

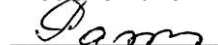
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Faculty of Art and Graphics

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30.10.2023

AGREED

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30.10.2023

## EDUCATIONAL MANAGEMENT

COLLECTION OF EDUCATIONAL AND METHODOLOGICAL COMPLEXES  
BY ACADEMIC DISCIPLINES:

Strategic and innovative management in education  
Educational management in an international and intercultural context  
Sociological aspects in education

for the specialty of advanced higher education  
7-06-0114-02 Educational management  
(for foreign citizens studying in English)

In 2 parts

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Compiled by: R.V. Zagorulko, V.V. Teterina

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# STRATEGIC AND INNOVATIVE MANAGEMENT IN EDUCATION

## EXPLANATORY NOTE

The innovative orientation of the development of society actualizes the management function of future specialists who have received the qualifications of masters. It is fundamentally important that the future master must acquire experience not only in research activities, but also have a system of knowledge and skills in the field of effective management of the pedagogical process at its various levels.

At the same time, the analysis of the dissertations performed by the masters made it possible to establish that they have multiple difficulties related to understanding: the structure of the management cycle, the structure, organization and development of pedagogical systems and processes, the content of pedagogical management, the application of management methods in a modern educational institution, the use of methods of pedagogical monitoring and assessing the effectiveness and quality of educational processes, etc.

The proposed academic discipline "Strategic and Innovative Management in Education" is designed to enrich future masters with procedural knowledge and competencies in the management of pedagogical systems and processes. This academic discipline is included in the state component of higher education at the second stage and is included in Module 1.2. "Management of innovations in education".

*The purpose of the discipline* "Strategic and innovative management in the field of education" - to create conditions for the development of a holistic system of theoretical knowledge and competencies in the field of educational management among undergraduates.

*Discipline objectives:*

–To form the knowledge of the theoretical and technological foundations of management in education among undergraduates;

–To develop undergraduates' skills and methods of activity in the field of organizational processes in educational institutions on the basis of scientific principles and methods of management;

–To form the managerial competence of undergraduates, ensuring the success of their professional activities in the field of education.

The system of higher education of the second stage is faced with an urgent task connected with the approach of undergraduates to modern practice, immersing them in the context of the subject area in order to form students' skills to solve typical professional tasks (strategic management), and on their basis go to creative, non-standard professional tasks (innovation management) in the field of education management.

Both theoretical material and practice-oriented tasks in the academic discipline are offered not linearly (from topic to topic), but systemically, uniting them with a cross-cutting concept. As such a benchmark, accumulating in itself the entire potential of the discipline "Strategic and innovative management in education", we have proposed and used the concept of Quality Management System (hereinafter - QMS).

QMS is a relevant phenomenon both in theory and in management practice. Having studied the history of the emergence of the QMS, its essence, structure, components, types and options for implementation in the field of education, a holistic picture opens up for undergraduates, uniting the theory and practice of managing an educational institution in modern social, scientific, pedagogical and technological contexts.

During the study by undergraduates of the QMS, its essence and components are constantly updated: Objectives, Mission, Vision, Strategy, Program, subjects of relations, results, processes, both in theoretical and practical aspects.

An important systemic moment in the process of studying the QMS by undergraduates is the study of the quality management system of the university in which he is studying at a given time. Using this example, the student correlates how theory is transformed into practice and vice versa. This experience allows him to observe, analyze the QMS processes, for example, strong and weak, unsatisfactory QMS processes, the degree of satisfaction of subjects with the quality of educational services, options for setting and achieving the goals of the institution of higher education over a certain period of time.

The potential of the discipline "Strategic and innovative management in education" for the formation of these characteristics is extensive and its content covers essential topics, namely: "Theoretical and methodological foundations of education management"; "Organization (educational institution) as a system and object of management"; "The content of pedagogical management in education"; "Technology of education management"; "Psychological and pedagogical foundations of effective education management"; "Quality management of education"; "Innovations in the management of education systems."

The selection of the course content was made using the following criteria: fundamentality, competence, relevance, cultural and praxeological generalization.

Great importance in this academic discipline is attached to the understanding of the context of education management by undergraduates: theoretical and methodological foundations of management, organization (educational institution) as a system, quality management of education, communication in management, psychological and pedagogical foundations and innovations in the field of management.

The discipline "Strategic and innovative management in the field of education" allows you to implement such forms of organizing classes as a lecture, seminar, business game.

The main pedagogical teaching aids that meet the objectives of studying the discipline are: problem-based teaching, implemented in lectures (monographic lecture, lecture-discussion); educational and research activities (conducting micro-research, reflective learning, business game, computer training) in practical classes and when organizing independent work.

When studying the discipline "Strategic and innovative management in education", the following forms of independent work are used:

- Guided independent work in the form of performing individual tasks in preparation for practical classes with the advice of a teacher;
- Development of the project of the educational process;
- Development of the final project in the field of management in the field of education.

To assess the achievements of undergraduates, the following diagnostic tools are used:

- Presentation by undergraduates in practical classes of abstracts;
- Execution of test tasks;
- Protection of the final project on management in the field of education;
- passing a test in an academic discipline.

*Requirements for the level of training of undergraduates*

Master students who have completed the study of the discipline should know:

- control theory;
- methodological foundations of management in the field of education;
- management thesaurus in education;
- the essence of strategic and innovative management in educational institutions;
- the main directions in the design of the educational process;

- the main types of planning and control in education management;
- the main functions of management of educational institutions and educational processes in them.

Master students who have completed the study of the discipline should be able to:

- navigate modern trends in the development of educational systems;
- master the general issues of the theory of organizational structures;
- possess the skills of solving issues of planning, forecasting, organizing, coordinating the educational process and research and innovation activities;
- at a professional level, carry out management functions in their position and solve professional problems in the interests of the educational institution as a whole;
- solve practical problems of management in the field of education;
- control the quality of training and the results of educational activities;
- analyze the QMS of an educational institution and related facilities (Mission and strategy, development program of a particular educational institution).

Master students who have completed the study of the discipline must possess:

- methods of development and implementation of management projects in the field of education;
- management functions, in accordance with the position;
- ways of solving typical professional tasks in the interests of an educational institution;
- ways of solving practical problems of management in the field of education and implementing these solutions.

The academic discipline "Strategic and innovative management in the field of education" belongs to the HEI component of the cycle of disciplines for special training of undergraduates.

UK-3 - To be able to carry out pedagogical activities in educational institutions, master and implement effective educational and information and communication technologies, pedagogical innovations.

CPC-3 - to be able to develop programs for research and innovation activities of educational institutions, teachers, students.

# THEORETICAL UNIT

## 1. THEORETICAL AND METHODOLOGICAL BASICS OF EDUCATION MANAGEMENT

**Basic concepts:** managerial control, management, direction, administration, process approach, system approach, contingency approach, management conceptions, education management.

**Issues to be discussed:**

- 1.1. The nature of managerial control and its role in society.
- 1.2. Modern scientific approaches and management conceptions.
- 1.3. Education management: nature, features and main categories.

### 1.1. The nature of managerial control and its role in society

The concept "managerial control" is one of the most general, universal ones; it involves social control, the control of biological processes and control of various types of mechanisms.

In most general terms, *managerial control* is the process of affecting a system so that it is transformed into a new state basing on the use of objective laws inherent in this system.

*Managerial control as a kind of social practice* came into being with the social labour and the need for its control. It was caused by the operational necessity of individuals' activity coordination. Afterwards the nature of social control was constantly getting more complicated. The XX century is called the century of managerial control.

*Managerial control* is the activity that is aimed at making decisions, arranging, controlling, regulating the object of managerial control in accordance with a given goal, analyzing and summarizing results based on reliable information. Scientific basics of managerial control are the system of scientific knowledge making up the theoretical basis of managerial control practice.

It is typical of social management that people take on the role of managerial control object and subject. The objects of managerial control are groups of employees of corresponding enterprises, institutions, establishments, and citizens.

Managerial control can be viewed statically as a structure and dynamically as a process. Structurally, it includes administrative bodies, managerial personnel, and control techniques. In the process of functioning, managerial control goes through various stages: planning, organization, motivation, and monitoring.

The concept of direction is very close to control. But unlike the concept of control, it refers only to people. *Direction* is about influencing people to achieve a specific goal. The objects of control and direction are establishments, staff members, and processes.

The concept "*management*" has several definitions (English, American, German versions); the latter reads as follows: "management is the direction of people and the use of funds that allows you to perform tasks in a humane, economical and rational way." The concept of "management" involves the ability of a person to achieve goals with the help of knowledge that helps to control; includes various functions and activities related to managing people, and also includes the category of people who provide management.

The concepts of "management" and "managerial control" are similar in meaning, but the notion "managerial control" is much broader, as it is applied to various types of human activity, to management spheres and bodies.

Another concept of the management sphere is *administration* (from the Latin 'administro' - to manage), a bureaucratic method of management through command. Administration is the organization of personnel actions basing on formalization, regulation, and strict incentives.

## **1.2. Modern scientific approaches and management conceptions**

The development of scientific thought and practical management from the 60s of the XX century to the present is called modern management. Approaches (methodology) to management include goals, laws, principles, methods and functions, management technologies, and management practices.

*The process approach* views management as a unified process that represents a continuous sequence of interrelated management functions (planning, organization, promotion and control).

The quality of the previous stage is a necessary requirement for ensuring the quality of the next stage (function). This expresses the interdependence of functions. The linking processes are the communication process and the decision-making process.

*The system approach* views an establishment as an open system that interacts with the outside environment. It directs managers to consider an establishment as a set of interdependent establishment elements (internal variables), the management of which should be aimed at achieving the establishment goals in the face of changing external factors.

The main idea of system theory lies in any decision (action) having consequences for the entire system. The system approach to management allows to avoid a decision made in one area turning into a problem in another one.

*The contingency approach* does not contain prescribed guidelines for effective management of an establishment. It is the way of thinking over the establishment problems and their solutions. The nature of the contingency approach presupposes that in each case of decision-making, management should focus on contingency differences between establishments and within them, identifying and highlighting specific contingency factors (internal and external) that determine the effectiveness of a particular establishment.

### **Managerial concepts of modern management.**

*The conception of adaptation.* The essence of the conception of adaptation (or adjustment strategy) shows that in real economic activity, an establishment strategy is always a combination of the most profitable actions, taking into account external factors. These actions provide strategies for maneuvering in the distribution and redistribution of production and goods between specific enterprises located in different countries, depending on the level of production costs, labor costs, economic growth rates, and political stability of the country where they are located.

*The conception of global strategy.* It focuses management attention on the need to develop a unified strategy aimed at optimizing the activities of the entire establishment (enterprise, corporation), and not its individual parts. Within the framework of the global strategy, there are various aspects of this concept, including: the focus on optimizing the establishment activities by better adapting its structure to the external environment and more effectively using its internal capabilities to maximize the establishment profit, etc.



***The conception of target orientation.*** It focuses the company on the organization of its activities with the dominant role of goal setting at all stages of the management process (in the planning, organization, control and motivation processes).

## **1.2. Educational management: nature, features and main categories**

***Education management*** is goal-oriented *activity carried out by subjects of education management* to ensure the formation, optimized functioning and development of each educational institution, links and the education system as a whole.

This and some other definitions focus on *the management of educational activities in educational institutions.*

A number of definitions consider education management a type of social management *aimed at managing social establishments through knowledge and creating an educational space in them:*

***Education management*** is managing the processes of training, retraining, and advanced training of the establishment personnel, which contributes to their development and motivation to work effectively.

Therefore, *education management is an area of professional activity related to management:*

- of educational systems at various levels;
- of educational institutions of various types;
- of processes of training and development of the establishment personnel.

Education management is an interdisciplinary field of scientific knowledge that integrates psychological and pedagogical sciences, management theories, and the practice of managing educational systems and educational processes in various types of establishments.

*An educational manager* is a management professional who has innovative behavior and is able to activate the intellectual potential of an establishment based on knowledge management.

## **2. THEORETICAL BASICS OF EDUCATIONAL INSTITUTION DEVELOPMENT MANAGEMENT**

**Basic concepts:** management principles, management models, management by objectives, benchmarking, reengineering, results management.

### **Issues to be discussed:**

- 2.1. Management principles.
- 2.2. Models of education management.
- 2.3. Features of management by results systems.

### **2.1. Management principles**

Management principles are guidance rules that define the basic requirements for the management system, structure, and organization. There are general and particular management principles.

The general principles of management can be applied to all areas of management and economic branches.

The principle of purposefulness implies the right of managers to prioritize the establishment of benchmarks, the desired future states of the organization. The owner of the organization can also use the right to set goals, and the manager can focus on the development of a program to achieve these goals. Often these types of work are performed together.

The principle of conformity to plan is related to the main directions and proportions of the organization's development establishment in the future. Planning refers to (in the form of current and future plans) all parts of the organization. The plan is a set of tasks that will be solved in the future.

The principle of incentive. Management can be highly effective only if the activities of the personnel of the object and the subject of management are fairly encouraged.

The principle of hierarchy involves the creation of a multi-stage management structure, in which the primary (lower level) links are managed by their own bodies, which are under the control of the next level management.

The principle of discipline refers to the practice of making regular agreements between an organization and its employees. In conflict situations, common interests should prevail over an individual's interests.

The principle of competence focuses on the fact that the manager must know the object of management well.

Special management principles are local in nature and regulate only individual management processes, industries, organizations and divisions.

## **2.2. Models of education management**

A model (from the Latin 'modulus' - sample, image) is an image of an object, a process or a phenomenon used as a "substitute" of reality or representation. The significant characteristics of the model are the following: the ability to replace a cognizable object; the presence of clear rules for the transition from information about the model to information about the object; the ability to provide information that allows experimental verification.

Foreign experience proves the existence of a certain number of models for building management in education. These include:

The planning, programming and budgeting system (hereinafter referred to as the PPBS) consists of defining long-term goals, developing alternative ways to achieve them and evaluating the costs and benefits of these methods. As a result, the best possible method is chosen, the program for its implementation is thoroughly considered and a financial execution plan, which is the most essential element of the PPBS, is prepared. Some elements of this approach can be used to improve the educational process as an independent long-term goal. To do this, it is necessary to identify ways to improve the process – the composition of participants and interaction between them. The inclusion of additional participants may lead to additional costs, and, consequently, to an increase in the cost of the proposed solution.

Management by goals (hereinafter referred to as the MBG) is very similar to the "classical" definition of management. It includes monitoring the performance of the management object and comparing it with the long-term goals of its activities. Based on the final tasks proposed by the manager, intermediate tasks are formulated for subordinates, who in turn use them as a basis for formulating the goals of the lower level of the chain. The main condition for using the MBG is the measurability of results. This approach can be used in an educational organization in the form of optimizing the set and sequence of subjects studied, determining the forms and methods of input, intermediate and output control.

Zero-based budgeting (hereinafter referred to as ZBB) is based on a monetary assessment of any action performed, a clear justification of the need for all expenses and their size. Any program must justify its existence. The ZBB classifies an organization or process into certain

types of activities and requires ranking all types of activities by their costs and results. Resources are allocated according to the analyzed ranking. In education, such ranking is not always appropriate. The educational process assumes equal necessity for all reasonable activities.

Strategic planning is most often used in higher professional education. The main basis for strategic planning can be considered the setting of long-term goals, the achievement of which is influenced by numerous factors that are more uncertain. For example, the social and economic development of a country and regions, which determines the amount of resources allocated to the education system and individual educational institutions, the number of children and young people enrolled in the education system and so on. Accordingly, strategic goals in educational organizations can be determined by these factors.

The use of benchmarking involves studying other people's practices and improving the effectiveness of activities "on the model". The object of this approach can be individual elements of the organization: structural divisions, individual processes or their elements. The disadvantages of this approach are: the difficulty of directly transferring "someone else's" experience to "your own" conditions; the need to analyze and process this experience for other conditions, etc.

"Commoditization of education" represents education as a process of production and simultaneous consumption of fee-based educational services. This process management organization is similar to management in commercial organizations: the effectiveness of activities is determined by the ratio of profit to costs; the effectiveness of structural divisions and the implementation of individual processes is determined by their contribution to profit formation. The disadvantages of this approach is the shift of attention from the direct content of the educational process to the financial results of the educational organization.

Total quality management (hereinafter referred to as TQM) involves measuring quality wherever possible and appropriate. TQM can be explained as process management by quality parameters. In education, this approach can be used as a tool for measuring parameters and providing initial information for making decisions on its management. Assessment of quality parameters in an educational institution is a necessary element of its implementation and management. Therefore, the use of the TQM system is necessary, regardless of the approach used to build the management system.

Business process reengineering (hereinafter referred to as BPR) is of maximum interest. This model is based on regular redesign in the organization of the processes of functioning of the management object for the most appropriate option for external and internal conditions of activity at a given time. In an educational organization, this indicates that there is a combination of participants, forms and methods of their interaction, equipment, control, etc., in which its condition will be higher than it is now.

Not all of these approaches can be fully applied to education management due to the long-term achievement of the goal, the multiplicity of options for achieving it and the difficulty in assessing the state of the object of management in education.

### **2.3. Features of management by results systems**

The first developers of this approach are Finnish managers. As a result of the analysis of management by objectives, the researchers conclude that it eventually turns into a process of setting goals without taking into account real resources and results already achieved.

The main idea of results management is to recognize that an organization is an ordered form that unites individuals or groups to achieve specific results. Meaningfully, the concept of "management by results" implies the system of management and development, through which results are achieved that are defined and agreed upon by all members of the organization. Effective thinking at a higher level assumes that the manager and subordinate determine the result of co-operation, and then the performer chooses how to achieve it. The result is

understood as a completed objective. Objectives can be ideal or realistic, depending on the availability of resources. Objectives that are resourced are productive objectives.

There are three levels of management by results. The first level is the ability to see the mission of organization and determine its effectiveness. The second one is the ability to consider the result in terms of the quality and quantity of services and the product itself. The third level is the ability to consider the result from the perspective of consumers, based on the satisfaction of their requests.

Management by results is a purposeful, resource-based interaction between the control and managed subsystems to achieve the predicted result.

### **3. EDUCATIONAL INSTITUTION AS A SYSTEM AND AN OBJECT OF MANAGEMENT**

#### ***Issues to be discussed:***

- 3.1. The notion of an institution. General characteristics of institutions.
- 3.2. General characteristics of institutional design.
- 3.3. Educational mission and strategy of the educational institution.

#### **3.1. The notion of an institution. General characteristics of institutions**

An institution is an enterprise, a company, an establishment and other labor organizations. An institution involves material objects and a community of people united by a specific goal.

*An institution aims at achieving certain goals and represents a specially structured and coordinated system designed for certain activities and connected with the environment.*

A systematic structure, definite goals and connection with the environment are common characteristics for any institution. The characteristics of organizations are divided into structural and contextual ones.

*Structural* characteristics are the features of the institution internal structure: formalization; the division of labor; the hierarchy of authority, centralization; professionalism.

*Contextual* characteristics describe the organization as a whole and the external environment: the size of the institution; the technologies used; the surroundings; goals and strategies; culture - a set of main values and norms.

#### **3.2. General characteristics of institutional design.**

*A structure is a system of management bodies.* Each has its own internal structure. The structure distinguishes between *linear* (administrative subordination); *functional* (by field of activity without direct administrative subordination); *cross-functional* or cooperative links (between divisions of the same level).

There are several types of organizational structures for managing an educational institution based on the nature of particular connections:

*The linear structure* is a sequence (hierarchy) of individual and collective subjects, arranged in the relations of subordination;

*The functional structure*, where subjects are arranged in accordance with their functional responsibilities, where coordination links are indicated;

*The linear-functional* structure, where relations and relationships of subjects are characterized by both subordination and coordination, i.e. they are developed both vertically and horizontally;

The linear-functional structure is a graded hierarchical structure. Linear managers manage on their own, and they are assisted by functional bodies. It is used most widely.

Filial branch structure. Filial branches are allocated either by area of activity or geographically

Multiple structure combines different structures at different levels of management. For example, the branch management structure can be applied to the entire company, and linear-functional or matrix structures to branches.

Analysis of the advantages and disadvantages of management structures allows you to find criteria for their optimal use.

### **3.3. Educational mission and strategy of an educational institution**

*A mission* as the overall goal of an educational institution describes the status of an institution in details. It declares the principles of its work, the statements and actual intentions of management and defines the most important characteristics of the organization.

