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**Educational Studios:
Theory and Practice**
Monograph

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1.7. TERMS OF SUCCESSFUL REALIZATION OF PERSONALIZED APPROACH TO PEDAGOGICAL COLLECTIVE MANAGEMENT

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T. Rogova

Abstract. *In this article the essence and features of personalized approach to pedagogical collective management is enlightened, external terms (such as democratization, humanizing of all spheres of human's life; the orientation of social institutes to humanistic, personality-oriented aims and values; providing of realization of social and political, socially-domestic, normatively-legal, spiritually-moral factors of personal and professional development of teachers) and internal terms (orientation of management on personality; high degree of leader's acmeological position manifestation; realization and expansion of teachers' and pupils' subject functions; high level of a pedagogical collective development) of successful realization of the personalized approach to a pedagogical collective management are defined and theoretically substantiated too.*

Keywords: *personalization, humanizing, personality orientation, subject, pedagogical collective, management, terms.*

The modern tendencies of the educational system updating determine the necessity of personality orientation of management, its necessities, creation of terms in educational establishments for providing of all-round development of all educational process participants. Success of this aim achievement is provided by realization of personalized approach to the management.

Methodological bases of personalized approach to pedagogics are fundamental philosophical ideas in the theory of education management, foremost, philosophy of a man, position of existentialism, personalism, philosophical anthropology; conception of personalization, that is worked out by psychologists A. Petrovsky, V. Petrovsky. Questions of personalization, administrative relations, process of specialists' preparation are investigated by these scientists: pedagogs (V. Grachov, I. Kaloshyna, N. Loginova, A. Solonina, I. Shaposhnikova), psychologists (I. Dubovyj, V. Perevalov), lawyer (T. Kylmashkina).

Aims of the research were determination and theoretical substantiation of terms of successful realization of the personalized approach to a pedagogical collective management.

Research methods: methods of analysis (problem-purposal, comparative, retrospective) for comparison and comparison of different points of view in philosophy, psychology, pedagogics on separate aspects of the investigated problem; a substantiation of essence, features, terms of successful realization of personalized approach to pedagogical collective management; praxometrical methods were used for the analysis of educational establishments headmasters' administrative activity.

Personalized approach to the pedagogical collective management is characterized by the methodological orientation of administrative activity. It envisages providing and support of teachers' personality-professional development process through their self-actualization, development of subjectiveness, forming of professionally-pedagogical competence under conditions of activity of teachers whose speciality is self-organizing of changes, that it is constrained with the usage of corresponding system of concepts, ideas and methods of activity. The aim of appliance of personalized approach to pedagogical collective management is an increasement of pedagogical collective's activities efficiency due to creating of conditions for personalization of teacher, his/her self-development, self-actualization, satisfaction of both personal devotance necessity and need for getting involved in lifes of the pupils, colleagues, other people, for getting a possibility to show up in public life [3, p.206].

The feature of personalized approach to pedagogical collective management is an examination of teacher's personality as a special form of his/her participation lifes of his/her pupils. A result is meaningful for their existence and development of transformation of the system of attitudes toward the world. Personalized approach helps to create terms for sterling development of all participants of educational process. Usage of this approach acknowledges as a main operating unit a dialogic integrity: personality of pupil is personality of teacher. The specifics of personalized approach is an interpretation of management as a resource of personality development. To get management functioning as a development and personalization resource for a teacher, subject-subject facilitative administrative co-operation, support and accompaniment of development should be used. Efficiency of pedagogical collective management with usage of personalized approach envisages a substantiation and realization of totality of terms that provide

success and irreversibility of personality-professional development processes of teachers, their personalization.

During substantiation of terms of successful management in a pedagogical collective with usage of personalized approach it is expedient to have both external and internal operating conditions of educational establishment taken into account. External terms are referred to as a totality of necessary and sufficient factors that create a favourable environment for effective functioning and development of pedagogical system. Internal terms are referred to as an ability of pedagogical system to influence the environment to adapt to changeable conditions. Thus, terms of successful management in pedagogical collective with usage of personalized approach are referred to as a totality of external and internal factors, that influence the result of personality-professional development of teachers, their activity like self-organization of changes and, as a result, a successful personalization of a teacher, efficiency of whole collective pedagogical activity.

Successful pedagogical collective management with usage of personalized approach is determined by the totality of external terms. Social and political terms include realization of politics of the state, its democratic and humanistic orientation, successful defending and embodiment of individual, confession ideas that include its freedom as the highest value of the existent world. Successful realization of personality-professional potential of teachers, opening of internal sources of their development is largely determined by socially-domestic terms and prestige of profession. Corresponding stimulations and material encouragements helping to provide deserved life quality are crucial too. Normatively-legal terms of pedagogical collective management are to provide realization of initiatives, creative independence of teachers. Important terms providing successful pedagogical collective management with usage of personalized approach are spiritually-moral factors, level of culture development of teachers and its component, - the education.

