient (0.804). It demonstrates the high level of conformity of experts' opinions and validity of the data obtained.

Using the above-mentioned results, we have developed a factor-and-criterion-based model of assessing educational work management at teacher training universities (Table 1).

Table 1.

Factor-and-criterion-based model of assessing the effectiveness of educational work management at a pedagogical higher educational institution

	Factors (f)	V_f		Criteria (k)	V_k
1	2	3	4	5	6
P1	Regulatory support of educational work management				
V_p	0.19				
1	Fulfilling regulatory requirements to the organisation of educational work management at the university	0.42	1	Availability of regulatory documents required for organising the process of educational work management	0.32
			2	Quality of keeping business documents regulating educational activities of a higher educational institution	0.26
			3	Keeping with the regulatory requirements to implementation of the process of educational work management	0.42
2	Correspondence of the structure of educational work management system to the university's strategy of educational activities development	0.31	1	Availability and efficiency of the programme of educational activities development at the university	0.36
			2	Conformity of long-term plans developed by different structural units concerning an intra-university system of managing student education	0.30
			3	Quality of staffing for managing educational work of a higher educational institution	0.34
3	Managers'* knowledge of the regulatory support of educational work performed at the university	0.27	1	Level of managers' knowledge of the regulatory support of educational activities in higher education	0.38
			2	Appropriate conditions providing managers' knowledge of the regulatory support of educational activities	0.36
			3	Self-control over regulatory requirements fulfilment	0.26

	Factors (f)	V_f		Criteria (k)	V_k
1	2	3	4	5	6
P2	Informational support of educational work management				
V_p	0.11				
1	Informational provision of educational work management system	0.37	1	Existence of the system of informational support of the process of educational work management at a higher educational institution	0.41
			2	Quality of information accumulation, processing, systematisation and storage	0.31
			3	Availability of intra-university TV and radio programmes, website of a university	0.28
2	Creating environment for educational work managers' informational awareness	0.33	1	Quality of work performed by structural units or corresponding information services concerning new research and development in the field of educating students	0.31
			2	Level of managers' awareness of innovative development of the educational environment	0.28
			3	Availability and completeness of pedagogical innovation bank of a university	0.19
			4	Quality of intra-university counselling service	0.22
3	Public information about results of the process of student education management	0.3	1	Publishing an intra-university newspaper	0.30
			2	Regular provision of information concerning students' achievements via public communications	0.37
			3	Opportunity for intra-university publishing of managers' preliminary studies	0.33
P3	Methodological support of educational work management				
V_p	0.19				
1	Quality of university's methodological background for creative development of educational work managers	0.35	1	Availability and level of university's multimedia library development	0.22
			2	Existence and performance of Educational Work Council at the higher educational institution	0.26
			3	Level of training and educational process integration in higher education	0.21
			4	Quality of collaboration with research, cultural, recreational, and sports institutions, etc	0.18
			5	International relations	0.13
2	Training and retraining of educational work managers for the organisation of student education at a higher educational institution	0.28	1	Quality of the system of managers' readiness for educational work organisation	0.33
			2	Effectiveness of the system of training and retraining of educational work managers	0.67
3	Providing creative atmosphere for educational work managers of a higher educational institution	0.21	1	Quality of incentive system facilitating active creative search	0.39
			2	Participation of educational work managers in research seminars, conferences, contests, cultural events, excursions, etc.	0.28
			3	Level of creativity of educational work managers	0.33
4	Self-improvement of educational work managers	0.16	1	Availability of individual plans of managers' development	0.35
			2	Level of educational work managers' aiming for self-study, self-education, self-improvement	0.37
			3	Focus of managers' self-study on innovations	0.28
P4	Financial support of educational work management				
V_p	0.16				
1	Use of managerial and marketing technologies	0.38	1	Implementation of managerial technologies	0.31
			2	Implementation of marketing technologies	0.31