A mission has two main interrelated meanings in strategic management:

- it is a more or less objective description of the objectives and the activity of institutions.

- it is the result of a subjective, non-biased, often somewhat embellishing the real intentions and merits perception (by management and staff) of the institution objectives, its self-esteem.

According to the first definition, the mission always exists objectively at any organization, even if the team does not think of it. According to the second definition, the mission requires special efforts to understand and specify it. The mission appears under the pressure of competition or on the basis of following the recommendations of strategic management. When an educational institution specifies the mission based on a real in-depth analysis of its clients, values, opportunities and limitations, key abilities and advantages without unjustified self-promotion, the situation is optimum.

Any educational institution has certain obligations and functions in relation to: students as the main clients of the educational institution; education ordering customers; establishers; own staff; local community. If we proceed from the idea of the completeness and informativeness of the school mission, we can specify the following questions when developing it:

- Whose (what groups of customers) and what social order does the educational institution focus on?

- What level and what quality of educational services is planned by the educational institution / EI (in comparison with the state educational standard)?

- What educational functions (cognitive ones, education and socialization, mental development, creativity education, health improvement, etc. functions, their combination) does the EI consider priority?

- What is it ready to offer students, in addition to basic educational services, for multifaceted development (opportunities for sports, leisure, tourism and trips, artistic and other creativity, amateur activities, communication, self-education, etc.)?

- How can the EI assure the protection of students' rights?

- What is the attitude of the EI to innovations in education, changes and development of its potential (specific directions of innovations and experiments)?

- What are the EI main requirements for its staff, first of all - teachers and educators?
- What opportunities have been created for students and the public to participate in children's education and management?
- What are the principles on which the EI interacts with social partners?
- What opportunities and guarantees for the professional development and social protection of the staff are provided?

The answers to these questions prepare a framework for the transition to a brief, reflecting the most important and essential points mission of the educational institution.

*A strategy is a set of conceptual ideas, goals and management actions that ensure the development of an institution.*

The range of the EI development strategies includes the following types of strategies:

- predictive strategy (realistic forecast of the parameters defining the development of educational institutions);
- classical planning strategy (strict sequence of each planning stage and availability of feedback between them);
- program-target strategy (detailed development of goals and objectives for a certain period, focused on achievements in the field of education);
- intuitive strategy (relying on the manager's intuition, accumulating his social and professional experience);
- borrowing and adaptation strategy (the source is both foreign and domestic experience of advanced institutions);
- survival strategy (preservation of the main resources, group potential of the EI in case of sudden unfavorable conditions of the institution's functioning);
- growth strategy (expanding the range of additional educational services, opening new profiles, centers, developing new areas of activity);
- optimization strategy (improvement, modification of what is already available and should acquire a new quality without quantitative increase);
- innovative strategy (creation of new educational programs and technologies, development of profiles);

The criteria for the EI effective development strategy are: compliance with development goals, assistance in building the EI capacity, improvement of the socio-psychological climate in the team, ensuring the quality of education, maintaining a positive image of the educational institution, strengthening social partnership and harmonizing the interests of groups of influence.

#### **4. MANAGERIAL CONTROL OF EDUCATION QUALITY SYSTEM IN PEDAGOGICAL MANAGEMENT**

##### **Issues to be discussed:**

- 4.1. Indicators of the education quality.
- 4.2. Control, evaluation, regulation and correction of management processes.

##### **4.1 Indicators of the education quality**

*The quality of education* is a social category that characterizes the state and effectiveness of the open educational systems development, its compliance, on the one hand, with the normative goals of education and, on the other hand, with individuals' and various social groups' needs, expectations and requests in achieving high educational results.

The quality of education at educational institutions is revealed in the quality of the educational process.

There are the characteristics concerning the structure of conditional internal and external education quality and indicators of education quality from the standpoint of a systematic approach.

*The external structure of the education quality* is the structure of its relations. with all types of system organizations: with the country's economy, the system of sciences, the education system, the culture system, etc *The internal structure of the education quality* is the structure of connections between its components, functions, and processes. Indicators of the "external education quality can be the average educational qualification, mass participation, accessibility, state management and free education. Indicators of the "internal education quality" are the infrastructure of educational institutions, human and scientific potential, the content of education, the structure of majors, the level of students and graduates' knowledge, etc.

The standards developed and approved by the Ministry of Education are a reference point, an indicator of the external education quality and perform three main social functions. They:

- are the guarantors of the learning conditions that ensure the normal development of students (by including educational requirements in the educational standard, determination of the maximum learning load, the opportunity to choose individual educational goals, using the educational opportunities of the socio-cultural environment);
- provide an opportunity to receive a full-fledged education that meets modern social needs (by regulating the content of education);
- provide documentary evidence of the completed standard that ensures the quality of the result obtained at this level of education in a particular educational institution.

Thus, the standards are a single norm in terms of the content and organization of education, they record the results of education at the stages of training, the mandatory level of content and development of educational programs for each educational institution, as well as the level of their financial support.

Indicators of the education quality are universal for all educational institutions:

- quality of education in a narrow sense;
- quality of managerial control: goals, objectives, content of education; staffing, scientific and methodological support; educational conditions (sanitary, economic, material and technical, information, psychological, legal, social, household, aesthetic, spatial, temporythmic, temporal);
- the quality of educational process implementation;
- the quality of compliance with state educational standards;
- the quality of meeting students' and their parents' needs;
- the quality of meeting the needs of public institutions;
- the image of an educational institution ensuring high quality of education.

*The quality of education* can be viewed from the perspective of two concepts: *the quality of process and the quality of result*.

The quality of process can also be considered through the complex and interrelation of the following concepts:

- the quality of goals - they should meet the main customers' requests to the system of additional education;
- the quality of content that can be provided when it meets the goals and modern requirements for additional education;
- the quality of the organization technologies (methods) — must ensure compliance with the goals, content, and modern requirements;
- the quality of (methodological, material and technical, psychological, etc.) support is achieved when it meets the goals, content, technologies, etc.

With a certain degree of simplification, we can say that quality is compliance with certain set standards, and the managerial control over quality is the process of bringing the system to a certain standard.

Quality control of education is understood as a purposeful, integrated, coordinated impact on this process as a whole, and on its main elements in order to achieve the greatest compliance of the functioning and results parameters with the relevant requirements, norms and standards.

#### **4.2. Control, assessment, regulation and correction of management Processes**

*Control* is the establishment of compliance between goals, objectives, standards, work plans on the one hand and actual results on the other hand.

From the standpoint of science, control is a form of feedback, through which the management system receives necessary information on the actual state of the managed object and the degree of implementation of management decisions, laws, regulations, orders, instructions, regulations, rules, tasks, norms, target programs, guidelines, charters and other local regulations.

In the field of education, the implementation of decisions, the plan of actions and approved target programs are monitored.

During the monitoring process, the following tasks are being solved:

- selection of a specific control object;
- the determination of controlled parameters (directions of the education system development as a whole and this educational institution, approved indicators and deadlines);
- application of the most effective control methods;
- identification and documentation of deviations;
- the preparation of proposals for the necessary control action;
- the approval by the appropriate manager of the proposed control action and organization of its implementation.

Depending on the subjects exercising control, the following types of control are distinguished: state and non-state ones. According to the rules of implementation, control is divided into external and internal, mandatory and initiative ones.

According to the time and the period under review, the Supervisory authorities implement the following forms of control:

- preliminary control – in course of discussion, preparation, and management decision-making;
- current control – in course of the management decisions implementation, by checking the implementation of planned actions and deadlines;
- follow-up control - at the end of the term of the management decision by analyzing and verifying the achievement of the intended goals.

A separate control action is called a method. According to the form of organization, the following control methods are described: the survey, the analysis, the examination, the monitoring, the supervision, the audit and the verification.

Control of professional (educational) activities can be external and internal, preliminary, current and subsequent one, the one implemented through special inspections, etc.

**State control in the field of education** is exercised by many state bodies, among them the administrative bodies predominate. The purpose of the state control is to ensure the implementation of state legislation in the field of education, to ensure proper quality



education and upbringing. The control under consideration can be divided into three types according to the bodies that carry it out: departmental (sectoral), internal control and supranational control.

Departmental control over the education quality is carried out by the Ministry of Education. It controls the educational institutions and departments (committees) under its jurisdiction. Departments (committees) of education control the educational institutions under their jurisdiction, etc.

Internal control is exercised in the educational institution by the educational institution itself and its employees. This is called self-control.

Supranational control is exercised from outside by bodies that are not part of the industry system, for example, health, internal affairs, defense, etc. The Ministry of Education has created a special body for monitoring the quality of education in the Republic of Belarus – the Department of quality control of education with supranational powers.

State control over the education quality can be exercised through: self-monitoring; inspection; certification of educational institutions.

Self-monitoring includes self-control, self-analysis and self-assessment of the educational institution activities to ensure that the content and quality of education meet the requirements of legislation, other legal acts in the field of education and educational standards.

Inspection is a type of control exercised over certain areas of activity of an educational institution. Its directions, for example:

- studying the system of work to ensure the education quality or its components, identifying tendencies in its development;
- educational, technical, information, personnel and scientific support of the educational process;
- compliance with standards for students' protection of health and safety of life, their social and living conditions, etc.

When inspecting an educational institution, depending on the purpose of the inspection, attendance of classes; examination of documents; questionnaires; participants' oral survey in the educational process; achievement tests; testing the quality of students' learning, etc. may be carried out.

The inspected institutions must be notified of the upcoming inspection no later than 10 days before it is carried out. Based on the results of the inspection, a final document (certificate, report, service note) is drawn up, and no later than two weeks it is submitted to the head of the inspected object and the head of the body that set the inspection.

Certification includes a comprehensive inspection and evaluation activities of educational institutions on conformity to requirements of legal acts, including for compliance the content, level and quality of preparation of graduates to requirements of educational standards. Based on the certification results of accredited educational institutions, a decision is made to confirm or revoke accreditation. Certification is carried out once in five years.

The education quality can be monitored outside the field of education, i.e. post-graduate control. It is also aimed at the readiness of a person to perform certain official (labour) activities.

Regulation and correction are a necessary control function. Thanks to them, the order of the education management system is maintained, and disorganization factors are eliminated.

Regulation is a type of activity based on making adjustments using methods, tools and influences in the process of managing the pedagogical system to maintain it at the programmed level.

Correction is not possible without establishing the reasons that cause deviations in the expected, projected results. Signs of such deviations can be unreasonably drawn up plans and errors in them, weak forecasts, lack of necessary and timely information, errors in decisions made, poor execution, shortcomings in monitoring and evaluating the final results.

The effectiveness of organizational regulation is measured primarily by how efficiently it is possible to organize the processes to be managed.

Organizational regulation in the education system is based on the principles of social management and legal norms of the state. Thus, the organizational structure (of the management and managed subsystems) optimally regulates the external and internal aspects of the management system of the EI institution activities. This structure contains the number, types and purposes of administrative bodies, the number of management stages and areas of subordination in the management structure. It is the basis for the distribution of activity areas (distribution of tasks).

The distribution of activity areas, based on goals, includes the division of management into complexes of specific sub-goals for each of the management subsystems at any level, to be performed in each case by a certain link. The distribution of activity areas in the management system should be supplemented by the distribution of functions focused on jobs, taking into account the personal-oriented approach to the organization of activities. In the functional plan, the content and scope of official powers are precisely defined. This is reflected in the document (order) that has legal effect. In order to increase the efficiency of the administrative bodies and improve relations in the context of its renewal, the Regulation on the Education Management Authority is being developed.

## PRACTICAL UNIT

### Assignments:

№1

1. Read the materials in point 1. Start compiling a bibliography of your future master's thesis. Pick at least 2-3 of the contemporary literature on management in education.
2. Study the material in point 2. and answer the questions:
  - a) What is the management cycle?
  - b) what is the specific nature of the synergistic approach?

№2

### Typologies of the main development strategies in education

The typology is based on	Types of strategies	Brief description
Direction	Predictive strategy	Realistic predictive parameters of school development
	Innovation strategy	Creation of new educational programs and technologies, formation and development of the school profile
	Integrated strategy	Consolidation and strengthening of educational institutions (EI), optimization of the EI network
	Target strategy	Detailed designation of goals and objectives for a specific period, focused on achievements in the field of education and upbringing
	Economic strategy	Inclusion of market mechanisms in various types of EI activities
	Social strategy	Teachers', employees' and students' interests protection
The origins	Classical planning strategy	Strict sequence of each planning stage and availability of feedback between them
	Intuitive strategy	Relying on the manager's intuition, accumulating his social and professional experience
	Borrowings and adaptations strategy	The source is both foreign and domestic experience of advanced institutions
	Corporate thinking strategy	Actualization of not only personal, but also teaching staff's group potential based on their development of contextual skills (social competence, communicative interaction, cooperative attitude, group solidarity, responsibility, feedback, empathic skills, collective creativity)
	Marketing strategies	Creating the necessary conditions for the promotion of educational products in the market of educational services by means of advertising, PR events, consulting systems, etc.; the source is marketing research
Goal	Survival strategy	The preservation of the main resources and group potential of the EI in case of sudden unfavorable conditions of the institution's functioning
	Growth strategy	Expanding the range of additional educational services, opening new centers, developing new areas of educational, industrial and economic activities

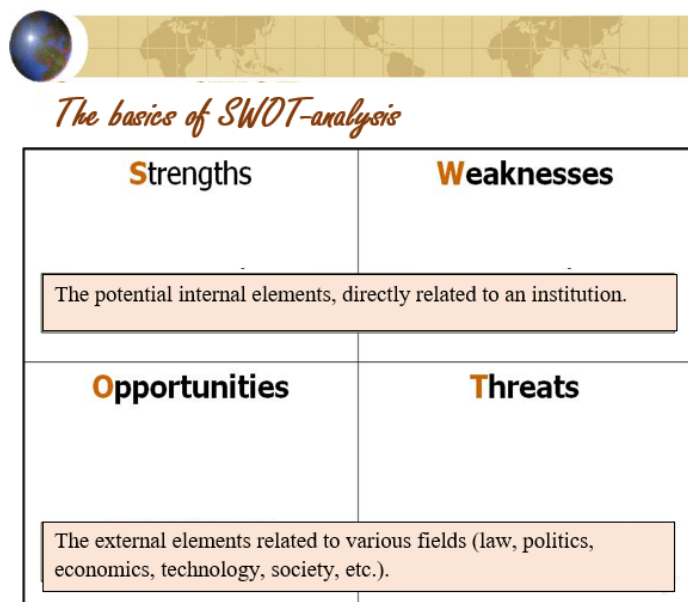
	Optimization strategy	Rational use of human, material and financial resources to solve the tasks arising from the institution's mission. The goal is the intensive development of educational institutions: improvement, modification, renewal, reconstruction of everything that the school already has and should acquire a new quality without quantitative increase
	Competitive benefits strategy	<i>Differentiation</i> means providing services that differ favorably from those of competitors <i>Leadership in price</i> means offering consumers cheaper educational services which are at the same time not inferior in quality <i>Focusing</i> is paying attention to the interests of specific consumers of educational services

1. Read the definitions of the basic concepts of strategic management. Suggest the best, in your opinion, option for defining strategic management.
2. Does strategic management allow flexibility?
3. Study the material "Typologies of basic development strategies in education". Choose one of the types of strategy for a specific educational institution and justify your choice.

№3

1. Read the theoretical material on the topic.
2. Expand one of the levels of the management system of any particular educational institution.
3. Depict schematically the management structure of any educational institution (you can use diagrams from the Internet).

№4



**Strength** is something that an institution has succeeded in, or some feature that gives it additional opportunities.

**Weakness** is the absence of something important for the functioning of the institution, something that it fails in (if compared with others), or something that puts it in a disadvantage.

**Opportunities** are defined as something that gives an educational institution a chance to do something new: to create new majors, to win new clients, to introduce new technologies, etc.

**A threat** is something that can damage an educational institution and deprive it of significant advantages.

1. Read the theoretical material on the topic.
2. Describe the informational and analytical function in the activity of the teacher as a manager of the educational process.
3. Give examples of 1-2 components of SWOT-analysis for a specific educational institution.

№5

1. Which of the two normative documents: an educational standard or a syllabus is higher?
2. Briefly describe the sequence of steps in training a teacher (teachers) to teach a course or a specific topic.
3. What sections does the curriculum contain?
4. What is the difference between a textbook and a training manual?

№6

Read the theoretical material and answer the questions:

1. What is typical of organizational and administrative methods of pedagogical management?
2. What methods of administrative influence are the most effective in your field of activity?

№7

Read the theoretical material and answer the following questions:

1. What are the features of economic methods of pedagogical management?
2. How do wages allow a manager to take into account the complexity and qualification of work?
3. What social and psychological methods are most effective in your field of activity?

№8

1. What are the main stages of the management decision-making process?
2. Describe one of the methods of making a management decision (to choose from) in relation to a specific situation.

№9

1. What are the indicators of the level of the collective formation?
2. What are the advantages of teamwork? Give examples of the task for which it is advisable to form a team.

№10

1. What are the common features of management and leadership?
2. Specify the best option for interaction of the manager and the leader.

THE TASK 3 (optional)

3. Using online resources, study "The Blake Mouton Managerial Grid" and evaluate your managerial potential. Analyze the results.

№11

1. Enumerate the indicators of education quality for an educational institution.
2. What is the management of education quality?

№12

1. What is the difference between strategic innovation management and functional innovation management?
2. Identify 1 - 2 objectives of innovation management that are successfully implemented in a particular educational institution and describe them.

№13

Algorithm for selecting the development strategy of an educational institution

<b>Stages</b>	<b>Technologies</b>
1. Determining the criteria for the effectiveness of the school development strategy	Discussion, brainstorming, group work
2. Problem-oriented analysis of the external and internal environment of the school	SWOT-analysis
3. Identification of relevant groups of influence, their interests and expectations	The method of independent expert assessments
4. Evaluation of the effectiveness of the school's interaction with relevant groups	Ranking
5. Forecast of changes in context conditions	Content analysis
6. Analysis of the " best samples"	Benchmarking, ratings
7. Putting forward strategic alternatives	Workshop of the future
8. Assessment of the resource provision of the strategy	Quantitative and qualitative assessment methods
9. Assessment of possible external and internal risks associated with the implementation of the strategy	Mathematical methods, calculation of the risk factor
10. Defining a strategy	Preference method, Delphi method

Describe in detail one of the (3,4,5) stages of the algorithm for choosing the strategy for the development of an educational institution

№14

1. Specify 3-5 requirements for the management of the innovation process, the most significant, in your opinion.
2. What factors determine the effectiveness of innovation processes?
3. What are the reasons for the unrealizability of pedagogical innovations in an educational institution?
4. Give an example of innovation in a particular educational institution.

**ADDITIONAL MATERIAL FOR PRACTICAL TRAINING**  
**The development of scientific education management**

The first steps of scientific management (1912 - 1930) of education were influenced by classical management theory. The second phase of the school management theory development is associated with the spread of the ideas of the "human relations" theory. This period, which lasted until about the 50s, was often called the turn to democratic governance. Significant influence in this direction was exerted by the works of J. Kupman's "Democracy in school management" and W. Joh's "Improving human relations in education management".

In the second half of the 50s, the third period of development of the school management theory of education begins, which is characterized by the justification of the management theory from the point of view of social sciences - sociology, psychology, philosophy. National structures and institutions, especially in the United States, played an important role in this process: National conference of professors on education management (1947), Cooperative program on education management (1950), University Council on education management (1956). This approach to management spread to Canada, Australia, New Zealand and, later, to England.

One of the most popular approaches to management in the 60s and 70s was the concept of management by objectives (MBO). Its main ideas were expressed by P. Draker. MBO is a results-oriented management philosophy.

In the 1970s the development of education management was influenced by the ideas of a systematic approach, in particular, the work of Dutch scientists A. Dekaluve, E. Marx, and M. Petri "School development: models and changes"

In the 80's along with the growing interest in the theory and practice of management in general, the interest in school management also increased. The quantitative expansion of educational systems has been replaced by a focus on improving the quality of education. Increasing the level of intra-school leadership and school democratization are reflected in school legislation. The period of the 1980s was also characterized by major educational reforms in a number of countries. Management was decentralized and the autonomy of educational institutions was strengthened, which required the development of the principle of participation. In the 80's-early 90's a number of major theoretical works were published, aimed either at developing the theory of education management itself, or at generalizing its state and popularizing what has already been developed for practitioners. For example, the works of T. Bush "Management Theories in education "(England, 1986); P. silver "Education management" (USA, 1983); W. Rust "Management guide for teachers" (England, 1985); N. Adams "'High school management today" (1987) and others. In the same years research in the field of education personnel assessment and management of education development became a separate area.