Thus, successful pedagogical collective management with usage of personalized approach is determined by factors like public, national, regional levels and envisages successive democratization, humanizing of all spheres of human's life; orientation of all social institutes on humanistic, personality oriented aims and values; normatively-legal, financially-economical, material and technical support of educational processes, education control system oriented on humanistic principles, that provides legality, stability, irreversibility and perspective of educational establishment headmaster's administrative activity orientation on pupil's personality and pupil's personality orientation on teacher's personality.

Successful pedagogical collective management with usage of personalized approach is largely determined by influence of external factors. At the same time, an important role is played by internal terms that are in a greater degree subject of the management and provide meeting influence on circumstances that do not depend on educational establishment, strengthening or weakening its action.

Internal terms, that determine successful pedagogical collective management with usage of personalized approach, are features of this approach, creation

of management system based on personality oriented principles, when management is a development resource for educational process participants`. Pedagogical collective management is to provide teachers` interpersonal co-operating, is to create such conditions of intensification, under that teachers aspire to manifest, realize and develop their personality-professional potential, to realize an activity like self-organization of changes, to receipt prominence in their pupils` and colleagues` scopes. Subject-subject administrative co-operation and support helps a teacher to realize the necessity of personality-professional development, as complete personality realization as possible, that provides an implementation of their main mission - development of pupil`s personality and, as a result, success of teacher`s personalization. Thus the important condition of successful pedagogical collective management with usage of personalized approach is initiation, teacher`s motive to self-changing and self-development for realization of possibilities for pupil`s personality development. Realization of marked features of pedagogical collective management largely depends on the level of acmeological position of leader that is the important condition of successful personalized approach realization and characterized foremost, by the humanistic orientation of individual administrative conception of leader. Humanizing of leader`s administrative activity means newly, optimistically thinking about teachers and pupils, believing in their capabilities independently, good will co-operating in an educational process, leaning against personality meaningfulness of their labour, trusting, helping, accompanying in acquisition of personality sense of activity, creating terms for glad sense of success, forward moving, successful personalizing of pedagogical co-operation of educator and pupil on the basis of adequate involving their personality experience, feelings in this process. Thus, the real passing of a pedagogical collective management to the humanistic paradigm, to realization of a personalized approach, is possible only under conditions of leaders` humanistic thinking. Position of such leader must be based not on bringing personality of teacher to conformity with state, public and own requirements and presentations, but, foremost, on support of becoming and realization of individual trajectory of personality and professional development of every teacher. A key figure on the way of educational establishment humanistic updating and introduction of personalized approach in management practice is a headmaster-facilitator. The next sign of acmeological position of leader and condition of successful management with usage of personalized approach is readiness of leader to the management innovative activity, that is examined by researchers as a three-component model (motivational, cognitive, personally-active) and characterized by totality of his/her knowledge and abilities in relation to this type of activity, motivation and professionally-personality internals [1, p. 177-178]. Innovative activity, development of educational establishment and participants of educational process, is impossible without readiness of leader to self-updating and self-development. Thus, the next sign of acmeological position of leader and important condition of successful realization of pedagogical collective management with usage of personalized approach is leader`s readiness to self-development, that is referred to as unity of his/her positive attitude toward

this activity and the presence of practical abilities to carry out this activity. Thus, self-development readiness is the complex of personality internals that includes necessary knowledge, abilities, skills, mobilization of needed efforts, and decision to carry out necessary actions. The structure of leader's self-development readiness includes such components: operationally-reflexive and socially-pedagogical scope. Subject-subject co-operation, as a characteristic feature of personalized approach to pedagogical collective management envisages activity of teachers, freedom of their choice and responsibility for it, possibility of realization of intentions, readiness to self-changing, aspiration constantly to incarnate, to realize him/herself, the capabilities of carrying out "payments" for pupils, to continue him/her mental life in them.

Thus, the next condition of successful pedagogical collective management with usage of personalized approach is realization and expansion of subject functions of teachers, possessing knowledge and abilities, necessary for realization of activity from self-organization of changes, self-development and also becoming and development of such properties personalities of teacher, totality of that at the high enough level of development predetermines successful influence on other men.

Activity of teacher from self-organization of changes, to his/her personalization, characterized by raising of problem tasks during a process of pupil's personality development, and also by the evaluation of own possibilities to carry out personalizing influences on a pupil for the solution of his/her development problem.