	Factors (f)	V_f		Criteria (k)	V_k
1	2	3	4	5	6
			3	Effectiveness of managerial and marketing activities	0.38
2	Employment of extra-budgetary sources for organising extracurricular educational work	0.35	1	Employment of extra-budgetary sources	0.41
			2	Effectiveness of using extra-budgetary sources	0.34
			3	Providing commercial services by a higher educational institution (sports clubs, amateur-talent groups, etc.)	0.25
3	Regulation of the mechanism of sustainable use of financial resources by a university	0.27	1	Level of efficiency of regulating the mechanism of sustainable use of financial resources including public, proprietary resources as well as resources provided by charitable organisations and private individuals	0.42
			2	Focus on economic independence	0.40
			3	Existence and quality of the mechanism of financial support of student government needs	0.18
P5	Psycho-pedagogical support of educational work management				
V_p	0.14				
1	Psychological support of educational work managers	0.32	1	Counselling service and quality of providing psychological aid	0.45
			2	Efficiency of counselling service performance in the process of first-year students adaptation at the university	0.31
			3	Quality of surveillance studies of socio-psychological state of educational work managers	0.24
2	Overcoming opposition to the implementation of innovations into the educational process of a higher educational institution	0.23	1	Existence and quality of the system of diagnosing difficulties in innovation implementation	0.44
			2	Level of educational work managers' knowledge of the process of innovation implementation	0.56
3	Creating atmosphere of respect, trust and success	0.28	1	Creating acmeological environment	0.25
			2	Level of educational work managers' integrity	0.22
			3	Intra-university philosophy (history and traditions of a higher educational institution)	0.32
			4	Quality of the system of events aimed at overcoming psychological discomfort and forming favourable psychological climate	0.21
4	Creating the system of incentives, motivation for educational work managers	0.17	1	System of events aimed at moral encouragement of managers	0.32
			2	Material incentives	0.41
			3	Existence and quality of ranking assessment system for educational work managers	0.27
P6	Organisational support of educational work management				
V_p	0.21				
1	Person-centered approach to educational work management	0.29	1	Democratic management style	0.32
			2	Development of subject-subject relations between the managers	0.19
			3	Person-centered approach to management	0.26
			4	Taking regional specific features into account when managing the educational process	0.23
2	Achieving shared goal of educational work managers	0.25	1	Level of achieving partial goals	0.32
			2	Level of implementation of the shared goal of educational work managers	0.41
			3	Quality of the system of surveillance study of the process of educational work management	0.27

	Factors (f)	V _f		Criteria (k)	V _k
1	2	3	4	5	6
3	Fulfilment of organisational and pedagogical requirements to managing educational work of a higher educational institution	0.21	1	Adhering to traditional principles, functions, methods and means in educational work management	0.21
			2	Adhering to innovative principles, functions, methods and means of educational work management	0.42
			3	Existence and performance of additional innovative units of intra-university system of education	0.37
4	Formation of student government bodies	0.15	1	Existence and performance of student government	0.44
			2	System of events aimed at engaging students into participation in student government	0.35
			3	Quality of the system of training personnel for student government of a university	0.31
5	Engaging community and parents in student education	0.10	1	Level of parents' participation in the educational process of a higher educational institution	0.27
			2	Existence and performance of youth public organisations at a higher educational institutions	0.34
			3	Public relations	0.39

* We mean academic staff responsible for managing educational work of a higher educational institution

The developed factor-and-criterion-based model makes it possible to comprehensively assess the level of providing organisational and pedagogical conditions for managing educational work of a higher educational institution according to the classical grading system (0 to 5 points): “0-1” – unacceptable level; “1-2” – critical (low) level; “2-3” – sufficient (average) level; “3-4” – high (above the average) level; “4-5” – excellent level. Therefore, the point for each factor was calculated as a total of products of points for each criterion and corresponding weight coefficients, the point for each parameter – as a total of products of points for each factor and the corresponding weight coefficient, the point for the object – as a total of points for parameters. Also, we have developed a software application and guidelines for experts regarding the use of the model.

The developed model was tested at 9 pedagogical higher educational institutions of Zaporizhzhia, Cherkasy and Kirovohrad regions by independent group of experts and administration of these educational institutions for self-assessment. Long-term and repeated use of the model by experts has made it possible to check its validity and, using the rules of experimental data binning, to distinguish four levels of effectiveness of the process of educational work management at a higher educational institution (initial, acceptable, sufficient, and optimum). Results of the expert evaluation of the data obtained have made it

possible to state that the developed factor-and-criterion-based model for assessing the quality of managing educational work of a pedagogical higher educational institution is effective.