In recent decades the development of management ideas in Russia has been associated with the active development of the problem of pedagogical (Y.A. Konarzhevsky, P.I. Tretyakov, T. I. Shamova, etc.) and educational (I. P. Grishan, G. G. Korznikova) management. At the same time, there is a "movement" from management to management in education (M. A. Goncharov), and from education to educational management (V.Y. Nazmutdinov, M. N. Pevsner), an interdisciplinary consideration of the latter in theoretical and applied aspects.

### **Methodological approaches to the management of educational systems and processes**

The development of management science offers different approaches and content of management activities. First of all, there is a functional approach, according to which the management of others' activities is considered as a process that represents a set of continuous interrelated activities.

The types of activities that the managing entity performs are called managerial functions (G. D. Dylyan, S. N. Knyazev, Y. A. Konarzhevsky, V. S. Lazarev, M. M. Potashnik, P. I. Tretyakov, etc.).

Management function is a special type of management activity, the result of labor division and specialization in management, characterized by relative independence of the management department.

The management process is a sequential execution of a certain set of functions. The logic of this sequence is that management starts with the execution of a specific function, during which the part of the task that allows you to start performing the next function is solved, and so on until the full management cycle is completed.

A management cycle is a structure that involves interconnection and consistent performance of relatively independent (operational) functions. There are many variations of management cycle models. The basis of the management cycle by G. D. Dylyan consists of operational functions: analysis, forecasting, goal setting, planning, development and decision-making, organization, control. They are supplemented with end-to-end (used at any stage of the management process) functions: leadership, coordination, regulation, activation, motivation, etc.

The functional approach to the management of pedagogical systems and educational processes allowed practitioners to holistically present their activities in the form of a management cycle, to understand the essence and technology of its constituent types.

Nowadays the development of management problems in pedagogy is unthinkable without the methodology of a systematic approach. If we recognize educational institutions and the

educational process as systems, then their management must also be systematic. It is believed that the use of this approach reduces the randomness and spontaneity in management.

In general, the systematic approach to educational management is based on all elements of the pedagogical system, changes in system or component due to the requirements of historical development of society and scientific-technical progress, improving at least one of them, as well as the actions of numerous external and internal factors and conditions of functioning of the system.

There are the following advantages and disadvantages of functional and system approaches:

- focusing management efforts mainly on the organizational and structural aspects of the activity to the detriment of the content;
- the predominance of the principle of using an individual in management;
- the dominance in school mode to eliminate the effects of deviations from specified parameters is the prevention of failures in activity of pedagogical process participants.

The ability to overcome these disadvantages is required using other approaches, one of which is synergistic, and its qualitative characteristic is self-organization.

Synergy, first of all, studies the systems of open type. The need for practice is such that an educational institution should be a self-organizing socio-pedagogical system that develops on the basis of its capabilities, environmental resources and provides conditions for self-determination and self-development of the educational process subjects.

The essence of the synergetic approach is to identify and learn the general laws governing the processes of self-organization in systems of various nature, including educational ones.

From the standpoint of a synergetic approach in the management of pedagogical systems and processes, it is possible to form an adaptive pedagogical environment that takes into account the human factor, the nature of the educational institution in which educational and pedagogical activities are implemented. Consequently, the management of pedagogical systems and processes based on a synergistic approach is associated with person-oriented learning, since the leading role is assigned to self-organization, self-development, carried out through managerial and pedagogical design and consulting.

Management activity, of course, requires turning to the approach we have already mentioned - the reflexive one. In pedagogical sources, the concept of "reflection" is interpreted as turning back; reflection, self-observation; a form of theoretical human activity aimed at understanding one's own actions and their consequences.

It seems to us that a reflexive approach to implementing the ideas of managing pedagogical systems and processes should, first of all, ensure the creation of an adaptive educational environment in the interaction of all management subjects.

## **STRATEGIC MANAGEMENT**

**The concept «strategy»** is of Greek origin and made up of a combination of two words: «stratos», which means «army» («armed forces», «military power»), and «ago», one of the translations of which can be interpreted as «to lead» («to manage»). Accordingly, the strategy was used for naming generalship, and later its military leaders' and theorists of military affairs' description, and the first strategic writings of the brilliant Chinese commander Sun-Tzu appeared in the 5th century BC. Thus, originally the strategy is the concept of achieving victory.

Definitions of strategic management:

**A strategy** is a way of setting goals for the corporate, business and functional level (Igor Ansoff)

**A strategy** is a way of responding to external opportunities and threats, internal strengths and weaknesses (M. porter)



**A strategy** is a method of the organization competitive goals determination (Harvard business school)

**A strategy** is «the determination of the institution main long-term goals and objectives and the approval of the course of action, the allocation of resources necessary to achieve these goals» (A. Chandler)

**A strategy** is a general, non-detailed plan that covers a long period of time, a way of complex goal achievement.

**The strategy of an institution** is a set of the institution principles and its relations to the external and internal environment, long-term goals of the institution, as well as corresponding decisions on the choice of tools for achieving these goals and the institution business activity course. This is both the development perspective and a model for responding to changes in the external environment in which the institution operates. The strategy manifests itself in its competitive function, in the structure of the institution, its value system, in the features of motivation and control of personnel.

The strategy is largely designed by top management, and its implementation involves the participation of employees at all levels of management. The developed strategy gives the institution the general orientation, and its employees - clear guidelines in their daily actions. The strategic plan should be, on the one hand, holistic, and, on the other, flexible.

**Strategic management** is an activity related to setting goals and objectives of the institution and maintaining a number of relationships between the institution and the environment (external environment) that allow it to achieve its goals, remain receptive to external requirements and meet its internal capacities (Igor Ansoff)

**Strategic management** is a complex, continuous and endless process, it's opposite to a one-time event in which you can do other kinds of things (A.A. Thomson and A. Jorsh Strickland). There are 5 tasks of the integrated strategic management process:

- formulating the strategic mission
- setting goals
- developing a strategy
- implementing a strategy
- evaluating performance, tracking changes and making adjustments

Strategic management is a management activity related to setting long-term goals and objectives for the company's functioning, maintaining relationships between it and the environment that allow it to achieve its goals, meet its internal capabilities, and allow it to continue perceiving external requirements. As the level of instability in the external environment increases, the need for strategic management orientation increases.

Originally strategy is something that is taken for a long period of time. In the modern interpretation strategic management and thinking should be, first of all, flexible in order to keep up with changes in the environment, although it is clear that the strategy can't be momentary and should not change every day.

#### **Typologies of the main development strategies in education**

The typology is based on	Types of strategies	Brief description
Direction	Predictive strategy	Realistic predictive parameters of school development
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	Local change strategy	Implementation of projects and comprehensive programs in certain areas of the school's activities
Variation	Dominant strategies	The leading role at a certain stage of the development of the EI, the absence of significant changes under the influence of external and internal factors in this period
	Scenario strategies	Availability of optimistic, pessimistic and conventional scenarios of strategic development depending on changes in the complex of external and internal conditions
Positioning	Internal strategies	Developed within an educational institution
	Interorganizational strategies	They are developed in the process of cooperation of several schools with comparable conditions of functioning and development

### **Organizational structure of educational institution management**

Nowadays one manager can't solve all managerial tasks, that's why it becomes necessary to build the organizational structure of an educational institution.

An educational institution is a social organization comprising people who work together within the scope of particular formal and informal rules and norms to achieve educational purposes.

From viewpoint of management, an educational institution, as well as any social system, comprises both a subject and an object of management. The subject of management includes all those officials and social groups that organize the management process. Those officials and groups to whom the control actions are addressed act as objects of management. Since management in social systems is linked to people, it takes the form of managerial control. Management subjects are usually called managers and governing bodies, and management objects are called executors (subordinates), or executive bodies.

The internal organizational structure of the system is determined not only by its designated use, but also by the criteria that are accepted as the leading structure-forming factors. For example, if considered from the viewpoint of objectives, its multi-level structure will comply with to the hierarchy of goals.

In a multi-level hierarchical management structure, the same persons or bodies can simultaneously act as the object of management in relation to higher officials or bodies and as the subject of management in relation to inferior officials.

For example, the structure of school is diverse, multi-structured, and it has a huge number of structures of various kinds that can be classified into four major groups.

1) The structure of the school teaching materials and academic facilities, i.e. relations between such elements as school buildings, furniture, technical equipment, visual and technical teaching aids, etc.

2) The structure of the school community, which includes:

- the structure of the teaching staff, which includes methodological commissions on subjects, subject departments, educators, various informal groups, etc.;

- the structure of the student community, consisting of primary, secondary and senior levels, various student associations;
- the structure of the school support staff;
- the structure of administration.

3) Procedural structures are the most dynamic structures, manifested in the activities of people. There are a huge number of procedural structures in the school, from the structure of each lesson to the structure of the innovation process. The educational process is the system-forming, unifying process, subordinating the other ones.

4) A spiritual structure is the most complex and less studied group. This is the school philosophy, mission, policy and strategy and organizational culture.

Organizational culture is a system of ideas, values and patterns of behavior shared by all members that set guidelines for their behavior and actions, as well as a sign and symbolic system (mythology, rites and rituals, establishment heroes, organizational taboos, language and slogans).

When considering school management system, the subjects, a set of managerial functions, and the management structure (their hierarchical structure, managerial connections and relationships, subordination by levels, links and blocks) are usually distinguished.

The management system structure is usually depicted as a diagram, a model called an organigram, where in addition to subjects the relationships between them are shown: who is subordinated to whom (subordination relations), who interacts with whom on an equal basis (coordination relations).

The most common management structure of an educational institution is the linear and functional one. In addition to the linear and functional structure, a matrix structure is also used for educational institutions that have switched to the development mode, which includes various mixed management entities (creative groups, organizing committees, research teams, etc.) that were created temporarily to solve a particular innovative task or problem.

The structure of the management system of most educational institutions is represented by 4 levels of management (the vertical structure):

The first level is the school headmaster, the school board, the students' council, and public associations. This level determines the strategies of the school's development.

The second level includes deputy headmasters, a school psychologist, a facilitator, an assistant headmaster for administrative and economic affairs, as well as bodies and associations involved in self-government. These entities carry out tactical management of an educational institution.

The third level is teachers, educators, headteachers who perform operational management functions in relation to students and parents, children's associations, and clubs in the system of extracurricular activities.

The fourth level of co-management involves students, class and school student self-government bodies. The level emphasizes the subjective nature of the relationship between teachers and students.

Each lower level of the management subject is also an object of management in relation to the higher level. Each of them has its own horizontal structure of bodies, associations, councils, etc.

The fifth and sixth levels in the management structure can appear if you combine several educational institutions (headmasters), and when a body (e.g., Board of Founders, Board of Trustees, School Conference, etc.). The subjects of this level are entitled to appoint and dismiss headmasters, to allocate finances, to change the purpose and structure of the school.

## THE CONTENT OF PEDAGOGICAL MANAGEMENT IN THE FIELD OF EDUCATION

### 1. The goal, objectives and components of management in the field of education

Pedagogical management is a set of principles, methods, organizational forms and technological methods of managing pedagogical systems aimed at improving the efficiency of their functioning and development (V. P. Simonov).

Pedagogical management is characterized by the focus on the interests, needs, and motives of the educational process subjects.

The goal of pedagogical management is to optimize the educational institution management. All processes in the educational institution are interconnected, since it is a pedagogical system. Therefore, the more effective the management of this system, the more successful each student and teacher will be, that is through management that the main goals of an educational institution are realized.

Pedagogical management has its own structure and system-forming factors:

- the goal of the activity (the expected result);
- the subject of activity (the principal, his or her vice-principals, teachers, students, etc.);
- the object of activity – the executor of the principal’s orders (vice-principals, teachers, students, etc.);
- the content of activity (educational, managerial and other kinds of information);
- the methods of activity (methods and style of interaction between the teacher and students, of the principal with teachers and students, etc.);

### 2. The functional components of management as independent activities of a manager

**A function** (lat. *function* - execution) is relatively independent, homogeneous and specialized types of management activities that are necessary for the implementation of the management goals.

Based on the theory of management and on the analysis of management practices in general education institutions, it is possible to identify the main functions of pedagogical management (Fig. 1).

The management process reflects the recommended sequence of functions. The quality of the previous stage is a necessary condition for ensuring the quality of the next stage (function). This expresses the interdependence of functions. Functions can be called typical elements of the management cycle.

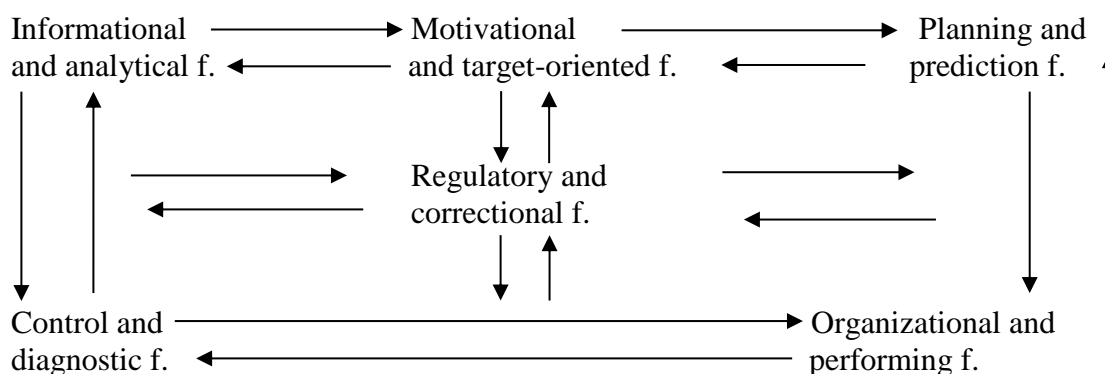


Figure 1 – The interrelation of management functions

**The informational and analytical function** – the self-analysis of personal management activities; the analysis of information on the state and development of the educational process, the level of students' educatedness.

**The motivational and target-oriented function** – the choice of the activity goal, the identification of strategic and tactical tasks; teachers' and students' motivation to achieve the goal; the transformation of motives into goal motives.

**The planning and prediction function** – the elaboration of programs to achieve the goal; integrated target planning.

**The organizational and performing function** – the formation and regulation of a certain structure of organized interactions for the expedient achievement of the goal.

**The control and diagnostic function** focuses on the compliance of the functioning and development of the system of educational work based on compliance with national requirements and standards.

**The regulatory and correctional function** – the correction provided by operational methods, means and influences in the process of managing the pedagogical system in order to stabilize it at the planned level.

### 3. SWOT-analysis in educational management.

In order to generalize a large amount of work on diagnosing the educational institution position, as well as to obtain an informative and visual picture of the state and trends in the development of an educational institution and the educational market, it is possible to use the **SWOT-analysis** method. **The SWOT-analysis** method is usually used to compare data from the analysis of the institution internal and external environment and combine them into a single whole, which allows you to get a general picture of reality.



#### *The basics of SWOT-analysis*

<b>Strengths</b>	<b>Weaknesses</b>
The potential internal elements, directly related to an institution.	
<b>Opportunities</b>	<b>Threats</b>
The external elements related to various fields (law, politics, economics, technology, society, etc.).	

**Strength** is something that an institution has succeeded in, or some feature that gives it additional opportunities.

**Weakness** is the absence of something important for the functioning of the institution, something that it fails in (if compared with others), or something that puts it in a disadvantage.

**Opportunities** are defined as something that gives an educational institution a chance to do something new: to create new majors, to win new clients, to introduce new technologies, etc.

A **threat** is something that can damage an educational institution and deprive it of significant advantages.

## **THE CONTENT OF PRACTICAL MANAGEMENT ACTIVITIES IN THE FIELD OF EDUCATION**

Planning and forecasting activity of the education manager

A teacher is a manager of the educational process. His planning and forecasting activities involve working with regulatory documents.

**The state educational standard** is a set of compulsory requirements for a specific level of education and the design of educational programs and the conditions for their implementation.

**An educational standard** involves a system of basic aspects that are accepted as the state standard of education. An educational standard is a description of the minimum compulsory requirements for the goals and content of training. The main units of this document are the structure, content, amount of training load, requirements for the level of students' training. The norms and requirements established by the educational standard are accepted as a standard for evaluating the quality of education.

**An educational program** is a set of documents regulating the educational process and the conditions necessary for receiving a certain level of education or a type of education in accordance with the expected results.

A **curriculum** is a document that determines the composition of academic subjects studied at this educational institution, their distribution over the entire period of study.

A **curriculum** doesn't specify the academic subjects, disciplines, their number, sequence, educational areas, topics, schedules, forms, types and terms of training sessions, performance evaluation of students, as well as practical training. The curriculum may include a state component and an educational institution component.

The curriculum is implemented with help of a schedule and is a compulsory document. The institution is responsible for the full implementation of the curriculum and for the quality of its implementation.

A **syllabus** is formed on the basis of the curriculum and is compiled for each subject separately. The program is a summary of the content and methodological settings of the subject. It contains information about the topics of classes (name, content, allotted hours for studying each topic, a list of compulsory practical work, etc.). In general, a syllabus is also a kind of program relating to the order of study of a particular subject.

A **syllabus** is a regulatory document that determines:

- 1) the content of basic knowledge and skills for each academic subject;
- 2) the logic and sequence of learning topics;

3) the total amount of time spent studying certain topics.

Training programs are divided into several main types: standard training programs; (working) training programs and original programs.

**A model syllabus** is compiled on the basis of state standards and approved by the Ministry of Education.

**The working syllabus** is compiled by the teacher on the basis of a standard one. It takes into account:

- 1) methodological and technical possibilities of the educational institution;
- 2) the level of students' training;
- 3) the national-regional component;
- 4) the specifics of the educational institution.

**The content of the syllabus** is divided into three parts:

- 1) an explanatory note that sets out the goals and objectives of studying the subject;
- 2) the substantive content, which includes a list of topics, an approximate distribution of time for studying topics and sections, a list of recommended classes and teaching methods;
- 3) guidance for the assessment of knowledge, skills and abilities, a list of visual and technical training tools, a list of recommended literature.

**A textbook** is a book that contains *a systematic presentation of knowledge* in a particular field and is used both in the education system, at various levels, and for self-study; *a type of educational literature*.

**A textbook** is an educational publication containing a description of the discipline, *corresponding to the curriculum* and *officially approved*.

Each type of an educational institution (of primary, secondary, vocational, higher institutions) has its own textbooks that correspond to the nature of this educational institution, age and other characteristics of students.

**A training manual** is a publication designed to expand, deepen and better assimilate the knowledge provided by the curriculum and set out in textbooks. It is a supplement to the textbook or other material on the main training program.

#### Methods of pedagogical management

The concept of "method" comes from the Greek *methodos*, which means a method, research, i.e. a way or course of action. **Management methods** are ways of interaction between the managing and managed subsystems in the educational space that substantiate the goals of pedagogical management.

Methods of pedagogical management are the ways to achieve the goals set by the educational institution and substantiate the main functions of managing educational systems.

The system of methods of pedagogical management is closely related to the goals, principles, functions and other categories of pedagogical management.

There are the following groups of methods:

Methods of pedagogical management according to the levels of management activity:

1. The personal (individual) one - the micro-level, which solves the problem of matching a teacher to a specific workplace. Within the micro-level, the tasks of optimizing the selection and rational use of employees are solved, their general and special features, dynamic (temperament, character, behavior style), communicative, business, emotional, volitional qualities, etc. are identified.

2. The group (social and psychological) one - the meso-level, within which the optimal placement of teaching staff in the team is made.



3. The social one - the macro level at which social mechanisms concerning creation of "elite groups" of management are formed.

The methods of influencing the motives of the staff behavior of an educational institution include:

- organizational and administrative methods of pedagogical management;
- economic methods of pedagogical management;
- social and psychological methods of pedagogical management.

Methods in various fields.

*The identification of opinions* includes the methods of interviews, questionnaires, selective surveys, expertise;

*The situation analysis* implies methods of system analysis, scenario writing, network planning, function and cost analysis, economic analysis;

*The evaluation of decisions, knowledge, activities, etc.* includes methods for evaluating management decisions, pedagogical methods for evaluating knowledge, methods for evaluating costs, methods for assessing risk and chances, methods for evaluating the effectiveness of innovations, etc.

