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1.6.CONCEPTS OF MODERNIZING THE FUNCTION OF PLANNING WITHIN THE FRAMEWORK OF NEW EDUCATIONAL PARADIGMS

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Abstract. *The article focuses on theoretically substantiating new concepts of the function of planning content. It has been emphasized that consistency is an evolutionary process of the educational system in quality terms, which expands its horizons, and hence, planning. It has been explicated that the content of the planning function is integrity of two conceptual domains: the source and target ones, which is expressed conceptually; locally it is an implementation of professionally specific management activities, a tool to achieve specific goals in a specific organization. There has also been a certain interdependence of directive, indicative and strategic planning determined. Developmental strategies of an educational establishment have been outlined. It has been proved that modern managers have to be innovatively educated, able to reasonably select modern technologies that will really contribute to realizing new meanings of management, and having both a conceptual and a local vision of planning, understanding the logic of his/her actions as for applying the modern range of specific methods.*

Key words: *conceptual, local, source and target understanding of planning, consistence, plan, directive, indicative and strategic planning.*

The modernization of the educational process in the State makes manag-

ers of educational establishments meet the requirements of professional mobility, ability of mastering new management functions. In the academic world and among practicing managers there have been constant debates and discussions concerning general management functions, their content, purposes and updating processes. At the same time, almost all scientists and scientific schools pay significant attention to planning function, which belongs to key priorities in organization activities, ensuring its focused sustainability. Planning as a complex and responsible process has found its legal and theoretical support in the documents of the Ministry of Education and Science of Ukraine. Particularly, the National Strategy for the Development of Education of Ukraine for the period until 2021 (2013) deals with the need for solving the contradiction between the necessity of reforming the educational sector by means of implementing innovations and the insufficient readiness level of educational management in terms of fundamental conceptual changes, as their planning and forecasting goals show. The above includes, for instance, the fact that while planning the work of educational establishments, there is no consideration of systemic links; plans are either too detailed, or of a too general character, thus losing their practical value. There violation of the optimal balance of academic and extra-curricular work is obvious. Besides, their staff structure and educators' professional experience is not always taken into account [4, 8].

Education managers often do not realize their mission as a clear expression of the reasons for the existence of their organization, being unaware of its part in decomposing goals, which in most cases causes subsequent lack of awareness and validity of both strategic and tactical goals. That is why studying and researching the function of planning does not only remain actual but is also urgent in the context of innovative transformations in the field of education. Our analysis of scientific and theoretical research works on issues of foreign and Ukrainian management has proved that the function of planning as specifying goals in the system of organization activities, implemented through a system of measures as for realizing plans developed have been considered by R. Griffin, M. Martynenko, M. Meskon, M. Albert, F. Hedouri, V. Tereshchenko, F. Hmil, V. Yatsura and others; a system of principles as basic rules that enhance avoiding unconstructive planning has been substantiated by O. Vasilchenko, A. Yermola, B. Kobzar, L., Moskalets, O. Surzhik, T. Ryabchenyuk and others. Such scientists as V. Belogolovsky, N. Horodova, T. Desyatov, G. Elnikova, O. Kobernyk, P. Telvin, E. Hrykov argue that the most essential parameters that determine systems of plans at educational establishments are organizational structures and profiles of their activities, scales and sustainability of all their activity mainstreams. In their works B. Andrushkiv, O. Hirnyak, P. Drucker, L. Danylenko, L. Karamushka, P. Karstanye, P. Lazanovsky, M. Meskon, M. Albert, F. Hedouri have explicated the role of the mission, on the basis of which goals that serve as criteria for the entire sequential decision-making process at different organizational levels are set. V. Biloholovsky, L. Danylenko, G. Elnikova, O. Marmaza, V. Maslov, I. Osadchy, A. Popova, I. Rumyantseva lay a special emphasis on the fact that on the basis of analyzing and forecasting external and internal circumstances

planning is to model updated images of the future state of educational organizations, to determine the logical structure of achieving a constructive modernized and adapted to modern social conditions conditions objective, as well as necessary resources and conditions, executors and their interaction, deadlines, activity standards, criteria and indicators for evaluation and assessment. All the above mentioned lets us conclude that despite being researched quite extensively, the function of planning still remains fuzzy, requiring changes and innovations in the practice of managing modern educational establishments.

The purpose of the article is to analyze scientific and theoretical sources concerning management basics and educational management to study the concept of modernizing the function of planning within the framework of a new educational paradigm.

Research methods are the analysis of scientific and theoretical sources in the field of education; the development of a hypothesis on the basis of materials studies; generalizations and conclusions.