Conclusions

Analysis of the results of the experimental work has made it possible to conclude that the developed factor-and-criterion-based model is a comprehensive tool for assessment of the process of educational work management at universities, which makes it possible to find shortcomings in providing organisational and pedagogical conditions for educational work management at a teacher training university as well as specify the ways of their overcoming. The developed model can be used in research and development for further studies of the main trends of development of the process of student education management; in procedural and practical sphere – as theoretical material for developing a specialised course for career development of university leaders as well as for master-degree students majoring in management, pedagogy of higher education; in education management – for objective evaluation and self-evaluation of the managerial process at a higher educational institution. It is planned to focus further research on the development of technologies of managing educational work of a teacher training university

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ УПРАВЛІННЯ ВИХОВНОЮ РОБОТОЮ У ВИЩИХ ПЕДАГОГІЧНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ

У статті подано результати науково-педагогічного дослідження проблеми модернізації процесу управління виховною роботою у вищих педагогічних навчальних закладах України, що залишається на сьогоднішній день недостатньо розробленою сучасними науковцями і потребує подальшого дослідження. Метою дослідно-

експериментальної роботи було визначити систему організаційно-педагогічних умов управління виховною роботою у вищих педагогічних навчальних закладах та на їх основі розробити факторно-критеріальну модель оцінювання ефективності процесу управління виховною роботою у вищому педагогічному навчальному закладі. Результати контент-аналізу наукових праць провідних вітчизняних та зарубіжних науковців із проблеми дослідження та результати констатувального етапу експерименту надали можливість визначити систему організаційно-педагогічних умов управління виховною роботою у вищих педагогічних навчальних закладах: нормативно-правові (наявність нормативно-правових документів необхідних для організації процесу управління виховною роботою, дієвість програми розвитку виховної діяльності, узгодженість перспективних планів структурних підрозділів внутрішньовузівської системи управління вихованням студентів, обізнаності суб'єктів управління з нормативним забезпеченням виховної діяльності у вищій школі), інформаційні (наявність системи інформаційного забезпечення процесу управління виховною роботою, внутрішньовузівських теле-, радіопрограм, газети, Інтернет-сайту, банків педагогічних інновацій, структурних підрозділів або відповідних інформаційних служб про нові наукові розробки щодо проблеми виховання студентів, консалтингової служби, створення середовища інформаційної обізнаності суб'єктів управління виховною роботою у вищій школі), науково-методичні (організація системи підготовки та перепідготовки суб'єктів до управління виховною роботою, наявність індивідуальних планів розвитку суб'єктів управління виховною роботою, науково-методичної бази для творчого розвитку суб'єктів управління виховною роботою, системи діагностики готовності суб'єктів управління до організації виховної роботи у вищій школі), матеріально-фінансові (використання технологій менеджменту і маркетингу, залучення додаткових позабюджетних коштів для організації позааудиторної виховної роботи; створення механізму раціонального використання фінансових ресурсів у вищому педагогічному навчальному закладі), психолого-педагогічні (створення акмеологічного середовища та системи стимулів, мотивації суб'єктів управління до виховної діяльності у вищій школі, наявність системи психологічної підтримки суб'єктів управління, подолання супротиву до впровадження інновацій у виховний процес, створення атмосфери поваги, довіри та успіху), організаційні (персоналізований підхід в управлінні виховним процесом, дієвість системи заходів щодо досягнення загальної мети суб'єктів управління виховною роботою, дотримання інноваційних принципів, функцій, методів і засобів управління виховною роботою у вищій школі, формування органів студентського самоуправління, залучення громадськості, батьків до виховання студентської молоді). На основі кваліметричного підходу було розроблено та експериментально перевірено факторно-критеріальну модель оцінювання ефективності процесу управління виховною роботою у вищому педагогічному навчальному закладі. Запропонована модель не тільки дозволяє з'ясувати недоліки у забезпеченні організаційно-педагогічних умов управління виховною роботою у вищому педагогічному навчальному закладі, а й окреслити шляхи їх подолання, таким чином її ефективність було підтверджено.

Ключові слова: виховання, виховна робота, вищий педагогічний навчальний заклад, процес, самоуправління, студент, управління.

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