*Ideas generating* implies methods of brainstorming, business games, etc.

*Decision making* - methods of economic and mathematical models, decision tables, decision trees, etc.

*Predicting the situation* - methods of forecasting, simulation models, analogies, regression analysis, etc.

*Methods of visual representation* - graphic models, physical models, job descriptions, etc.

*Argumentation methods* - presentations, negotiations, etc.

Organizational and administrative methods

Organizational and administrative methods of pedagogical management

are a set of methods and techniques for motivating the staff of an educational institution that allow for a direct organizational impact on the management system and process.

These methods of influence are distinguished by the direct nature of the impact - any regulatory or administrative act is a subject to mandatory execution. Organizational and administrative methods are characterized by their compliance with legal norms applicable at a certain level of management, as well as acts and orders of higher management bodies.

Organizational and administrative methods are divided into:

- methods of organizational impact;
- methods of administrative impact;
- methods of disciplinary impact;
- basic methods of organizational impact:

1. ***The regulation of activities*** (the charter, constituent agreement, organizational structure, staffing, regulations on structural divisions, job descriptions of employees, collective agreement, internal labor regulations, etc.) Types of regulation: the organizational, functional, structural, official ones.

2. ***Rationing*** is the establishment of organizational and pedagogical norms and standards.

3. ***Instructing is*** familiarization with the working conditions, foreseeing possible problems, warning against repeated errors, advice on performing certain types of work, etc.

Methods of administrative influence

Administrative actions are aimed at achieving the set management goals, compliance with internal regulatory documents or maintaining the management system of an educational institution in the specified parameters by direct administrative regulation.

Basic methods of administrative influence are: • An oral or written order;

- Direction;
- Decree;
- Instruction;
- Target planning;
- Work coordination;
- Request;
- Advice;
- Recommendation;
- The contract;
- Control of execution, etc.

Methods of administrative influence, in contrast to organizational methods of influence, require clear control and verification of execution.

Methods of disciplinary action

***Disciplinary liability and penalties*** are applied to an employee in case of a violation of labor legislation, when there is a disciplinary offence, which is understood as illegal guilty non-performance or improper performance of labor duties by an employee. Thus, for the commission of a disciplinary offense, the employer can apply the following disciplinary measures to the employee: remark; reprimand; dismissal. It's regulated by labor legislation, internal labor regulations for the employees of the educational institution.

For committing a disciplinary offense, the following disciplinary measures may be applied to a student: the remark; reprimand; expulsion. It's regulated by the code of the Republic of Belarus "About Education", the internal regulations for students of educational institutions.

## **METHODS OF PEDAGOGICAL MANAGEMENT**

Economic methods

***Economic methods of pedagogical management*** are a set of ways to motivate the behavior of the educational institution staff by creating economic conditions that making it act in the chosen field of activity and to achieve the goals and objectives.

Economic methods have an impact of two levels.

At *the macro level* the state policy is carried out in the field of setting tariffs, categories, minimum wages, minimum subsistence level, minimum hourly wage, material incentives for the work of teachers, the system and level of taxes, etc.

At *the micro level* the policy of the educational institution is carried out to economically stimulate the activities of its staff:

- the determination of principles and methods for evaluating and stimulating work in each workplace;
- the establishment of forms and systems of wages, rational use of profits, budgetary and extra-budgetary funds;
- financial reward for the achieved results of improving labor efficiency.

Modern educational institutions actively use the principles of economic calculation, strive to cover their expenses with income, comply with the savings mode, ensure their activities on the basis of profitability and self-financing, and at the same time redistribute the profit received in the interests of economic incentives for staff.

*Wages* are the main motive of labor activity. It provides a link between the results of work, its process and reflects the number and complexity of the work of employees of different qualifications.

Wages allow you to take into account the complexity and qualification of work, academic degrees and titles, the length of service, the combination of professions, overwork, social guarantees of educational institutions, etc.

*Financial reward* for professional success should be systematic and based on objective criteria. Even well-off educational institutions are constantly experiencing difficulties associated with competent and proactive specialists' quit. Brain drain often turns into a real disaster.

The reward determines the individual contribution of employees to the results of the functioning of an educational institution at specific periods of time. The award directly connects the results of work of each department not with the main economic measure - profit, but with the successful implementation of curricula for the semester, for the academic year, i.e. with the entire educational process.

The examples of economic methods of pedagogical management are as follows: staff subsidies, loans, private health insurance, valuable gifts, time off, additional vacations, etc.

Social and psychological methods

Social and psychological methods of pedagogical management *are a set of* specific methods and techniques for motivating the staff of an educational institution, influencing personal and collective relationships and connections, and social and psychological processes that arise in labor collectives.

Social and psychological methods influence:

- on the behavior of employees, the formation of a favorable moral and psychological climate in the staff, the development of good relations between its members;
- on the increase of the staff labor activity, the development of each employee's personal abilities, the maximum self-realization of a person.

They are based on the use of various forms of collective and individual encouragement, take into account the individual psychological characteristics of the members of the teaching staff.

Methods of social and psychological influence include the broad involvement of employees in management, the development of democratic principles through an open collective discussion of the educational process main problems and ways to overcome them.

Social and psychological methods include two groups of methods:

***Social methods of pedagogical management*** are specific methods and techniques for motivating the staff of an educational institution, influencing the process of team development, and social relations that take place within it.

Social methods are regulated by rules of behavior, progressive moral, social and ethical standards.

Methods of social motivation include:

- methods of personal persuasion;
- methods of inducement;
- methods of creating favorable conditions for activity, social continuity (initiations to teachers, students, graduation events, holidays of labor glory, solemn meetings, etc.);
- methods of spreading positive experience;
- methods of personal example;
- methods of positive moral incentives (encouraging smile, a friendly gesture, personal and public congratulations, collective support for initiatives, various forms of awards, diplomas, gratitude, placing on the honor roll, awarding commemorative badges, honorary certificates etc.);
- methods of negative moral incentive (the remark, reprimand, public censure, etc.);
- methods of criticism, self-criticism;
- control methods, etc.

**Psychological methods of pedagogical management** are specific methods and techniques for motivating the staff of an educational institution, aimed at regulating relationships between people by creating positive psychological atmosphere in the team.

They appeal to the inner world of a person, their personality, intelligence, feelings, images and behavior in order to refer the inner potential of a person to solve specific problems of the educational process.

Psychological management methods include:

- methods of professional selection and training of personnel, organization of the educational process;
- methods of training groups and teaching teams establishment;
- methods of humanization of work (design of offices, classrooms, elimination of work monotony, etc.);
- methods of psychological motivation of personnel, aimed at working process, pedagogical activity, training, etc.

Psychological planning is a new field in working with staff aimed at forming an effective psychological state of the staff of an educational institution.

The most important results of psychological planning include:

- comfortable psychological climate in the team;
- minimization of conflicts (resentment, irritation, stress, arguments);
- formation of the corporate culture of an educational institution on the basis of modern norms of behavior.

In real practical conditions, managers, as a rule, comprehensively apply a different combination of various management methods.

## MANAGERIAL DECISIONS IN EDUCATIONAL MANAGEMENT

Managerial decisions: notions, main types, stages of adoption and implementation

**The managerial decision** is the main type of management activity, a set of purposeful and logically consistent managerial actions and procedures that ensure the solution of managerial problems and situations.

The object of a management decision is always a *problem*, i.e. a complex theoretical question or a practical situation that don't allow you to get the desired result in these conditions.

The classification of the main types of solutions depends on the criteria.

**According to the content**, there are educational, training and methodical, scientific and research, financial and economic, material and technical, social, organizational and other types of managerial decisions.

**According to the method of delivery** - one-time (random) and repeated ones.

**According to the nature of the goals** - strategic, tactical, operational ones.

**According to coverage** - general (concerning all employees) and highly specialized managerial decisions.

**According to the degree of novelty**-traditional and innovative managerial decisions.

**According to complexity** - simple, complex ones.

According to the degree of formalization - **programmed, unprogrammed, etc** ones.

**Management technology considers** the stages of making a management

**decision** as a process consisting of the following stages: problem statement; the development of solution options; decision-making; organization of decision implementation; control over decision execution; the analysis of the progress and results of decision implementation.

*The preparation of a management decision* is the collection, processing and formation of information necessary to find the planned result. In the process of preparing a management decision, goals are specified, criteria for its evaluation are selected, information is collected, processed and analyzed, and possible options for a management decision are looked for.

*Management decision-making is defined* as choosing the best option according to certain criteria, approving it by the manager and documenting it.

*Realization* is a system of actions related to the implementation of control actions according to a certain organizational plan.

One of the most important characteristics of a management decision is its effectiveness. *The effectiveness* of a management decision is understood as the attitude of the degree of achievement of the set goals to the totality of time, human, monetary and other resources spent on its adoption and realization.

Managerial decision-making methods

All management decision-making methods can be grouped into three groups: informal (heuristic), collective, and quantitative ones.

**Informal (heuristic) methods of decision-making.** Informal methods are based on the analytical abilities of decision makers. This is a set of logical techniques and methods for choosing optimal solutions by the manager, a theoretical comparison of alternatives, taking into account the accumulated experience. Informal methods are based mainly on *the manager's intuition*. Their advantage is that they are taken quickly; the disadvantage is that these methods do not guarantee making right decisions, since intuition can let the manager down.

**Collective methods of discussion and decision-making:** *meeting, deliberation, work in the commission, etc.* The main point in collective work on the realization of management decisions is to determine the group of people participating in this procedure. The main criteria for the formation of such a group are competence, the ability to solve creative problems, constructive thinking.

The most common method of collective preparation of management decisions is "**brainstorming session**" or "**brainstorming**" - the joint generation of new ideas and subsequent decision-making. If you have to solve a complex problem, a group of people gathers together and offer any solutions to a particular problem. The main condition of "brainstorming session" is to create an environment that is as favorable as possible for the free generation of ideas. To achieve this, it is forbidden to refute or criticize the idea, no matter how fantastic it may be. All ideas are recorded and then analyzed by specialists.

An example of collective decision-making is **the Delphi method**, which was named after the Greek city of Delphi, famous for the sages who lived there. The Delphi method is a multi-level questionnaire procedure. The essence of the method is that each expert answers questions independently and anonymously. Then all the answers are analyzed and summarized to each expert. After each round, the survey data is finalized and the results are reported to the experts with an indication of the location of the assessments. The first round of the survey is conducted without argument, in the second, the answer that differs from the others is subject to argument or the expert can change the assessment. After the ratings are stabilized, the survey is stopped and the decision proposed by the experts or adjusted is adopted.

Among the collective methods of decision-making **there is a Japanese ring system of decision-making - "kingise"**: a draft innovation is being prepared for consideration. It is passed to the persons for discussion according to the list drawn up by the manager. Everyone should consider the proposed solution and give their comments in writing. After that, a

meeting is held, to which, as a rule, those specialists are invited whose opinion is not entirely clear to the manager. Experts choose their solution according to individual preferences.

And if they do not match, then there is a preference vector, which is determined using one of the following principles:

- majority vote principle - the decision with the largest number of supporters is chosen;

- dictatorship principle - based on the opinion of one person; typical of decision-making in emergency situations;

- the Cournot principle is used when there is no coalition, i.e. a number of solutions equal to the number of experts is proposed. In this case, it is necessary to find a solution that would meet the requirement of individual rationality without prejudice to the interests of each individual;

- the Pareto principle is used in decision-making, when all experts form a single whole, one coalition. In this case, the optimal solution will be one that is unprofitable for all members of the group to change at once, since it unites them in achieving a common goal, etc.

- the Edgeworth principle is used if the group consists of several coalitions, each of which is unprofitable to reverse its decision. Knowing the preferences of coalitions, you can make the best decision without harming each other.

Also used the analogy method, method of synectics method of inversion, etc.

**Quantitative methods of decision-making.** They are based on a scientific and practical approach that involves the choice of optimal solutions by processing a large amount of information using economic and mathematical methods and models:

- linear modeling, which uses a linear relationship;

- dynamic programming that allows you to enter additional variables in the process of solving problems;

- probabilistic and statistical models implemented in the methods of the queuing theory;

- game theory - modeling of such situations, decision-making in which should take into account the divergence of interests of different departments;

simulation models allow you to experimentally test the implementation of solutions, change the initial assumptions, and clarify the requ

## **PSYCHOLOGICAL AND PEDAGOGICAL BASICS OF EFFECTIVE EDUCATION MANAGEMENT**

One of the meanings of the notion "**organization**" is an artificially created social group of an institutional nature (including an educational institution) that performs a certain social function.

*A social group* is a relatively invariable set of individuals united by a general profession, activity, general goals, interests, views, etc. The group is characterized by:

- the participants' awareness of their belonging to the group;

- the establishment of certain relationships between them;

- internal organization, including the distribution of responsibilities, as well as elements such as leadership, hierarchy, etc.;

- the potential ability of participants to engage in coordinated actions that can meet their individual needs.

For various reasons, there are **different types of groups**: large and small; conditional and real (contact); permanent and temporary; formal (official) and informal

(informal) ones. The examples are as follows: a school class, a student group - small groups, the teaching staff of an educational institution, etc.

In the course of interaction with other members of the group, a person acquires experience of cooperation, communication, improves communication skills, learns to fulfill social norms and participate in norm-making. The group gives a person the opportunity to compare their actions with the generally accepted system of values, to form self-awareness and self-esteem, to share emotional experiences with other people.

**A collective** (from the Latin *collectivus*- collective (adj)) is a group of people united by socially and personally significant goals, which, under the leadership of the active, are being realized in socially useful activities.

The features of the team:

1. A general socially significant goal.
2. General joint activities to achieve the goal, the general organization of this activity.
3. Responsible dependency relationships. Specific relationships are established between the members of the collective, reflecting not only the unity of purpose and activity (working unity), but also the unity of related experiences and value judgments (moral unity).
4. General elected governing body.

The general characteristic of the team is the level of its development, which reflects the ability of the team to set real goals, to form the structure of individual goals that correspond to common ones, to build and competently change the structure of interactions and relationships.

The level of development of the team is determined by the following characteristics: goal-oriented; organization; cohesion.

The formation of the team takes place in several stages:

- the team leader explains, shows, calls, demands, but he is supported by a small part of the team;
- an active is allocated, which is included in the movement to find ways to improve the life and activities of the team;
- almost all members are included in the activities organized by the manager to solve the tasks facing the team; the manager works with the asset and the team as a whole, each of its members;
- each member of the team makes proper demands on himself and others, consistent with the requirements and norms of the life of the team, independently participates in activities, provides assistance to others; the team is characterized by developed self-management, the manager can continue working with the active

Formally, the staff of an educational institution, including teachers and administrative workers and support staff, is considered a pedagogical collective. The staff (from the Latin. *persona*-person) is a permanent composition of employees of any institution that make up a group by professional or other characteristics, indicating positions and salaries assigned for each position; a set of labor resources necessary for the performance of certain functions, achieving the goals of activity and long-term development.

The results of the organization's work are determined not only by the efforts of its employees, but also by the coordination of their joint actions. Therefore, it is important that the organization's staff is not just a group of people working together, but a collective.

There are formal (official) and informal (informal) organizational structures of the collective (relatively stable relationships between collective members).

***The formal structure of the collective*** is determined by the official division of labor, the rights and obligations of its members. Each teacher is in official, business relations with colleagues, the administration of the educational institution. Relations between teachers and

the administration of educational institutions are regulated by job descriptions and orders, professional ethics standards.

The results of collective interaction of teachers are determined by the degree of organization of joint activities within the formal structure, coordination of functions, the presence of various operational schedules, a system of control measures for the progress and results of the educational process, and an even distribution of responsibilities. There are different *types of formal groups*.

1. The head group, consisting of the head of the organization (their division) and his deputies.
2. A functional division that unites the head and specialists of a functional division (services, departments, bureaus, groups).
3. Educational division, which includes the head and teachers engaged in the implementation of educational and methodological work at the lower level of management (department, methodological association).
4. The council of an educational institution (pedagogical council) is a group within an institution that is the most important consulting body for the management of an educational institution.

***The informal organizational structure*** of the teaching staff is a network of real relationships between its members. Such relationships arise on the basis of likes and dislikes, respect, love, trust or distrust, desire or unwillingness to cooperate and search together. This structure reflects the internal, sometimes hidden, invisible state of the collective.

***A team*** is a small group of people engaged in a specific task. At the same time, the group members have a personal interest in the success of the entire group.

*A team* can be described as a formal group of people who are united by the desire to achieve the goal set and which has certain characteristics:

- consists of two or more people;
- each participant plays a certain role;
- each team is individual, it has its own unique features;
- the structure of each team is built in such a way that it allows you to achieve your goals;
- conducts periodic assessment of its effectiveness.

Teams are divided into four characteristics: purpose, membership, expiration date, and structure. Teams can be: temporary and permanent, functional and cross- functional, managed and self-managed.

In connection with the realities of modern market relations, when there is a need to flexibly adapt to rapidly changing environmental conditions, the issue of team formation is particularly acute. At the same time, a synergy effect is possible. Due to the urgency of the problem western researchers study teams as elements of the organizational structure of the institution. Teamwork has its advantages, such as:

- solving problems that are beyond the power of one person;
- reduces the risk of making a wrong decision;
- increase the willingness to cooperation; maximum development of creative potent

## **MODERN VIEWS ON THE ACTIVITIES OF THE MANAGER OF AN EDUCATIONAL INSTITUTION**

Leadership in the management of an educational institution

***A leader*** is a person for whom all other members of the group recognize the right to take on the most responsible decisions that affect their interests and determine the direction and nature of the activities of the whole group.



There are different approaches to the theory of leadership (*for independent work*): approach from the position of personal qualities (personal theory); environment theory; behavioral approach (behavioral theory of leadership); situational approach (situational theory of leadership).

Leadership is a significant component of manager's activity associated with the support of purposeful influence on the behavior of individuals or a working group; the instruments of such influence are the skills and personal qualities of the manager, meeting the internal and external needs of the group.

The leader may be officially appointed, or may not hold a position, but actually lead the team due to their organizational abilities. Educational organizations are characterized by types of human relations (**formal and informal ones**), the features of which are as follows:

1) relations of the first type — official, functional ones; relations of the second type - psychological, emotional relations;

2) management occupies a special position in the system of formal (official) relations, and leadership is a phenomenon generated by the system of informal (unofficial) relations. Moreover, the role and functions of the manager in the organization are determined in advance, and the role of the leader arises spontaneously without its formal definition and description;

3) the head of the team is appointed from the outside, by the higher management, receives the appropriate authority, has the right to apply sanctions, the leader is nominated from among the people around him, equal in status (the official position).

In this way, management is a social phenomenon by nature, and leadership is a psychological one. And this is the main difference between them, although at the same time there is a lot in common. First, both management and leadership are a means of coordination, organization of relations between members of a social group, and a means of managing them. Secondly, the manager, together with the leader, implements the processes of social influence in the group (team). Thirdly, these phenomena are characterized by the moment of subordination of relations, which is quite clearly manifested in the activities of the manager and less clearly- of the leader.

Leadership does not replace the manager (management), but complements him. The greatest *effect of management* is achieved in a situation where the tools of leadership and informal leadership belong to one person.

Leadership can be positive or negative. In the latter case, the leader's activity will be undesirable.

The word "style" is of Greek origin and previously meant a rod for writing on a wax board, and later came to be used in the meaning of "handwriting". In this sense, the guidance style can be defined as the "handwriting" of the manager. The management style is a relatively stable system of ways, methods and forms of influence of the manager on subordinates in accordance with the goals of joint activities. The accepted style generates its own etiquette, a certain type of behavior and relationships.

The famous German psychologist K. Levin described three main management styles:

1. **The authoritarian style.** The decision is made by the manager alone. It acts in relation to the slave power, stiffly establishes the role of the participants, performs a detailed control, concentrating in its hands all the basic functions of management. This style is most effective in well-ordered (structured) situations, when the activity of subordinates is algorithmized (according to a given system of rules). It focuses on the solution of computationally tractable problems.

2. **The democratic style.** Decisions are made by the head together with subordinates. In this style, the leader seeks to manage the group together with subordinates,

giving them freedom of action, organizing discussion of their decisions, supporting the initiative.

This style is most effective in poorly structured situations and is focused on interpersonal relationships, solving creative problems.