Consequently, the new philosophy of education requires reviewing many accepted positions as for the function of planning. However, we must admit that updated content of planning does not mean denying the previous concepts and theories, rather implying a selective collection of all the rational and positive [10]. Innovative technologies in planning is primarily changing content and meaning of the relationship between managers and employees. The main purpose of planning in the context of the new educational paradigm is not only to ensure the functioning of educational establishments when available management capabilities are used within the framework of the corresponding requirements, but also their development as a quality increase in new features and their implementation. Directing the vector of planning at development, managers have to realize this process not through the prism of stereotypes and their own understanding, but above all through a scientific understanding, expressed in particular laws through in a novel understanding of well-known phenomena. If this aspect is not taken into account, we risk missing important components we are unaware of or they can seem insignificant to us.

In the conceptual aspect planning proves to be a management function, presupposing a preliminary analysis, setting goals, forecasting, creating new programs that covers a specific range of actions that are necessarily reflected in the process of making plans. In the local aspect planning must be regarded as ways of taking management decisions, as a professionally specific activity of a manager, as a tool of achieving specific goals in a particular organization and not as a management function [5]. Local planning cycles get necessarily repeated in performing each function during the implementation of the entire management cycle [3].

Exploring management functions, researchers [5; 9; 10] state that planning is a form of revealing the process of sustainability aimed at developing plans as the key product. A plan is primarily a document, containing core principles of organizational activities: forecasting future development, intermediate and ultimate goals and objectives; priorities in terms of distributing resources that are neces-

sary for the implementation of the objectives set; mechanisms of coordinating activities of various organizational levels.

Thus, consistent sustainability is an evolutionary process of developing educational systems in quality terms, which expands its horizons, and, hence, planning. B. Jasynsky and O. Hydey [10] point out that in the economy of the early twentieth century led to a consistency between the demand and goods production. We stand our ground firmly that consistent sustainability in the system of education has determined the need for reforming it, standards present, an awareness of a new philosophy of training and education on the basis of subject-subject relations.

Studying the content of the function of planning, researchers [3; 5; 10] argue that it can include the source and the target view. The source view is planning organizational activities directed at ensuring functioning sustainably and experience aggregated. In itself the possibility for an organization to use source concepts makes it look as if there were virtually no planning. But under the conditions of modern social instability the organization has to take into account external influences and to avoid threats of destabilization in achieving the goal set. Thus, the available potential to realize the goal does not seem to be sufficient, as it is necessary that the questions concerning what, when, and what resources should be used for goals to be achieved should be answered. Such a type of planning is called the target view. Integrating the two views (those of source and target) into a plan concept makes the essence of the function of planning.

Depending on the content and status in management systems we distinguish between directive, indicative and strategic planning [2].

Our analysis of scientific sources lets us assume that under the circumstances of using directive planning in the system of education it retains its functions within the framework of realizing laws and various legal acts, from the Ministry of Education to local governments on a regional level. As for the definition of "indicative planning", scientists still differ in their approaches. For example, it is believed that in the field of economy it is power that forms the basis of directive planning, while it is money that makes the core for the indicative mainstream [10]. Studying the essence of indicative planning, we have seen that it is useful to integrate it into the system of education, especially in the context of its reform. This type of planning is connected to soft directive influence through legislative acts concerning educational processes, contributing to the creative direction of the staff as for the development of innovative technologies, author programs, concepts, etc. Thus, on the one hand, indicative planning, is a system of non-binding recommendations for managed objects and it outlines just certain priorities that are to be supported to a maximum degree. On the other hand, part of indicative planning is directive, in particular, it concerns measures that are budget-financed. Besides, it is measures that have something to do with material provision of educational establishments, paying for pedagogical staff's work, etc. that are directive and controlled.

Adapting B. Jasynsky's and O. Hydey's points of view as for the field of education, we can single out the following basic functions of indicative planning: a

retrospective analysis, forecasting and substantiating purposes, terms, conditions and potential of educational establishments and the social development of the country; developing a system of direct state decisions in the field of education; elaborating target comprehensive programs; a rational combination of national interests with internal and external factors of influence on educational establishments as a whole; the coordination and relationship between developing indicative planning with the potential of financing education from the state budget. Summing it up, it is an updated perspective as for the system of planning, taking into consideration changes in the paradigm of education under the modern conditions of the development of our state – from strategies to tactics of developing educational establishments.

To recapitulate, indicative plans should be more like a market in the sense of interaction freedom of planning process subjects, where creative teaching staff designs their development, taking into account their own potential and state financing, making a sound context of competitiveness with other educational institutions.

As it is known, the home to a classic approbation of indicative plans in the field of economy is France. Ukraine, having abolished the bureaucratic system of planning in 1993, almost switched to indicative planning [10]. Thus, the introduction of the French model of indicative planning based on democratic principles of coordinating state positions and those of a particular region in the system of Ukrainian education has to expect the state authorities to regulate the state management of educational processes so that the state bureaucracy should not get “strangled” the effective functioning and development of a particular educational establishment.