In the process of personalization a teacher plans and carries out own subject changes in connection with the subject changes of pupil's mind, that are possible only under conditions of personalization of pedagogical co-operation on the basis of the adequate involving of personality experience of educator and pupil in this process (feelings, experiencing, emotions, and also actions and acts, that they are answered). Thus, the important condition of successful personalized approach realization is a teacher possessing by such forms of co-operating with a pupil, that provides his/her subject-subject interaction, realization and expansion of subject functions of not only teacher but also pupil. Exactly subject-subject pedagogical co-operation provides perception of a pupil by teacher not only as a transmitter of certain knowledge, but first of all as personality, a man, that has own vital and professional position and helps pupils in their personality increase, that envisages translation of not only knowledge but also personality senses, acquisition of unity and riches pupils individualities.

Process of personalization, realization of his/her individual properties can come true only in concrete activity that is executed in concrete social associations. Optimal terms for personalization of individual exist in a society [2, c. 244]. Therefore the basis of personalized approach is a presence of the highly developed collective of teachers joined in educational establishment, is the next condition for successful pedagogical collective management. Only in highly developed pedagogical collective personalization of every teacher is the condition of personalization of the whole collective. In weakly developed pedagogical collectives aspiring

of separate teachers to personalization due to depersonalization of other members is observed.

Thus, success of teacher's personalization process, efficiency of pedagogical collective management using personalized approach largely depends on character of relations in this collective. Inconsistency of pedagogical actions, when the aims of one teacher conflict with aims of other or the whole pedagogical collective, negatively affects not only personal development of pupils, as integrity of pedagogical process collapses but also on professional, personality development of teachers. If the professional necessities of separate teacher lie in the context of general aspirations of pedagogical collective and concerted with traditions of pedagogical association, then a collective becomes the original instrument of achievement of teacher's individual aims.

The effective method of pedagogical collective members' co-operation is a command work. By basic descriptions of pedagogical collective as an effective command and as a highly developed collective, we can accent these features: 1) presence of a general aim, that is perceived by all of collective members as personally meaningful; 2) unities of professionally-valued discipline; 3) high degree of command members' participation in development of new ideas and its realization in pedagogical activity; 4) high positive estimation of payment of every teacher by a leader and command members; 5) collective responsibility for decisions that is accepted; 6) good organization of collective, ability to form the rational structure of compatible actions and flexibly reconstruct it in changeable terms; 7) solidarity of collective as ability to resist to internal and external influences that negatively affect efficiency of collective's activity.

A pedagogical collective that works as a command reforms easily, is capable to adapt to the changes and react on an innovation, there is a favourable socially-psychological climate in him. Work in a command, in the concord of like-minded persons assists the accumulation of knowledge, increasement of social and professional activity, development of every teacher's personality, allows to develop communicative abilities, build a communication in the mode of dialogue. Command work creates terms for professional and personality development of teacher, forming of his/her creative experience that is afterwards integrated in experience of pedagogical collective and assists the solution of pedagogical tasks.

Thus, work in a command provides terms for the active involving of teachers in the system of social connections, their presence in lifes of their colleagues, satisfaction of teacher's necessities of personalization through active participation in joint activity to introduce the "Me" in consciousness, sense and will of other people, bringing over them to the interests and arriving at in this success, to assert the mental life in other people.

The important factor of pedagogical collective forming as an effective command there is a high level of its organizational culture. The important feature of pedagogical collective is an organizational culture, that is translated directly to pupils. Becoming of normatively-valued system of every pupil's personality in a process of pedagogical co-operation, his/her social development personalization

largely depends on the level of pedagogical collective organizational culture development.

Conclusions. The external terms (democratization, humanizing of all spheres of human's life; an orientation of social institutes on humanistic, personality oriented aims and values; providing of realization of social and political, socially-domestic, normatively-legal, spiritually-moral factors of personality and professional development of teachers) and internal terms (personality orientation of management; high degree of leader's acmeological position manifestation that provides humanistic orientation, his/her individual administrative conception, high level of leader's readiness for innovative management activity, for self-development; realization and expansion of subject functions of teachers and pupils; high level of pedagogical collective development) of successful realization of personalized approach reasonable in research in pedagogical collective management is a totality of terms, integral and concerted realization of that assists the increasement of management efficiency not only for a pedagogical collective but for the whole educational establishment. Successful realization of pedagogical collective management with usage of personalized approach is determined by the degree of each of certain terms realization in its close intercommunication and interdependence.

Perspective directions of further development of problem of personalized approach in pedagogics, theory of education management are: psychologically-pedagogical training of educational establishments leading personnels for realization of personalized approach to management, didactical aspects of pedagogical co-operation personalisation, personalisation of educational establishment leader.

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