3. **The liberal style.** Decisions are imposed by subordinates to the head. He is practically eliminated from active management of the group, behaves like an ordinary participant, gives the group members complete freedom. The members of the group behave in accordance with their desires, their activity is spontaneous. This style is most effective in situations of finding the most productive areas of group activity.

In pedagogical science, most often there are three main types of the manager: authoritarian, democratic and liberal ones. In a more detailed plan, these types are defined somewhat differently: *democrat, dictator, pessimist, organizer, manipulator* (see the diagram of The Blake Mouton Managerial Grid). In this case, management styles are distinguished by how the head includes subordinates in the decision-making process. The degree of freedom granted to subordinates can vary from a minimal degree (strict administration) to a very large degree (liberal guidance).

For a long time, it was assumed that heads with a democratic guidance style would achieve the greatest success, but in practice this hypothesis was not confirmed. Analysis of real management practice has shown that no management style can be considered either bad or good without taking into account specific conditions and circumstances.

If the members of the pedagogical collective of an educational institution are motivated to work, they have a high sense of responsibility, they themselves are initiative and creative workers, if the team has favorable relationships for all, then the best in this case will be a liberal guidance style. If a team of teachers consists of warring factions, torn by contradictions, then only an authoritarian guidance style can save the situation.

A competent manager uses, as a rule, all styles, depending on the specific situation, circumstances, and nature of a particular subordinate. He can be authoritarian with some people, democratic with others and liberal with others, or even with the same person in some matter he can rigidly demand, in another - ask, suggest, recommend, advise something to a subordinate, and in the third - leave the issue altogether without his assessment, reaction, giving the decision of the issue completely at the discretion of the subordinate.

It should be borne in mind that the head, the team subordinate to him, and the group of students do not remain unchanged in time. They change (develop or are in a state of stagnation, or degrade), and circumstances change, and therefore the management style will change. Optimality implies the best style that brings the best results at the lowest cost, expenditure of effort, time, money, with a minimum of negative consequences of managerial actions.

The success of the education manager is determined by the extent to which he is focused on the interests of the educational process or the interests of the members of the teaching staff.

In the current situation great importance is attached to *the creative approach* to the management of the teaching staff. Creative style is primarily associated with the independence of the search for strategies and technologies and the ability to involve the entire staff of the educational institution in this search.

Within the framework of the "management style", the *individual* and *general style* are distinguished. The latter has general behavioral characteristics of the activity adopted in this socio-economic and cultural context. The general management style is also called the state style. It has different characteristics at different time periods.

There are various conditions that affect the formation of a head's style. *The external conditions* include:

- the nature of the collective (production, scientific, etc.);
- specific tasks (strategic, regular, urgent ones, etc.);
- conditions for solving problems (favorable, extreme ones, etc.);
- method, means of activity (individual, group ones).

*The internal conditions* for the formation of the style are the individual psychological characteristics of the head.

## **INNOVATION MANAGEMENT**

For the successful functioning of an educational institution, it must have a development strategy that corresponds to the internal capabilities and conditions of the external environment and involves innovative changes. The control of innovative changes constitutes the innovation management.

*Innovation management* is the control activity aimed at forming and achieving the goals of innovative development of an institution through the effective use of material, labor and financial resources.

*Innovation management* is an interconnected set of actions aimed at achieving or maintaining the necessary level of viability and competitiveness of an institution through mechanisms for controlling innovation processes.

Innovation management at an educational institution is a set of scientific principles, forms, methods, techniques and instruments of innovation control in the field of their creation, development in the educational process in order to improve the quality of education and promotion to the market in order to make a profit.

The objectives

- 1) to find a new solution in the organization of the educational process;
- 2) to conduct researches and experimental pedagogical work;
- 3) to introduce a new item (product) or process into the educational process;
- 4) to organize simultaneous preparation, implementation and marketing of this innovation;
- 5) to introduce a new product in educational institutions and the market of educational services;
- 6) to achieve a dominant position in new markets by improving the quality and competitiveness of the product.

Types of innovation management in education

1. Strategic innovation management involves the strategy of the development priorities of institutions and growth, expansion into the markets of educational services, the analysis of the external environment and the market of educational services, strategic decisions based on the mission objectives and the development of the institution of education, making it a dynamic growth and competitiveness, the mission of educational institutions and development.

Strategic management involves five elements:

- The ability to simulate a situation (to identify problems);
- The ability to identify the necessary changes (to formulate goals);
- The ability to develop change strategies (basic strategies);
- The ability to use different methods of influence (implementation and implementation of the strategy);

The ability to make adjustments to the strategy (change control).

Strategic control in the organization is expressed in the following five functions:

1. Planning a strategy.
2. Organization of the implementation of strategic plans.
3. Coordination of actions for the implementation of strategic objectives.
4. Motivation to achieve strategic results.
5. Monitoring over the strategy execution process.

Functional (operational or tactical) innovation management focuses its functions on specific activities to control the development, implementation, production and commercialization of innovations. In operational management, attention is focused on the short- and medium-term horizons. Operational management systems have sufficient information, are characterized by a low degree of uncertainty, and are focused on the middle and lower levels of management.

Operational innovation control analyzes opportunities, searches for and agrees on the most effective ways and means of implementing the adopted strategy for the development of operational control. It focuses on the formation of educational, scientific, marketing, as well as various supporting subsystems of the institution. The activity of the innovation manager provides for the formation of the investment, product thematic and project portfolio of the operational control, develops specific measures for optimal personnel control.

Innovation management involves the following types of work:

- 1) development and implementation of the unified innovation policy of the higher educational institution; planning of the organization's innovation activities, development of projects and programs of innovation activities;
- 2) formulation of the mission (orientation of the EI activities towards innovation);
- 3) defining the strategic directions of innovation activity and setting goals in each of them;
- 4) choice of the optimal innovation development strategy for each direction;
- 5) organization of innovation activities;
- 6) motivation of participants in innovation activities;
- 7) preparation and consideration of projects for the creation of new types of products;
- 8) financial and material support of innovation projects;
- 9) preparation and training of the staff of the educational institution for innovation activities;
- 10) formation of target teams, groups that implement the solution of innovative projects;
- 11) systematic evaluation of the results of innovation activities, monitoring the progress of work on the creation and introduction of new products.

All management innovations can be divided into three types:

- 1) the new organizational structure of management;
- 2) new management functions;
- 3) innovations in the organizational mechanism for implementing management decisions.

New organizational structures for the management of educational institutions can be various services, commissions, councils, expert groups, departments, laboratories, etc.

In addition to general functions, innovation management performs such specific functions as scientific consulting, expert evaluation, organization of experimental work,

pedagogical design, establishment of contractual relations with management entities, and attraction of additional extra-budgetary funds.

Innovations in the organizational mechanism for implementing management decisions are reflected in various regulations, instructions, contracts, etc. The conditions for the effectiveness of innovative management of educational institutions are:

- high information support of the management process;
- controllability of the processes of functioning and development of the educational institution;
- creation of advanced optimal material and technical, financial, scientific and methodological, didactic support for the process of functioning and development of an educational institution;
- teachers' interest in innovation.

## **EDUCATIONAL INNOVATIONS MANAGEMENT**

The management of the innovation process should be:

- scientifically based, i.e. have a theoretical basis;
- reflexive, i.e. based on the analysis of one's own actions and the results of the past and present;
  - constructive, i.e. the choice of the future and the design itself. In the context of the overall development of the educational institution, the management of the innovation process should be carried out in an integrated manner and include the following aspects:
    - work with teaching staff aimed at creating preconditions for innovative and pedagogical activities;
    - work with students, involving the study and consideration of the interests and educational needs of students, creating conditions for children's adaptation to the ongoing transformations;
    - work with parents aimed at forming a positive attitude of the family to the innovations introduced in the educational institution and attracting parents to participate in the innovation process;
    - improving the work of the overall management subject in an educational institution in order to maximize the use of the resources available in the institution;
    - the implementation of links with the environment surrounding the educational institution in order to fully address the educational needs of the society and attract additional resources to the institution;
    - implementation of control, analysis and regulation of innovation activities;
    - implementation of information support for innovation activities. Effective management of the innovation process is implemented through the innovation mechanism. An innovation mechanism is a set of organizational, managerial, financial, economic, legal, informational, technical, moral and psychological factors (their interrelation and interaction) that contribute to the successful implementation of innovation activities and increase the effectiveness of its results. Elements (components) of the innovation mechanism:
      - innovative legislature;
      - organizational forms of innovation relations;
      - methods of management, financing and evaluation of the innovation results effectiveness;
      - moral and psychological methods of influencing innovation activity;

- measures of information and technological equipment of the innovation process, etc.  
In the process of transferring an educational institution to the mode of innovative development, the following stages are distinguished:

- understanding of the importance, necessity and inevitability of future transformations by one of the members of the administrative team of the educational institution, i.e. the presence of a kind of "ideological inspirer" and "generator" of future ideas;
- the formation of a team that implies not so much an administrative (managerial) team, which in itself is an indispensable and necessary condition, as ideological supporters from the teaching staff, methodically and technologically prepared for the implementation of innovation;
- problem analysis of an educational institution, construction of a "field of problems" and determination of the main (crucial), problem today;
- design of a project idea for the development of an educational institution. This is the choice of the object of innovation, which should come from the vital necessity of a particular institution and be clearly understood by the majority of participants in the educational process;
- determination of specific management actions for the implementation of the developed idea, i.e. drawing up a plan or program of its implementation;
- tracking the first steps of the implementation of the project idea in order to correct subsequent management actions.

As part of the management of the teaching staff innovative activities, **the following set of management actions is necessary:**

- development of the regulatory framework for the management of the innovation process, including a description of the functional responsibilities and mechanisms of interaction between the structural units of the management system;
- determination of the innovations that ensure the comprehensive development of an educational institution based on the integration of the innovative potential of the institution, family and social environment;
- development of scientific and methodological support for the innovation process;
- preparation of departments of the innovation process management structure to fulfill their functional duties, preparation of teaching staff for innovative activities, preparation of children and their parents for participation in the innovation process;
- updating the structure of internal management in an educational institution; the creation of an innovation council of the institution, innovation and expert groups, creative associations of teachers, children and parents;
- updating and reconstruction of the material and technical equipment of the educational process;
- introduction of a personally adapted system of continuing education and self-education of teaching staff, aimed at improving professional and pedagogical competence in the development of innovations;
- realization of the system of organizational and procedural mechanisms for the nomination, examination and realization of innovative ideas;
- realization of the system of management support of educational initiatives and pedagogical creativity;
- introduction of the innovation expertise methodology;
- development and introduction of standards for evaluating innovative and pedagogical activities;

- introduction of technology for determining the effectiveness of innovation process control in an educational institution;

- introduction of additional educational services.

The analysis of the educational institution practice indicates the *insufficient intensity* of the application of pedagogical innovations in the practice of the educational institution. There are at least two reasons for the unreliability of pedagogical innovations:

- innovation, as a rule, does not pass the necessary professional expertise and approbation;

- the introduction of pedagogical innovations is not pre-prepared either in organizational, technical, or, most importantly, in personal, psychological terms. One of the main reasons for this situation is the lack of an innovative environment in an educational institution - a certain moral and psychological environment, supported by a set of organizational, methodological, and psychological measures that ensure the introduction of innovations in the educational process of an educational institution. The absence of such an innovative environment is manifested in the teaching staff's methodological unpreparedness, in its weak awareness of the essence of pedagogical innovations, in its insufficient readiness for innovation, and lack of appropriate motivation. The presence of a favorable innovation environment in the teaching staff reduces the coefficient of teachers' "resistance" to innovations, helps to overcome the stereotypes of professional activity. Thus, the conditions for the implementation of the teaching staff's innovative activities in the educational institution are:

- readiness of all the innovation process subjects to innovate;

- the head's special activity on coordination of the innovations, innovation policy at each level;

- compliance of the content side of the innovation process with the real conditions of the educational institution;

- the head's effective activity of innovation management of the teaching staff;

- realization of changes on an impeccable legal basis;

- a reasonable approach to the choice of innovations;

- the presence of favorable innovation environment in the teaching staff.

## LISTS OF BASIC AND ADDITIONAL LITERATURE

### Basic literature

1. Education management. Management in the education system. Educational management [Electronic resource]: study guide. complex for special students 1-01 01 01 Preschool education; 1-01 02 01 Primary education; 1-03 03 08 Oligophrenopedagogy / [comp. NI Bumazhenko]; Ministry of Education of the Republic of Belarus, Educational Institution "Vitebsk State University named after P. M. Masherov", Pedagogical Faculty., Dept. correctional work. - Electron. text data. (1 file: 185 Kb). - Vitebsk, 2016. - Access mode: lib.vsu.by. - Title from the screen.

2. Kazaruchik, G.N. Management in education: study guide. complex for students of higher education institutions studying in the specialty 1-03 04 03 Practical psychology / G. N. Kazaruchik; Ministry of Education of the Republic of Belarus, Educational Institution "Brest State University named after A. Pushkin". - Brest: Pushkin BrSU, 2018. - 285, [1] p. - Bibliography: p. 280-284, ref. at the end of the lecture topics. - Glossary: p. 269-271. - ISBN 978-985-555-890-4.

### **Additional literature**

1. Vorobieva, S.V. Fundamentals of educational systems management: a textbook for students. universities on specialty "Pedagogy" / S.V. Vorobieva - Moscow: Academy, 2008 .-- 208 p.
2. Gugelev A.V. Innovation management [Text]: textbook / A. V. Gugelev. - Moscow: Dashkov and K °, 2008. - 335, [1] p.
3. Dolgov A. I. Strategic management: textbook / RAO; Moscow Psychological and Social Institute. - Moscow: Flinta: MPSI, 2008 .-- 280 p.
4. Korznikova, G. G. Management in education: practical. course: textbook for students. higher. educ. institutions studying for ex. training "Socio-economic education" in the region. education and pedagogy. - Moscow: Academy, 2008 .-- 288 p.
5. Oleks, OA Management of education development: organizational and pedagogical aspect. - Minsk: RIVSH, 2006 .-- 331 p.
6. Panferova, N.N. Management in the education system: textbook. - Rostov-on-Don: Phoenix, 2010 .-- 249 p.
7. Simonov, V.P. Pedagogical management: know-how in education: textbook. manual. M.: higher education, 2007 .-- 357 p
8. Goncharov, V.I. Fundamentals of management: textbook. allowance / V.I. Goncharov. - Minsk: Modern School, 2006 .-- 288 p.
9. Zagorulko R. V. Fundamentals of educational management: a course of lectures Module 1 / M-in education of the Republic of Belarus, Educational institution "Vitebsk State University named after P. M. Masherov", Department of Pedagogy. - Vitebsk: Voronezh State University named after P.M. Masherov, 2015 .-- 52 p.
10. Medynsky, V.G. Innovative management: textbook. by spec. "Management of the organization" / VG Medynsky. - Moscow: Infra-M, 2017 .-- 295p.
11. Sergeeva, V.P. Educational Systems Management: Programming Guide. - 4th ed. - M.: Public education, 2002. - 143p.
12. Sidorov L. N. Pedagogical management: study guide. allowance / L. N. Sidorov. - Minsk: RIVSH, 2014 - 172 s
13. Management in the education system of the Republic of Belarus / ed. G. D. Dyljan; Scientific method. institution "NIO" M-VA education of the Republic of Belarus. - Minsk: Asar, 2004 .-- 175 p.
14. Tsyrukun, I.I. Pedagogical innovation / I. I. Tsyrukun (electronic version) - Minsk., 2012.
15. Shamova, T. I. Management of educational systems: textbook for students of higher education. study. institutions / ed. T. I. Shamova. - M.: VLADOS, 2001 .-- 320 p.



# KNOWLEDGE CONTROL UNIT

## Discipline test questions

1. Management development history. Modern scientific approaches and management concepts.
2. The main categories of management in education.
3. Methodological approaches to the management of pedagogical systems.
4. Strategic and innovative management in the education system.
5. Organization (educational institution) as a system and object of management.
6. Features of the results-based management system.
7. The essence of an adaptive educational environment.
8. Organizational structure of the educational institution management system.
9. Mission and strategy of the educational institution.
10. Design of organizational management structures.
11. Modeling the management system of an educational institution.
12. Planning the educational process.
13. Planning the activities of the teacher and students in the classroom.
14. Technological map of the management of an educational institution.
15. The content of the practical management activities of the manager for the development of an educational institution.
16. Features of the control and diagnostic activity of the education manager.
17. The content of education management technology.
18. Management methods, their classification and characteristics.
19. Features and principles of the choice of management methods.
20. Characteristics of effective management activities. Coaching in education.
21. The collective of an educational institution as an object of management.
22. Leadership and style in the management of an educational institution.
23. Acmeological model of the manager. Features of making management decisions.
24. Conflictology in educational management.
25. Management of the education quality system. Indicators of the quality of education.
26. Education quality management system: essence and structural components.
27. Education quality management based on information technology and educational monitoring.
28. The system of public administration and development bodies in the field of education. Innovations in the management of education systems.
29. Strategic and functional management in education.
30. Innovation management. Management of pedagogical innovation.

## CRITERIA FOR ASSESSING THE RESULTS OF EDUCATIONAL ACTIVITIES

### **10 (ten) points, credited :**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

accurate use of scientific terminology , competent, logically correct presentation of the answer to questions;

impeccable mastery of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;

expressed ability to independently and creatively solve complex problems in non-standard situations;

complete and deep assimilation of the basic, additional literature on the academic discipline being studied;

the ability to freely navigate theories, concepts and trends in the academic discipline being studied ;

creative independent work in practical and laboratory classes, active creative participation in group discussions, high level of culture in completing tasks.

**9 (nine) points, passed :**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

accurate use of scientific terminology ;

possession of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;

the ability to independently and creatively solve complex problems in a non-standard situation within the framework of the curriculum of a higher education institution in an academic discipline;

complete assimilation of basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate theories, concepts and trends in the academic discipline being studied and give them an analytical assessment;

systematic, active independent work in practical and laboratory classes, creative participation in group discussions, a high level of culture in completing tasks.

**8 (eight) points, credited :**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in an academic discipline within the scope of the curriculum of a higher education institution in an academic discipline;

use of scientific terminology , competent, logically correct presentation of answers to questions, the ability to draw reasonable conclusions and generalizations;

possession of the tools of the academic discipline , the ability to use them in setting and solving scientific and professional problems;

the ability to independently solve complex problems within the framework of the curriculum of a higher education institution in an academic discipline;

mastering basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate theories, concepts and trends in the academic discipline being studied;

active independent work in practical and laboratory classes, systematic participation in group discussions, a high level of culture in completing tasks.

**7 (seven) points, credited :**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

use of scientific terminology , competent, logically correct presentation of answers to questions, the ability to make reasonable conclusions and generalizations;

possession of the tools of the academic discipline, the ability to use them in setting and solving scientific and professional problems;

mastering basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate the main theories, concepts and trends in the academic discipline being studied and give them an analytical assessment;

independent work in practical and laboratory classes, participation in group discussions, high level of culture in completing tasks.

**6 (six) points, credited :**

sufficiently complete and systematized knowledge within the scope of the curriculum of a higher education institution in the academic discipline;

use of necessary scientific terminology, competent, logically correct presentation of answers to questions, the ability to make generalizations and reasonable conclusions;

possession of the tools of the academic discipline, the ability to use them in solving educational and professional problems;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate basic theories, concepts and trends in the discipline being studied and give them comparative assessment;

active independent work in practical and laboratory classes, periodic participation in group discussions, high level of culture in completing assignments.

**5 (five) points, credited :**

sufficient knowledge in the scope of the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, competent, logically correct presentation of answers to questions, ability to draw conclusions;

possession of the tools of the academic discipline, the ability to use them in solving educational and professional tasks ;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

independent work in practical and laboratory classes, fragmented participation in group discussions, a sufficient level of culture in completing tasks.

**4 (four) points, credited :**

a sufficient amount of knowledge within the educational standard of higher education;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, logical presentation of answers to questions, ability to draw conclusions without significant errors;

ability to solve standard (typical) problems under the guidance of a teacher;

the ability to navigate the basic theories, concepts and trends in the academic discipline being studied and evaluate them;

work under the guidance of a teacher in practical and laboratory classes, acceptable level of culture in performing tasks.

**3 (three) points, not accepted :**

insufficiently complete amount of knowledge within the educational standard of higher education;

knowledge of some of the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, presentation of answers to questions with significant, logical errors;

poor knowledge of the tools of the academic discipline, incompetence in solving standard (typical) problems;

inability to navigate the basic theories, concepts and directions of the academic discipline being studied;

passivity in practical and laboratory classes, low level of culture in completing tasks.