The content and structure of such a plan are generated as a result of multi-stage integrations and a consensus (as all participants are interested in its implementation). At the same time, ministerial directives serve as indicators-information media concerning expected results, that is, they have a conceptual rather than a directive nature.

Let us consider comparative characteristics of traditional and indicative planning in more detail. So, while traditional planning ensures functioning (staff's potential gets realized through regulations), indicative planning implies development (a quality increase in terms of new capabilities and their implementation). Traditional planning focuses on knowledge and skills (a compelling compliance of students' knowledge to the requirements of curricula, textbooks that still contribute to forming a personality), and it does not emphasize awareness of the new quality of knowledge, which means knowledge for the development of individual axiological potential, as it is provided by indicative planning. Lack of criteria and assessing measurements as for knowledge quality, aimed at developing a personality, leads to assessing the quality of reporting in traditional planning, whereas in indicative planning the legislative delegation of developing new criteria for assessing the quality of knowledge is based on qualimetric, comprehensive, rating approaches. The desire to transfer education management from the operation

mode to the mode of development in the context of maintaining functional reporting makes the basis of traditional planning, and indicative planning is oriented at ensuring a sufficient level of participants' innovation literacy who determine developmental trends of educational processes.

Obviously, under the transition period conditions in the economy and politics of the state it is essential to find an optimal balance between indicative recommending (priority) and purely indicative (directorial) types of planning, remembering that recommending (priority) planning presupposes its participants' right for creativity, their own vision of developmental mainstreams. For example, to eliminate certain problems in educational establishments their management develops a system of steps to put an end to them, taking into account the selected mission. Indicative (directorial) planning from the standpoint of the Ministry of Education, local governments forms ways of the strategic development of the field in general, determines proportions, sets priority objectives on the national strategic level.

There is no doubt that between strategic, annual and operational plans there should be forward and backward linkages that ensure their consistency compatibility. If the strategic plan determines what has to be done, annual and operational ones outline how to do it: time, stages, measures and doers. The principle feature of strategic planning is that its multi-dimensionality is integrated into the private strategy of an educational establishment.

Thus, indicative planning is a planning system of an educational establishment, which is its strategic, annual, monthly and weekly work plan. An annual plan is the main document in the activities of an educational organization which describes the purpose and objectives for the year, and on the other hand it is a specialized tool of management or a functional form of continuous strategic planning as the major component of indicative planning.

At the same time, it has to be mentioned that, realizing the necessity of developing strategies, a significant number of school principals still prefer the quick actions. If methods of annual planning have been improved significantly in the functional system of educational establishments, the system project planning is still a prerogative of not all educational organizations. Perspective plans have mainly rather static than conceptual or analytical content, there is no theoretical substantiation of their mission as a basic prerequisite for the existence of an educational institution. In particular, the National strategy of education development in Ukraine for the period up to 2021 and other legislative documents are not secured with the system of multi-level complex target programs for regions, educational establishments of different types and forms of ownership, etc. There is no established and appropriate techniques of planning, although lately there have been works by national scientists dedicated to this problem (L. Danylenko, A. Hydey, H. Elnikova, A. Zaichenko, L. Karamushka, F. Chmiel, L. Fedulova, V. Yasynsky and others) published. Adapting the elements of indicative planning methodology to the planning system in educational institutions is a path to effective leadership management under conditions of rapid changes in social life and education reforms.

Results and conclusions. In this context of the above, we believe that indicative planning in education does require a deep theoretical reflection, in particular concerning both its content and forms of its representation. An important feature of this phenomenon is a possibility of adjusting the development of educational establishments, depending on external and internal fluctuations, which are management hierarchy bodies, our society and intramural school processes. The content of the concept “indicator” itself (a device for measuring, determining; substance, after introducing of which into a solution it is possible to establish its chemical nature) contains the essence of changing the vector of planning from prescriptive/directive planning to flexible, forecasting, even alternative and variable planning for one and the same organization. In other words, this implies integrating the core plan with the two others: results of pessimistic and optimistic planning [10].

Therefore, determining a strategy of developing an educational establishment, it is advisable that several variants of it should be elaborated and on the basis of their evaluative assessment the best one should be chosen, common tasks subdivided into such minor components that would specify and clarify the activity mainstream of an educational establishment not only in its tactical (annual) plans, but also in operational ones, ensuring strong direct/forward and feedback/reverse linkages. If we mean adaptive management, it is exactly it that will be represented in indicative planning with developmental guideline norms and strategies taken into account.

The perspective of our further research is a theoretical substantiation of factors, indicators and criteria of assessing the quality and effectiveness of indicative planning.

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

UDK 371.11

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.