**2 (two) points, not accepted :**

fragmented knowledge within the educational standard of higher education;

knowledge of individual literary sources recommended by the curriculum of a higher education institution in the academic discipline;

inability to use the scientific terminology of the academic discipline, the presence of gross, logical errors in the answer;

passivity in practical and laboratory classes, low level of culture in completing tasks.

**1 (one) point, not credited :**

lack of knowledge and (competencies) within the educational standard of higher education, refusal to answer, failure to appear for certification without a good reason.

Students can familiarize themselves with the criteria for evaluating forms of control in newsdo . by

## SUPPLEMENTARY UNIT

### Educational-methodical map "Educational management" DFPE 8 lectures, 28 practical

Section number, topic	Section title, topics	Number of hours					Number of self-guided work hours of	Knowledge control form
		Lectures	Practical lessons	Seminars	Laboratory	Other		
<b>1.</b>	<b>Theoretical and methodological foundations of strategic and innovative management in education</b>	<b>4</b>		<b>4</b>				
1.1	Theoretical and methodological foundations of education management 1. The essence of management and its role in society. 2. Management theory Modern scientific approaches and concepts of management. 3. The main categories of education management. 4. Characteristics and interconnection of the main functions of management in the field of education.	2						Compilation of a dictionary of scientific terms based on the results of the lecture
1.2	Historical and theoretical foundations of the management of pedagogical systems 1. Strategic and innovative management in the education system. 2. Methodological approaches to the management of pedagogical systems. 3. Components and functions of management of educational institutions.			2				Compile a prospectus-report (a short informational message with a multimedia presentation) on the topic: "Characteristics and relationship of the main management functions."
1.3	Theoretical foundations of managing the development of an educational institution 1. Principles of management. 2. Models of management. 3. Features of the results-based management system. 4. The essence of an adaptive educational environment.	2						Draw up a model of management of an educational institution, which is related to the topic of the master's work.
1.4	Components and functions of management of educational institutions 1. Strategic and innovative management.			2				Development of an analytical review of the QMS of an

	2. The concepts of "innovation", "innovation cycle", "innovative activity". 3. Quality management system as a phenomenon. 4. The concepts of "mission", "vision", "goals", "strategy", "development program".						educational institution (at the choice of a master's student)
<b>2.</b>	<b>Organization (educational institution) as a system and object of management</b>	<b>2</b>		<b>2</b>			
2.1	Organization (educational institution) as a system and object of management 1. The main characteristics of the organization. 2. Organizational structure of the educational institution management system. 3. Mission and strategy of the organization (educational institution).	2					Drawing up a lecture summary and a glossary of terms.
2.3	Educational institution as a system and object of management 1. The main stages and components of the management system of an educational institution. 2. Planning the educational process. 3. Planning the activities of the teacher and students in the classroom. 4. Technological map of management of an educational institution.			2			Prepare a presentation-report "Planning the educational process". Develop "Technological map of organization management"
<b>3.</b>	<b>The content of pedagogical management in education</b>			<b>4</b>			
3.1	The content of pedagogical management in education one. Purpose, objectives and components of pedagogical management. 2. The essence of the concept of "management function" in pedagogical management. 3. The content and characteristics of the activities of management subjects in an educational institution. 4. Educational coaching.			2			Test execution according to the content of the lecture. Develop a scheme "The content and characteristics of the activities of the subjects of the educational institution."
3.2	The content of the practical management activities of a manager in the field of education 1. Motivational and target orientation of education management. 2. Planned and predictive activity of the education manager. 3. The essence of the organizational and executive activity of the education manager. 4. Features of the control and diagnostic activity of the education manager. 5. Regulatory and correctional activities of the education manager.			2			Prepare a presentation report on one of the six functions of the managerial activities of the manager for the development of an educational institution
4.	Education management technology			<b>6</b>			
4.1	Organizational foundations of effective management in the field of education 1. The concept of the organizational structure of management (linear, staff, divisional, project			2			Drawing up a lecture summary and a glossary of terms.

	and matrix management structures). 2. Methods of management and classification (administrative, economic, socio-economic, socio-psychological methods). 3. The principles of choice of management methods.						
4.2	Organizational structures of management in the field of education 1. Organizational foundations of effective management in the field of education. 2. The essence and components of the organizational structure of management. 3. Characteristics and examples of various management structures implemented in the field of education.			2			Apply several management structures when describing a management object related to the topic of the master's thesis.
4.3	Management methods in the field of education 1. The essence of management methods and their classification. 2. Characteristics of administrative, economic, socio-economic, socio-psychological methods of management in the field of education. 3. Principles of choice of management methods in education.			2			Prepare a comparative table that shows the content and features of the application of various management methods in an educational institution.
5.	Psychological and pedagogical foundations of effective management in education			4			
5.1	Effective management in the field of education: psychological and pedagogical aspect 1.Characteristic of effective management activities. 2. Organization, team, group in the educational institution. 3. The staff of the educational institution. as a control object. 4. Conflictology in education management.			2			Draw up a diagram showing the features and relationship of concepts: organization, team, group, team, leader, personality in the field of education
5.2	Modern views on the activities of the head (manager) of an educational institution 1. Leadership and style in the management of an educational institution. 3.Acmeological model of the manager. 3. Features of making management decisions.			2			Develop for yourself, taking into account your own individual characteristics, the "Code of the modern leader (manager)".
6.	Management of the education quality system	2		2			
6.1	Management of the quality system of education in pedagogical management 1. Indicators of the quality of education. 2. Pedagogical diagnostics, control, assessment, regulation and correction of management processes. 3. Methodology for conducting days of diagnostics, regulation and correction in education management. 4. The quality management system (QMS) of education: essence and structural components.			2			Test execution according to the content of the lecture.

6.2	<p>Quality management system in education</p> <p>1. Quality management system: essence and components.</p> <p>2. Management of the quality of education based on new information technologies.</p> <p>3. Educational monitoring on a computer basis.</p>			2			Prepare a summary of the question "Methodology for conducting days of diagnostics, regulation and correction in education management."
7.	Innovation in the management of education systems			6			
7.1	<p>Management of education systems</p> <p>1. The system of government bodies and regulation of the education sector.</p> <p>2. Strategic management in education. Types of strategies of educational institutions.</p> <p>3. Functional management of education.</p> <p>4. Innovation management.</p>			2			Prepare a relay race of reports-presentations "Strategic Management", "Functional Management", "Innovation Management", reflecting the essence of the issue and examples from practice showing this type of management
7.2	<p>Modeling the management system of an educational institution based on strategic and innovative management.</p> <p>1. General characteristics of modeling and design of organizational management structures.</p> <p>2. The concepts of "mission", "vision", "goals", "strategy", "development program" of an educational institution.</p> <p>3. Modeling and design "Missions and development strategies of educational institutions"</p>			2			To develop a presentation "Mission and development strategy of an educational institution" related to the object of the master's study.
7.3	<p>Innovation management in education one. The concepts of "innovation", "innovation cycle", "innovation activity".</p> <p>1. Innovations in the development of educational management.</p> <p>2. Management of pedagogical innovations.</p> <p>3. Formation of an innovative data bank on effective management in education (project protection).</p>			2			Compile and present at the lesson "Databank of effective management in the field of education."
	Total	8		28			



# EDUCATIONAL MANAGEMENT IN AN INTERNATIONAL AND INTERCULTURAL CONTEXT

## EXPLANATORY NOTE

### **The purpose of teaching the academic discipline:**

familiarization of undergraduates with modern trends in the development of educational potential in developed foreign countries, with the substantive basis of educational management in the international and intercultural context.

**Objectives of studying the academic discipline:** expanding the general cultural and pedagogical horizons of undergraduates; developing their ability to use the comparative method of studying pedagogical facts and phenomena; organization of independent work of undergraduates to study the fundamentals of educational management in foreign teaching experience.

### **Place of academic discipline.**

The system of specialist training at the level of advanced higher education is determined by the fact that the knowledge and skills acquired by students while studying the named academic discipline have the property of universality and are in demand for solving not only pedagogical problems, but also social and professional problems in the field of any profession. The academic discipline “Educational Management in an International and Intercultural Context” is associated with the discipline “Economic Theory”, “Pedagogy and Psychology of Higher Education”, “Philosophy”, “Methodology of Pedagogical Research”.

### **Requirements for mastering an academic discipline in accordance with the educational standard.**

The discipline is a component of a higher education institution. Requirements for the academic competencies of a master's degree in the academic discipline:

UPC-2 – Develop and implement new methodological models, methods, teaching technologies, taking into account domestic and foreign experience, analyze the effectiveness of their use in the educational process.

SK-2 – Systematize, generalize and disseminate domestic and foreign methodological experience in the professional field.

The master's student must **know:** structural components of educational management in an international and intercultural context; substantive foundations of foreign educational management; domestic and foreign experience in managing the educational process.

A master's student must **be able to:** identify positive experience in the field of foreign educational management; ensure the quality of the educational process through the introduction of progressive approaches implemented in international educational management; analyze socially significant problems arising in domestic and foreign educational management, processes and systems.

The master's student must **have:** ways of organizing the management of the educational process, selecting pedagogical means (methods, forms and techniques) in foreign educational management to achieve set goals; foreign technologies for diagnostics, design, implementation and correction of the educational process: means of integrating modern knowledge in the context of international educational management.

The discipline is a component of a higher education institution.

Requirements for the academic competencies of a master's degree in the academic discipline:

UPC-2 – Develop and implement new methodological models, methods, teaching technologies, taking into account domestic and foreign experience, analyze the effectiveness of their use in the educational process.

SK-2 – Systematize, generalize and disseminate domestic and foreign methodological experience in the professional field.

## **THEORETICAL UNIT**

### **1. THE MAIN DIRECTIONS OF EDUCATIONAL POLICY OF DEVELOPED FOREIGN COUNTRIES**

**PURPOSE:** to reveal the content of the world advanced countries' educational policy, to analyze the new tasks facing the education system

**Key words and concepts:** educational policy, educational strategy, European educational space, extensive and intensive development of education, democratization and humanization of education, "third school revolution", functional illiteracy.

#### **ISSUES TO BE DISCUSSED:**

1. The ways of educational system integration in the European Economic Community countries.
2. Orientation systems in foreign countries.

#### **1. The ways of educational system integration in the European Economic Community countries.**

The world today faces problems that have a serious impact on the development of education in separate states and on the formation of the world educational space. The UNO proposed to introduce a new indicator of progress- the Human Development Index - the value of which varies from 0 to 1. The calculation of this indicator is based on the characteristics of life - time, the level of knowledge and the level of mastery of resources necessary for full life value. To characterize the level of knowledge, the indicator of the population literacy degree is used, since the ability to read is the key to obtaining information and understanding what is happening. Countries with an HDI below 0.5 are considered to have a low level of human development. So, according to the results of the study conducted by the United Nations Research Institute for Social Development the HDI was the following in 2019: Russia - 0.824, the USA - 0.920, Japan - 0.915, France - 0.891.

In the 21st century the education sector has undergone significant changes. The integration of science and production, the widespread use of microelectronics, robotics, biotechnology, computerization and informatization of society entail huge changes in the field of intellectual work and everyday life, profound changes in the professional and qualifying structure of the active population. In the structure of the labor force the dominant position is now occupied by highly qualified specialists with secondary and higher education.

The priority of education is becoming a characteristic feature of the developed countries . The education indicators testify the quality of life of the state; this serves as a criterion for its economic strength and security. The "Japanese miracle" is due to the high level of education. In the 25-34 age group 42.3% of citizens have higher education, 50.4% have higher secondary education, and only 7.2% have compulsory education. As for the older generation / 35-44 years old /, these indicators are 26.9%, 53.5% and 19.5% respectively.

In advanced foreign countries the priority of education is confirmed by appropriate socio-political measures. The proof of it is the increasing financial expenses on education. Americans are proud of themselves spending more on education than on defense. In recent

years due to huge financial investments the Japanese education system has provided 20% of the growth of the country's gross national product.

The recognition of the priority of education is reflected in the attitude of citizens towards education. Today education occupies one of the first places in the value system. According to the research by Gallup Institute / USA / about 80% of Americans apprehend education as an opportunity to get a good job for their children, to ensure better life. In the United States, a specialist under the age of 30 with a university degree earns four times as much as his peer without such a degree. In Japan like in other advanced countries they keep to the principle "ability + hard work + excellent academic performance = elite status". Parents and children in Japan take education very seriously, as a decisive determinant of material and social status in life. At the same time in Japan the acquired specialty is not so much appreciated as the ability to work hard, the willingness to learn throughout life.

High education is appreciated in a foreign society. The leaders of prospering American firms, when asked what qualities, in their opinion, should be possessed by those who enter the world of work, put a high level of general education in the first place, and only then such qualities as the ability to make decisions on their own, readiness for retraining, and communicativeness. The task of providing quality education to all schoolchildren attracts the attention of large industrial corporations and foundations. They allocate considerable sums for the development of curricula, the training of specialists and for additional classes with backward children. An effective way to motivate Japanese schoolchildren to achieve high academic results is the future employees selection by entrepreneurs from the graduates directly. At the end of the school year, the representatives of Japanese firms visit high schools to identify the best students. The best student in the class will be assigned to the best firm. Student's good studies become his moral obligation in relation to the company, which expects him to work.

The recognition of the authority of education is also manifested in the constant cultivation of respect for education, participation of the general public in the affairs of educational institutions. The President of the United States welcomes the best students and the best teachers of the year and numerous firms award scholarships for the best students to study at the university and send them abroad.

In recent years the educational systems of the advanced countries of the world have undergone tremendous shifts: a course has been taken to cover all young people with complete / 12-13 years / secondary education. In the United States and Japan 76% and 93% of young people, respectively, complete 12-year schooling. In South Korea about 95% of children finish high school and about 47% of them continue to study at universities or vocational schools / this is despite the fact that in South Korea education is compulsory only at a six-grade elementary school between the ages from 6 to 12 . The education at other levels, schools and universities is paid . Secondary education has become a necessary minimum for a person to enter a high-tech society. The other aspects should be taken into account such as free tuition, free textbooks / in compulsory junior high school in Japan all textbooks are free /, free transportation, reduced food costs.

And yet it is considered that the extensive path of the development of school education has exhausted itself. Today the intensive development of education is on the agenda. At present time the stress is made on qualitative aspects of teaching and upbringing.

Recently new goals have been set for education:

- the very concept of "complete education" disappears, it acquires a continuous character since the constant introduction to new knowledge, professional development, self-education of a person have become the primary need along the entire path of life;
- education should provide a person with broad universal and fundamental knowledge on a whole range of problems;

- it is necessary to perfect the professionalism of a person on the basis of individual abilities.

These three directions in the development of education are capable of bringing it to a qualitatively new level.

These tendencies are supplemented with the problems of democratization and humanization of education. According to the French scientist O. Reboul, the criteria of educational democracy are of a complex nature and are based on the following principles. At first, the democratic school must form true democrats. Secondly, it is necessary to strive for the maximum duration of general education for all. A society cannot be considered democratic if it forces the majority of young people to enter the world of labour or vocational training too early. Thirdly, the democratic nature of education can be ensured through the variability of educational institutions, wide differentiation of education, diversification of the content of education and concession of free choice of forms and rates of learning that are acceptable to them. All this is aimed at creating a flexible educational system that quickly responds to the interests of different regions and sectors of the economy, as well as it contributes to the development of the individuality of each student.

Strengthening of humanistic principles in the educational system of foreign countries is expressed in the change of the goal of school. If the traditional paradigm of education is based on the universality of curricula, frontal training, standardized assessments of knowledge and skills, compulsion, the humanistic paradigm of education concentrates its attention on person's needs and interests. Humanism manifests itself in increased attention to the personality of a student, his inner world, everyday experience, interests, value orientations and the emotional sphere. The growing influence of humanistic ideas in the advanced countries of the world has contributed to the weakening of the significance of biologic concepts in foreign pedagogy.

The principle of humanization of education is reflected in the predominance of humanitarian disciplines in the curriculum of both schools and universities. So, the curriculum of schools in most foreign countries provides 45% of the study time for humanitarian subjects, 30% for the natural-mathematical cycle of subjects, 25% for aesthetics, physical education and labor.

Humanistic tendencies in the field of education in foreign countries are also manifested in the desire to provide equal chances for full-fledged school life for the children with a certain developmental lagging, the abolition of the so-called special schools for abnormal children. Society has come to the conclusion that discrimination against disabled children is unacceptable in education. We are talking about the creation of a common integrated school that unites students with different educational opportunities within its walls. Early integration of defective children into ordinary schools not only contributes to their successful social adaptation, but also creates a healthy emotional atmosphere among their prosperous peers.

The law on the inclusion of defective children into regular classes is called the "third school revolution" in the United States. Back in 1975 the United States passed a law on education, known as "mainstreaming", according to which every defective child between the ages from 3 to 21 has the right to choose the form of schooling that is optimal for him and a favourable school environment.

Now the attitude towards the very concept of inferiority has changed in general. If earlier it was supposed to identify and separate a special group of students from the general flow of children, now the task is to determine the additional needs of children and to develop individual training programs. Of course there are opponents to this idea, who believe that heterogeneous classes are detrimental to capable children. In a number of countries - Denmark, Italy, Spain, Switzerland - the schools for defective children have been abolished.

Experiments of this type are continuing in Austria and Germany. Since the early 90s the most important element in the educational policy of advanced countries has become the idea of orientation. Special legislation and government decisions have been adopted on orientation issues. Serious attention to these problems is paid by the International Bureau of Education, the World Association for Educational and Vocational Guidance, and other international centers.

## **2. Orientation systems in foreign countries.**

At present time most West European countries have two parallel orientation systems; in-school and out-of-school. In the first case, we are talking about the orientation mechanisms included in the structure of educational institutions, in the second one- about the activities of specialized orientation services, administratively independent of school and operating within their functional jurisdiction. In - school orientation systems, that have arisen later than out-of-school services, are aimed at assisting students in choosing areas of study / in conditions of differentiation of teaching/. In many countries / France, Belgium, Italy, Germany / such organizational structures as observation and orientation cycles, classes, orientation councils have been created, aimed at providing students with educational orientation based on a long study of students. Transitional classes have been developed, allowing to change the initial orientation and profile of education. The methodology of studying children, developing their interests and abilities is being improved. An observation system, pedagogical dossier, progress diaries are being used.

An American school has a service called "guidance", that involves individual work with students, helping them in self-awareness, perception of the world around them and adaptation to the surrounding reality. Professional consultations are provided in the US schools throughout the child's education. At the same time consultations affect not only the issues of vocational guidance of students. Children often have problems that they cannot solve on their own / insults from peers and parents, psychological difficulties in adapting to an unfamiliar environment, parental divorce, alcohol, etc. /. The consultant should notice all these problems of students even at elementary school and not allow their aggravation. He must recognize the deviations in the development of a child as early as possible, determine what has caused them, help him in overcoming difficulties; an adviser talks with the child, his parents, determines the direction of the development of his interests and inclinations, discusses with the school teachers the problems of his education and upbringing. At secondary school advisers pay great attention to the issues of continuity in the professional development of adolescents and young men.

Out-of-school career guidance services emerged between the two world wars. They were created for the purpose of organizing vocational guidance for students who started working immediately after the end of the compulsory period of study. At the same time the choice of profession was not viewed as a problem of the school and its contacts with extracurricular services were minimal. In the context of socio-economic transformations the guidance service activities have qualitatively changed.

At present time there are orientation services of different directions: psychological, vocational guidance, medical. For example, in Belgium there are out-of-school career counseling offices, psychological, medical and social centers, as well as psychotechnical centers; in England - youth employment services. In the United States all practical orientation work is carried out by consultants working as the in-school "guidance" service, whose functions are broader than those of their West European colleagues. In addition, there is a network of various centers and clinics that provide guidance for the children with

developmental and physical disabilities. Out-of-school services are staffed by orientation counselors, school psychologists, educators, doctors, social specialists. The leading role is played by advisers who are at the head of the institutions. Their functions include: the study of students, their individual characteristics with the help of tests, sociological methods; the information of students and their parents about the education system, about the main trends in the world concerning work and professions, job opportunities; the work with the children who are lagging behind in their studies etc. The work of an orientation specialist is associated with various fields of knowledge: psychology, pedagogy, economics, sociology. Special attention is paid to the psychological function of an orientation specialist.

In recent years the practice of implementing orientation has been sharply criticized for the isolation from life, insufficient assistance to young people in the face of growing competition, and the poverty of labor market. This served as a definite impetus for the restructuring of the activity content of the orientation services. The new approaches consist in inserting an individual into the process of his own orientation, it is aimed at the development of his conscious and responsible attitude to his future based on a realistic assessment of the entire set of information. An important direction of orientation work is the formation of young people's skills of making the optimal decision on the selection and comprehension of the information received, the development of a self – determination life project and methods of its implementation.

In the last 10-15 years the interaction of in-school and out-of-school orientation systems has been deepening, the cooperation of counselors with schools has been increasing. Orientation is now viewed as a single process consisting of two closely complementary phases: educational and vocational orientation. However, the question of who should play a decisive role in the orientation process is still debatable. In the countries such as Germany, Denmark, France, Belgium, the Netherlands this function is assigned to a teacher. It is reasoned by the fact that the teacher has longer contacts with students, knows better their individual characteristics, family environment and the school provides optimal conditions for a long-term and continuous orientation of children. The increasing role of teachers in students orientation requires special training, the expansion of knowledge in the field of psychology and sociology. Such measures have already been taken in many countries.

For the concrete implementation of integration in the field of education a permanent education committee of the EEC member states has been created whose functions include the development of a cooperation strategy with the aim of harmonizing the education systems of Western European countries. In particular the decisions leading to the convergence of national school systems have been made. A few decades ago, the school systems of Western European countries remained strictly hierarchical: after the end of the elementary cycle of education (at the age of 11-12) children were distributed among three types of schools, fenced off from each other by difficult barriers. The first, the most prestigious type was a complete secondary school, that provided the highest theoretical level of education and prepared for admission to higher educational institutions / grammar schools in England, lyceums in France and Italy, gymnasiums in Germany /. Another type is a "second-rate" high school, where the theoretical level of education was lower, the emphasis was made on applied knowledge / modern schools in England, general educational colleges in France, real schools in Germany /. The third type is "practical education," that is the senior grades of elementary school that open the way to work at a factory (plant) or to a system of professional apprenticeship. As a result of the reforms, a new type of general education school has been created, that has no analogue in the previous history of European education: in England - a united school, in France - colleges, in Germany - general schools. They represent the middle link between the elementary cycle of education and the upper grades of a secondary school and cover all the children aged from

11-12 to 15-16 years old. The programs of these schools are converging, the opportunities for admission to the upper grades of secondary school are expanding.

Integration manifests itself also in the convergence of national education management systems. Historically two fundamentally different systems of management have developed in West Europe: a centralized one / France/; and a decentralized one / England /. Currently these two educational management systems are showing a tendency towards convergence. Thus, according to the "law on orientation" / France / the autonomy of schools is increasing, the powers and composition of collegial subjects of intra-school management are expanding.

In the context of intensive labor migration within the European community, the problem of unification of vocational training has acquired great importance. The introduction of a single European certificate of vocational training is expected. There is a need to establish common standards in mastering professional knowledge and skills in the countries of the community.

In accordance with the approved ERASMUS program, aimed at expanding the exchange of students between universities of the European Community, the task is set to send for about 10% of students from each EEC country to study for one year in another country of the community. Thus, the old tradition of the Middle Ages is being revived / in the Middle Ages the universities from different countries exchanged students and professors /.

One of the key problems of educational integration is a language one. In the Middle Ages the language of interstate and international communication was Latin, later on it was replaced by French. Recently, the first place in international contacts has been occupied by the English language. Most often, it is chosen to study as the first foreign language by schools in continental Europe. Its knowledge becomes mandatory not only for responsible administrators and highly qualified specialists, but also for a large number of middle-level workers in production and in the service sector.

Despite the significant advances in the education systems many states began to feel serious shortcomings in its work. The reasons are different: the lack of funds and the insufficient work of a teacher to awaken the cognitive interests and creativity of children, the unbalance between the content of education and rapidly developing science, technology, and production. The high percentage of functional illiteracy of the population is noteworthy. For example, in the United States about 25 million adults are functionally illiterate and another 25 million need additional training and retraining. Requirements for the inclusion of new components in school curricula and programs lead to the overload of students, to a decrease in the knowledge level of basic subjects. The phenomenon of "school boredom", the negative attitude of schoolchildren to the educational process, "school phobia" / fear of school / becomes typical. Thus, the competitive nature of Japanese education and the enormous academic load lead to the fact that about 120 thousand schoolchildren drop out of school every year. 65% of young people in Japan are unhappy with their school life. The dominance of the cult of power and the growth of juvenile delinquency is of a particular concern.

Naturally in each individual country some of the negative factors may be predominant. But apparently there is also a common reason - the inadequacy of education to new social and human needs.

### **QUESTIONS FOR REVIEW AND SELF-STUDY**

1. Name the main directions of educational policy of developed foreign countries.
2. How is the economic efficiency of education determined?
3. In what way the priority of education in advanced foreign countries is expressed?
4. What caused the replacement of the extensive phase of the education development with an intensive one?

5. What is the essence of the "third school revolution"? Express your attitude to this problem.
6. What orientation systems have been created in foreign countries? What is their purpose?
7. What specific steps have been taken to integrate the educational systems of the European Economic Community countries?

## **2. MODERN FOREIGN CONCEPTS OF EDUCATION AND UPBRINGING**

**PURPOSE:** to consider the classification of the directions of pedagogical science existing in the West.

**Key words and concepts:** communication theory, concept of "integral school", psychological concept, technocratic tendency.

### **ISSUES TO BE DISCUSSED:**

1. The leading concepts of contemporary foreign pedagogical thought
2. Comparative analysis of the communicative concepts of the USA and Germany

#### **1. The leading concepts of contemporary foreign pedagogical thought**

The classification of pedagogical science tendency existing in the West European countries can be carried out according to various criteria, one of which is philosophical. This approach allows us to single out the following areas: conservative, humanistic, irrational and behavioristic-technocratic.

The conservative trend (T. Brummeld, K. Rogers, E. Kelly and others) supports D. Dewey's position concerning the role of education in the society and the value of its contribution to the growth of an individual." The task of educational institutions is to pay more attention to the unique experience of students, to the formation of their personality. The school should serve as a laboratory for the discovery of the unique "I" of each student, because only then he'll get the opportunity to know the world around him". A. Combs, for example, argues that for the formation of a person's behavior, the most important thing is to find out how he looks at himself and the world around him. If a person is self-confident, then he has no reason to worry about the nature of the values that he is guided by, in other words, the satisfaction of the person with himself, his actions, self-confidence acts as the only guarantee of his positive outlook on the world.

The humanistic direction (H. Hirst, R. S. Peters, M. Warnick), referred to as "new humanism", tries to present a constructive education program, in which maximum attention is paid to human I, creating conditions for free self-expression of an individual. The representatives of this direction consider it necessary to form a hierarchy of the child's intellectual abilities that determine the moral maturity of the individual. Hence, the main task of the education is to form a rationally thinking subject. A person brought up in this way will be able to determine his place in the social system with the help of communicative abilities, formed due to the combination of the internal mechanisms of the individual and the social sphere. The same goal should be served by a cognitive-value orientation, that provides a free moral choice in every life situation and the ability to identify with others.

The irrationalistic trend in Western pedagogy (O. Bolnov) is based on the "philosophy of life", mainly on existentialism, classical and modern. Proceeding from the position of the



uniqueness of a personality, the supporters of this trend do not recognize the role of the social environment in the formation of a person. The environment, in their opinion, can only harm moral self-regulation of the individual, since social institutions have been aimed at unifying the personality and his behavior. The school, as a social institution, destroys the personality, as a person loses himself in it, becomes only one of them. The ideal is an educational system that provides the chance for a student to study strictly according to the individual plan, designed by himself. At the same time, the aesthetic element, the humanities, in particular literature and art, should take the central place in the curriculum, contributing to the identification of the forces inherent in nature that determine such properties of his being as tragedy, death, hatred, love. The main method of the education is a free dialogue, the main content of which are the questions skillfully posed by the educator with the aim of developing the critical mind of pupils. During the dialogue, the educator in no case should express his opinion on the issues discussed, he acts as a partner in the discussion and not a mentor.

The behavioristic-technocratic direction / E. Morris, M. Black / is based mainly on the "technology of behavior" worked out by B. Skinner. The supporters of this trend reject the self-expression of an individual as the main goal of education, regarding it as one of the reasons for moral crises. They proceed from the statement that it is in the learning process that all the norms of his behavior are developed. The effectiveness of teaching is achieved by introducing the achievements of science and technology, experiment into the education system. The upbringing is actually subordinated to utilitarian goals. The main means of implementing such an educational program is the tight control of the social environment using the "reinforcement" mechanism, that is, a system of rewards and punishments for the slightest deviations from the given program. Technocratic concepts pay special attention to the fact that, relying on the system of "reinforcement", they create the appearance of individuals' voluntary submission to these requirements and thereby achieve "harmony" between the consciousness of the individual and the society. The supporters of this trend consider it necessary to create the system of education subordinate to the interests of a modern society, social and cultural constructions, to the implementation of the tasks of a scientific and technological revolution.

In the main stream of pedagogical and didactic currents the "social-constructivist trend" is singled out. There is a conviction that schools should be "an instrument of social reconstruction, creating a new form of social organization based on intelligent foresight, rational planning and movement towards the moral dignity of all people." Thus, the role of the school has been proclaimed as a real means of influencing social processes.

The ideas of this direction were put forward in the work of the famous American teacher J. Counts "Will the school be able to build a new social order?" According to J. Counts, an educational system should not strive for the direct implementation of certain reforms in public life. Educators should give students a "vision of the future opportunities and strive to win their trust and enthusiasm in pursuing that vision."

Criticizing the shortcomings of the dominant philosophy of education, another ideologist of this trend H. Rugg, insists on the creation of a new school curriculum that grows "directly from the problems, conditions and characteristics of our changing society." Among the most acute problems H. Rugg identifies such as the overpopulation of the planet, disorderly urbanization, the uncontrolled development of technological processes, the growth of nationalism, the approach of a global ecological catastrophe.

Developing this ideology, John Childs notes that the school should be guided not only by the desire to teach how to think, but also what ideas and socially useful values should be installed in young people.

Theodor Brameld has become a recognized leader in social reconstructivism.

Teachers should not remain neutral in relation to the problems of the world culture crisis. They should help to determine the main directions of the forthcoming reforms and have a positive impact on the younger generation, forming worthy ideals in them.

The concept of "ecological citizenship" has been put forward by W. Odals from the Northwestern University of the United States. In his opinion the priority task in the field of education is to form an ecological way of thinking among the youth. He emphasizes that school programs are "narrowly economic and narrowly technical in their content and methods."

Thus, the social reconstructivism tends to turn the school curriculum and the entire educational system to the universal values and burning problems of the society.

Taking into account these conclusions the American Association of School Administrators and the National Social Science Council, that has great pedagogical authority in the United States, has adopted resolutions "calling for the creation of school courses that would" reflect international perspectives and emphasize respect for the diversity of the world's cultures and their peoples. "

The social reconstructivist teaching strategy looks independent and consistent, retains its didactic standards. The center of gravity has shifted to students' exploration of the scientific breakthroughs of recent years with their potential in terms of improving the quality of life of children. Mathematics, native language and literature are studied not in the abstract and cognitive terms, but as necessary tools that allow students to better understand the essence of current social problems. Attaching to the subjects of the aesthetic cycle - music, painting, architecture - should serve to better understanding of the cultural heritage of one's country and interaction with the cultures of other countries and peoples.

The teacher's interpretation in the educational process looks no less peculiar: he becomes the main actor in the implementation of the training program.

The focus of foreign teachers' attention is concentrated on the problems of improving education .

The authors of the world-famous report to the Club of Rome "No Limits to Learning" formulated the idea of three types of learning:

- "maintenance learning" is aimed at reproducing the existing culture, social experience, social system;

- "innovative learning" stimulates innovative changes in the existing culture and social environment, acts as an active response to the problem situations that appear both in front of an individual and the society;

- "shock learning"- resulting from unexpected, "explosive" changes in the life of a person and the society / environmental disasters, wars, etc. /.

At the same time, a "supporting" type of education still prevails in the practice of educational institutions. This discrepancy, according to a number of sociologists and educators, explains, to some extent, the lack of preparedness of society to face new situations in social life, the unavailability to respond in a timely manner to emerging problems - political, environmental, economic, etc.

In this regard, special attention in the development of the theory of the educational process is paid to the following areas:

- modernization of traditional education. The renewal of the educational process is guided by the traditional didactic tasks of reproductive education. This area is also associated with the idea of training as a technological process with clearly defined results.

- an innovative approach to the educational process, in which the goal of teaching is to develop the student's ability to master new experience based on the purposeful formation of creative and critical thinking, the experience of educational and research activities, on the role and simulation modeling. The didactic search for this direction is carried out within the framework of the following activities:

1) the assimilation of a rigidly specified sample / "technologically" constructed reproduction. The starting point of such an educational process is an accurate description of the goals: the development of standards for assessing the learning outcomes and, on this basis, the concentration of the efforts of teachers and students on the intended clear goals, the creation of the atmosphere of openness, objectivity, etc. High efficiency within this model has been achieved by "an individually prescribed training", "a reanalyzed training system", "a team-individual training".

2) an educational - search activity. Training is a problem-based one.

3) a discussion / dialogue, communicative / activity. It is built as a purposeful exchange of ideas, judgments, opinions for the search of truth.

4) a game activity offers the inclusion of simulation and role modeling in the educational process.

This teaching model, according to the authors, raises the problem of the relationship between ideal educational goals and the results of activity actually achieved in the educational process.

A group of German teachers published a book that reveals the basic principles of building a new school and gives a guideline for the development of pedagogical science for the future. The authors see one of the central tasks in making significant changes in the daily life of children. A school should be the place of joy for students, the world of tranquility, tolerance and cooperation. At school special attention should be paid to the holistic development of an individual- his spiritual, mental and physical health in compliance with the laws of nature. An important task is to change the consciousness and attitudes of the growing personality, the structure of his needs, to maximize the development of creativity. The development of universal human values is much more important nowadays.

The concept of an "integral school" has become widespread in Germany. It provides for schoolchildren the upbringing in the spirit of broad social communicability, an intelligent and responsible attitude of everyone to oneself, to the people around them, the formation of a developed, free and positive personality.

Educational science should pay equal attention to both the active, dynamic aspects of the personality and the elements of rest. Therefore, in an integral school, all the forms of work should include such activities as silence, physical relaxation, the change of mental tension by complete rest. In the school practice of a number of Western countries the forms and various phases of pedagogical meditation have already been repeatedly tested. Pedagogical meditation improves the ability and motivation to perceive and process knowledge, eliminates stress, inner anxiety and all other obstacles. As a result, students' emotional well-being improves. Pedagogical meditation requires special rooms. By agreement with parents special training exercises, yoga classes, breathing exercises can be held there. The entire educational school process should proceed in accordance with daily biorhythms, which makes it easier for all students to individualize lessons while maintaining integral relationships in the educational material.

With regard to the content of education the integral school tries to provide students with the opportunity to obtain dual qualifications at the senior level of education (in addition to general, craft and technical education). The curriculum includes the most relevant socio-political topics related to issues such as maintaining peace on Earth, environmental problems, human health.

Among modern concepts of education the central place is occupied by the problem of socialization of school youth. A number of aspects are distinguished in the development of this problem. A psychological one is focusing on personal aspects and mechanisms of the individual's assimilation of social norms and values. The most popular

among those theories are psychoanalysis and social behaviorism. Z. Freud is rightfully considered the founder of psychoanalytic theory.

Human experiences, motives of behavior, internal contradictions and personality conflicts, the most hidden and intimate processes of mental life - everything was reflected in Freudian doctrine, which was an important stage in the development of psychological science. In an effort to determine the driving forces of human behavior, Freud looked for them mainly in the "biological depths" of an individual, in the instincts and subconscious drives, ignoring the specific forms of social life and social connections of people. Freud believed that person's will is determined by biological instincts and unconscious impulses independent of his consciousness, that determine the deep inner depravity of people, their aggressiveness, envy, thirst for power, the predominance of selfish and often immoral motives of behavior.

The main idea borrowed by American educators from the psychoanalytic concept of Freud was the maximum possible adaptation of a person to existing conditions and the transformation of egoistic inclinations into social ones. The researches by R. Burton, M. Hoffman, S. Lightfoot, D. Lynn, M. Lewis, devoted to the role of parents and other adults "as" models "for children's behavior, continue the psychoanalytic tradition.

No less important attention is given to the anthropological (transmission by society and the mastering of culture by an individual) and the sociological aspects in the study of the problem of socialization. Teaching the roles of a citizen, a worker, a family man is considered the main task of upbringing and socialization, because in the successful performance of roles by both a child and an adult, the teachers see a guarantee of the "normal" functioning of both the individual and the school class and the society as a whole.

## **2. Comparative analysis of the communicative concepts of the USA and Germany**

Recently, the communication between teachers and students has become a key topic of the Western pedagogical thought. The leading role in the development of this problem belongs to the American school of communication. The foundations of communication theory were laid at the beginning of the 20th century by John Dewey, in which communication skills were seen as almost the main element of training a future teacher. The author emphasized the need for an indissoluble unity of the teacher and students, together overcoming difficulties, the problems and doubts that arise in the course of training. The role of the teacher in this process should be active, but devoid of authoritarianism: he should kindly, unobtrusively, with deep sympathy lead the activities of the student. Such well-known teachers as W. Jams, W. Kilpatrick, J. Kaunts, J. Mead and others adhered to similar views on the problem of communication at school.

The theory of pedagogical communication, aimed at developing the cognitive activity of students, was mostly developed in the second half of the XX century. During this period many directions and systems of communication classification emerged in it. In some works the emphasis was made on the processes of logical thinking and behavior of the teacher / Smith /, in others - on the programs of the teacher's behavior in the classroom / Teibe / or on the issues of the teacher's influence on students in the process of communication / Fdanders.

The representatives of the cognitive systems of pedagogical communication / Sukhman, Wellak, Smith and others / were mainly engaged in the development of behavior models and communication of teachers in relation to all school subjects.

Students' behavior was not taken into account. The scientists have found that the main forms of communicative behavior found in the practice of schooling are very constant and not prone to change. The dominant model of communication is presented by questions asked by the teacher, students' answers and some types of teacher's reactions to these answers. The results of studies of American teachers have confirmed that teachers speak on average 64% of the entire lesson time, 80% of all communication falls on questions, answers and reactions to answers.

Among the latest significant works on pedagogical communication is the collective monograph by J. Mc Croskey, W. Richmond, T. Pleks, P. Kirney "Power in the Lesson. Technique for Behavior Change. Communication Training". The initial thesis of the authors concept is the recognition of the decisive influence of students' emotions on their communication with the teacher and learning. J. Mc Crosky and his colleagues identified 22 emotional models of communication and showed that the following phrases of the teacher have a positive effect on learning: "Try it, you will find it interesting and will like it"; "It will be useful for you in life"; "I need to know how well you understand this," etc. Among the patterns of teachers' behavior that have a negative impact on the communication with students are the following : "I will punish you"; "Because I said so"; "It is your duty"; "Your comrades are doing it."

Communication theories have had a profound impact on the theory and practice of German schools. P. Xochellis worked out the concept "pedagogical relations" the essence of which is that the author builds the relationship between the educator and the educated person on the analogy with the "mother-child" communicative dyad. The good relationship that develops between mother and a child he would like to transfer to the school environment. The "emotional sympathy" of the teacher for a pupil determines the success of the educational process.

Another representative of the communication theory is K. Moll-lenhauer. In his work "Theory of the process of education", he considers the education as communication and interaction. This interaction is based on the individual's desire to establish personal and social identity with other members of the group. In her work, the researcher emphasizes that education is a communicative activity aimed at achieving interpersonal understanding. The conditions for organizing communication, its structure and form have a decisive influence on the formation of personality.

The theory of the so-called "pragmatic communication" by the well-known theoretician of the Frankfurt sociological school J. Habermas has attracted much attention in the scientific and pedagogical circles of Germany. He considers a role statement to be a structural element of communication and sets the task of creating the system of rules in accordance with which the communication is built.

The pedagogy of dialogue has been widely introduced in the Scandinavian countries. The main ideas have been drawn from the famous Brazilian teacher Paolo Freire. Her adherents D. Kallot, Arme Shelund stand for such means of pedagogical influence that would radically change the nature and climate of the relationship that develops between the educator and the educated in the process of purposeful influence of the former on the latter. The external, "technological" side of such an impact is directly linked to the transition from the teacher's monologue to a dialogue between them. This presupposes on the part of the educator the ability to modify the nature, content and methods of pedagogical influence. The trust expressed in the words and deeds of people, the Swedish educators emphasize, leaves no room for fear or "punitive behavior" in interpersonal relationships.

Erich Fromm occupies a prominent place among the thinkers who influenced the influential pedagogical concepts of the West.

Erich Fromm was born in Germany in 1900. After graduating from Gay Delberg University he had been working as a practicing psychoanalyst for some time, but soon moved on to scientific work at the Frankfurt Institute for Social Research. In 1933 he emigrated to the United States, where he was engaged in research in the field of social psychology and psychoanalysis, and taught at a number of universities. Therefore, in reference books he is often called a German-American scientist. Fromm spent the last years of his life in Switzerland where he died in 1980.

Fromm's scientific activity lasted more than half a century. Initially he was a follower of the ideas of the founder of the psychoanalytic theory, Sigmund Freud. In the book "Escape from Freedom", he formulated his attitude to the problem of "social and biological".

Developing a holistic concept of a person, the scientist sought to reveal and characterize the mechanism of interaction of psychological and social factors in the process of personality formation. Fromm set the task of humanizing the inner world of a person, enriching him with ideals, aspirations, filling the ideas about the good and the evil with new content.

According to Fromm, a person is neither good nor bad. He is morally neutral; he contains both constructive and destructive potencies. Much depends on how the system of his internal orientation develops largely due to social influences.

One of the leading theses of Fromm's concept is the need for a radical renewal of education. The important task of upbringing is to contribute to the formation of such personality traits, that make a person capable of altruistic love. The true goal of upbringing should be the development of the child's inner independence and his unique individuality.

### **QUESTIONS FOR REVIEW AND SELF-STUDY:**

1. Name the leading concepts of modern foreign pedagogical thought, their authors and their ideas.
2. Evaluate the progressive significance of the concept of "integral school" and the possibility of using it in the practice of schools in China.
3. What are the main aspects of developing the problem of personality socialization?
4. Conduct a comparative analysis of the communicative concepts of the USA and Germany.

## **2. EDUCATION REFORMS AS AN INTEGRAL PART OF THE SOCIAL POLICY OF FOREIGN COUNTRIES**

**PURPOSE:** to reveal the objectives of reforming foreign countries' educational systems, to analyze the technology of reforms.

**Key words and concepts:** school reforms, types of reforms, innovations, modernization, improvement of the educational system, reorganization of the quality of education, reform strategy, private school

### **ISSUES TO BE DISCUSSED:**

1. The main goals of foreign educational reforms.
2. Changes in the school management system. New types of schools in foreign countries.

## **1. The main goals of foreign educational reforms**

Educational reforms have become an important part of the social policy of modern states. The attention of parliaments, political parties, the public, and authoritative international organizations is riveted on them.

School and university reforms are closely linked with socio-economic transformations and satisfy their needs. During the 60-70s, the first stage of school reforms took place in many West European countries. Its general goal was to extend the period of compulsory education, to make secondary education of a mass character and even universal. So, in the United States, the number of students in the grades from 10 to 12 almost doubled, the allocations for the school grew 1.5-2 times faster than the national income. During the reforms the hierarchical multi-type structure of secondary schools underwent transformation.

The pace of extensive development of education was significantly ahead of the pedagogical capabilities of the school. Since the late 1970s, according to national and international assessments, a decline in the quality of school education has been observed in almost all Western countries. There was a steady decline in the level of basic knowledge and skills among the bulk of students, the number and volume of academic subjects studied decreased, the number of listeners of entertaining mini-courses grew. In the United States in 1981, only 37% of students studied natural sciences, but the percentage of attending driving classes increased from 0.3 to 58. The lack of deep and solid knowledge in mathematics, natural sciences, engineering and humanities of the majority of secondary school graduates caused alarm in political, educational and social circles and served as an impetus for the adoption of large-scale measures aimed at improving the quality of education.

School reforms were aimed at improving the quality of education for the main category of students. The concept of "quality of education" was considered through the prism of improving the structure of the educational system, the content and methods of teaching and upbringing, training and retraining of teachers, raising their status in society, improving the material and technical base of schools.

Due to different worldview and ideological attitudes, approaches, historical experience and pedagogical traditions in each country, educational reforms have acquired their own specifics, depth and pace of transformations. But there is no doubt that the wave of educational reforms that have taken place recently is aimed at laying the foundation for the development of countries in the 21st century. The program "The USA- 2000" defines the following priorities in the field of education:

- increasing the readiness of preschoolers for school education;
- bringing the number of graduates with complete secondary education up to 90%;
- the achievement of control levels of academic performance in compulsory subjects / English, mathematics, natural sciences, history, geography /;
- providing the world palm for the US students in mathematics and natural sciences;
- the achievement of universal functional literacy among the adult population;
- making schools a safe, drug-free social environment conducive to the education of children and youth.

In this document practical actions have also been indicated to increase the responsibility of schools for the results of work, to create a new generation of schools, to involve society and family in education.

The program "Towards the 21st Century: Educational Reform in Japan" provides for the following areas of educational steps:

- to move from the quantitative expansion of education to its qualitative enrichment;
- to move from formal equality in education to its real equality;
- to shift the emphasis from academic achievements to the respect for the individual and individuality;

- to build a system of continuous education, operating throughout the entire active life of a person;

- to change the content and methods of teaching in a general education school in order to maximize the possibility of learning, taking into account the individual characteristics of children and adolescents;

- to bring the system, content and methods of teaching and upbringing in schools in accordance with such new phenomena as computerization, to a high degree of informatization, as well as to the internationalization of modern life.

The UK issued a document called "Learning to Succeed" with the subtitle "A Radical View of Education Today and a Strategy for the Future." This voluminous document / 458 p. / provides an analysis of the state of education in the country and indicates the strategic directions of its development that are as follows:

1. High quality preschool education should be available to children aged 3-4 years.

2. Training courses should bring out and develop the best in every child. This goal refers to the development of complete educational content that would maximize the development of the inclinations in children. It is recommended instead of the ten or eleven compulsory subjects to introduce five main areas of knowledge : 1) languages; 2) mathematics; 3) natural sciences and technology; 4) expressive (expressive) arts (this includes physical education); 5) humanitarian sphere, including social sciences. It is also planned to introduce a new diploma of secondary education -a regular level (after 11-year compulsory school) and an advanced level (after 13-year full secondary school) instead of active certificates of incomplete, complete general secondary education and vocational qualifications.

3. Every student in every lesson has the right to good teaching. This section deals with the teacher, his preparation. Each teacher is expected to have a personal development plan and be able to take any postgraduate course for two working days per school year.

4. Everyone should learn throughout his life, and this intention should be encouraged. Here we are talking about lifelong education, about the involvement of a large number of young people and adults into the system of formal and non-formal education.

5. The management of education and training should be integrated. It is proposed to merge the Department of Education with the Department of Employment, which are engaged in personnel training, vocational education, as this should improve the quality of general and vocational education.

6. Public and private investments in education and training should be increased. It is proposed to increase funding for education and, first of all, preschool education, vocational training, teacher training, evening higher education.

7. Achievements should be constantly growing, and the ongoing shifts should be open for evaluation by each member of society. The Department of Education and Training is encouraged to publish an annual performance report so that the general public can assess the ongoing changes.

M. Baker (BBC columnist) formulated the social order for schools as follows: "Schools should better prepare young people for modern life, especially for work in a high-tech, rapidly changing," computer-literate "world in which individuals and companies / firms / must operate in a global market. "

This paper notes that the goals of education are broader than just ensuring the economic development of the country. It must transmit from generation to generation such human values as justice, respect for all people, the sense of duty towards its community, the society, the concern for one's neighbor, as well as cultural heritage. "Education is not only the transfer of knowledge, but also the empowerment" of moral and spiritual strength.



## **2. Changes in the school management system. New types of schools in foreign countries**

Education reforms are multifaceted. They provide for the reorganization of educational management and the redistribution of the functions of the central, regional and local authorities, the creation of new types of educational institutions, the modernization of the content and methods of educational work. All links of the education system have become the subject to renewal: from preschool institutions to the university.

Thus, the specific feature of the French educational system was considered to be the strict centralization and administrative uniformity throughout the country. But in the 1980s the process of administrative decentralization started in France. There was a distribution of competence between the central and territorial school authorities: the autonomy of schools was increased, the powers and composition of collegial subjects of intra-school management were expanded, each educational institution could develop its own school work plan. The Ministry of National Education and Culture was charged with the responsibility for determining the general directions of educational policy, including the establishment of national standards for education, training, recruitment and payment of school personnel. Higher educational institutions remained under the jurisdiction of the central authorities. Secondary schools / colleges, lyceums / came under the jurisdiction of the territorial authorities. Secondary educational institutions received the initiative in solving a number of important issues: determining the structure of an educational institution, forming classes, study groups, choosing subjects of specialization, organizing educational and vocational guidance, defining optional classes within the curriculum, distributing and using the received material resources, etc. ...

As for Great Britain it traditionally gravitated towards the decentralization of the education management system, towards a large autonomy of schools. Recently a tendency towards a certain centralization has taken place. In the course of the reforms, the ratio of elite and mass schools has changed in favor of the latter. In the UK grammar schools are included into the number of mass schools in the form of academic streams and areas of study.

In the United States there is a clear shift in emphasis to the mass secondary school.

In the process of reforming the education system, new types of schools have been created. For example the so-called magnet schools with a specific profile have been developed. The concept of this model is based on the idea of variability of educational services of schools by expanding the range of elective courses, while at the same time providing high quality teaching. These schools have many similarities with private schools that have been successfully operating in the country for a long time. But there is also a fundamental difference what concerns magnet schools: free education, a combination of individual goals and social attitudes, playing the role of "family agent" and "society agent".

This kind of dualistic approach becomes possible and effective on the basis of the principle of " the controlled freedom of choice", i.e. the aspirations and preferences of parents are met by the school only if they are compatible with the predetermined socially directed integrative goals.

Magnetic schools are aimed at the formation of highly qualified labor resources with an orientation towards mastering more and more new skills in the context of large-scale technological changes and breakthroughs. Magnet schools' programs introduce students to a specific area of professional activity with all the ultra-modern requirements imposed on it, providing for the involvement of numerous groups of children with different racial, ethnocultural and socio-economic status in joint education.

In recent years there has been an increase in the inflow of students to magnet schools from public and private educational institutions. They begin to function as elite schools and

traditional public schools become a "leftover structure" for those who must accept a more ordinary education option.

German educators have developed the project for a "whole school" that is currently being tested. The school, according to the authors of this project, should become the place of life joy for students, the world of tranquility, tolerance and cooperation. Its entire spiritual and social climate should create conditions for self-realization of an individual, form one's readiness to create a freedom-loving and democratic social system, to consolidate peace and ecological protection of the planet. The students' contingent of the "whole school", according to the project, should not exceed 400 people in total and not more than 20 students in each class. Only with such a numerical limitation it is considered possible to create an optimal school climate for the formation of an integral personality. The concept of the "whole school" envisages education in the spirit of broad social sociability, an intelligent and responsible attitude of everyone towards oneself, towards the people around them and nature. The organizational forms of the "integral school" educational process are: project-based learning, integrated school disciplines, a differentiated approach to students in accordance with their individual needs, a spiral curriculum, teaching by teams of teachers. Much attention is paid to both the activity and the elements of rest. The entire educational process in the "whole school" should proceed in accordance with daily biorhythms.

Another pedagogical concept - full-time schools - is also well-deserved in Germany. Many German educators believe that today, when parents devote maximum time to work and the number of divorces increases, the school is forced to take on new functions. In Germany there are two models of this type of educational institution: the closed, where the students spend the whole day and the open, that allows parents and children to choose the appropriate schedule for them in the afternoon. Currently the open model is preferred.

In the educational systems of foreign countries traditionally there are a large number of private and other types of non-state educational institutions, the activities of which are regulated by legislative acts or constitutions. There are quite a lot of confessional schools in the non-state sector, their share is as the following: in the USA - 71%, in France - 95%, in Germany - 80%. This figure is also high in Belgium, Ireland, Italy and a number of other countries.

Among the clerical educational institutions in a number of countries (France, Italy, etc.), Catholic ones predominate. Many of them devote considerable attention to the study of the fundamental principles of the Roman Catholic Church. In Catholic schools in the United States the curricula include the same set of compulsory academic subjects as in other private schools, they are aimed primarily at teaching the basics of science and preparing for the university. Most American confessional schools (78%) require all children to study religion regardless of their denomination. However, in French Catholic schools, religious instruction is generally not compulsory, it is "desirable or recommended" and there is a compulsory subject only one hour per week is devoted to catechism or "religious culture". In Jewish schools alongside with the study of secular subjects significant attention is paid to religious instruction, that is allocated from 6 to 13 hours per week.

Over the past decades, the number of students attending non-state schools of various types has tended to grow. In France according to dater non-governmental schools account for 20% of the total number of schools in the country, 12% of schoolchildren study there. The private sector is most widely represented at the level of secondary education (25%), at the level of the post-secondary education system (20%), but at the level of higher education it covers only 2% of students. There are many private schools in Japan. The priority in private education is occupied by kindergartens, secondary vocational schools, junior colleges and universities. Private schools in Japan enroll 28.2% of the total number of high school students.

The increase in the number of students in non-state educational institutions is explained, first of all, by the dissatisfaction of parents with the quality of work of state public schools. The network of non-state educational institutions is quite diverse and multifaceted: preschool, primary and secondary general education and specialized schools; free schools with low, medium and exceptionally high tuition fees; day and boarding schools, old schools with historically established traditions, and new ones that meet the requirements of modern society; schools separate for boys and girls, the joint ones.

A special role in the US and Great Britain belongs to "independent" schools, that are called the "forges" of the elite of modern society. These are the most privileged, respectable, prestigious institutions ( in the United States the tuition fees in them are 10-20 thousand dollars a year). The atmosphere reigning there, the lifestyle contributes to the education of students in the spirit of exceptional caste isolation and solidarity. According to the American sociologist R. Mill elite schools are "the most important institution for the transmission of the traditions of the upper social classes that regulate the flow of new wealth and talent." It is believed that "independent" schools should educate a diversified gentleman with good manners, calculating in business, able to plan his life, to spend carefully his time and money to achieve the main goal - to become rich, respectable, influential. As statistics show, the significant part of the graduates of these schools become employed in high government bodies in the field of politics, law, and economics. To a certain extent the presence of such people in the ruling power structures provides a sufficiently high level of competence in governing the country.

A significant place in the modern non-state education sector is occupied by various kinds of schools the purpose of which is to help adolescents who , for various reasons, find themselves in the situation of "failure" or experience the feeling of "school phobia". These educational institutions have a small contingent of students. They carry out a special selection of the teaching staff, including additional psychologists. This makes it possible to save the child from lagging behind, to restore mental balance. The increasing popularity gains the so-called free schools, such as Waldorf ones, preferring artistic education to ideological one.

The issue of interaction of non-state educational institutions with the state is very important. Much depends on the type and status of institutions. The so-called "independent" schools do not receive any funds from the state and are financed by organizations, foundations, private subsidies. The overwhelming majority of non-state educational institutions receive subsidies from public funds and through various channels. In some countries, for example in Denmark, where the private sector in education has always been significant, equal funding is established for both public and private schools. The relationship of private education with the state is regulated by a number of laws, according to which the latter participates in financing private educational institutions that adhere to state educational programs. The diplomas of these educational institutions receive state recognition. The provision of state financial resources to private educational institutions and the implementation of control over their work is one of the ways to solve the problem of improving the quality of education.

The independence of private schools is manifested through self-sufficiency in developing curricula, using teaching methods and organizing the educational process. For example, in English public schools, focused on preparing their students for admission to prestigious universities, a set of individualized training programs is used that take into account the personal interests and abilities of students, the peculiarities of their thinking and perception. In the United States in order to improve knowledge many "independent" schools send their students to courses at colleges or universities, try to organize extracurricular practice in major subjects on the basis of scientific or industrial enterprises.

The successful functioning of private and other non-state educational institutions in Western national educational systems has been for many decades a controversial

phenomenon that is perceived and evaluated ambiguously. Nevertheless, a positive assessment of private schools activities prevails, because it gives the parents the opportunity to realize the constitutionally guaranteed right to choose for their children an education that meets their interests and aspirations. They provide an opportunity to avoid uniformity in the educational process, to help the students experiencing learning difficulties.

#### **QUESTIONS FOR REVIEW AND SELF-STUDY**

1. What caused the reform of education systems in advanced countries?
2. What are the main goals of education reforms in the 60-70s and the last decade?
3. Conduct a comparative analysis of program documents in the field of education (for example, Japan, USA, UK).
4. What new types of schools are being created in foreign countries at the present stage?
5. What changes are taking place in the school management system?
6. How has the principle of education variability been implemented in the activities of private schools?

#### **4. MODERNIZATION OF THE CONTENT OF SCHOOL EDUCATION AND THE SEARCH FOR THE WAYS OF ORGANIZING THE EDUCATIONAL PROCESS**

**PURPOSE:** to reveal the main directions of foreign school content modernization and the ways to achieve the standard of education.

**Key words and concepts:** the content of school education, the standard of education, elective training courses, the level of basic education, liberal arts education, natural-mathematical education, natural-technical education, quality of education.

#### **ISSUES TO BE DISCUSSED:**

1. The ways of school education modernization
2. The forms of organization of foreign school educational process

##### **1. The ways of school education modernization.**

The search for the new ways of educational process organization, the renewal of traditional school courses, the introduction of new academic disciplines accompany all educational reforms. In South Korea, for example, every seven - ten years the content of school and university education is reviewed. New approaches are being taken, the characteristic feature of which is the desire to raise the upper bar of the level of general education for all schoolchildren, to change the priorities between the compulsory "core" and the elective educational courses. Different countries solve the problem of education standards in different ways.

In the process of school modernization in South Korea the importance of natural and mathematical education is increasing. According to the new curriculum mathematics and science have become compulsory subjects from the first to the final grades of secondary schools.

The modernization of the content of education has affected not only natural science knowledge, but also the subjects of the humanitarian cycle, which have always been considered the most important component of the general education of young people. It has been reflected in modern curricula, where the humanities occupy a dominant position in the number of hours.

In the USA, for example, pragmatism, deeply embedded in the public consciousness, has always determined the selection of the content of general education. The leading idea was "education in order to adapt to life". For the overwhelming majority of students in the X-XII grades (75%) who did not study at the academic department, only three compulsory subjects were determined: the native language, social science disciplines, and physical education. The choice of school offered up to 100-150 training courses, the most of which were of applied character (family economics, cosmetics, driving a car). To obtain a high school diploma, 16 Carnegie units were required, half of which were elective courses. Many Americans have called this system a "shopping mall" or "cafeteria", where visitors choose what they like. As the result, only 23% of American high school graduates received a full general education. The rest have never studied algebra and trigonometry, geography and foreign languages. It is not surprising that the level of knowledge of American schoolchildren in all comparative international studies began to yield to the level of training of the representatives of the same age group in such countries as Japan and South Korea. There are several reasons for this phenomenon.

The USA has developed the state standards of knowledge, skills, and habits that all students of the educational school must master. The number of compulsory subjects include English, mathematics, natural science and social sciences, the basics of computer science and computer technology. Schools have introduced the testing of children after 3, 6, 9 and 12 years of education. The volume of elective subjects has been noticeably reduced; they now occupy 25-30% of the study time. In general there is a change in the approach to the differentiation of education. With such differentiation there will be no classical scholar who does not know mathematics, just as there will not be any physicist who does not know literature and foreign languages. Another trend in the USA school modernization is the increasing variety of training programs in the direction of their individual focus - personalization. It is aimed at stressing the human factor in education. In the terms of new technologies emphasis will be placed on individualized educational programs

So, one of the features of the Japanese education system is the high intensity of the educational process (all subjects until recently were compulsory). The duration of the academic year in Japan is 240 days, in the USA - 180 days. In order to complete the workload of a Japanese student, it would take an American student 16, not 12 years, as in Japan. Each day, Japanese students have more lessons and each week more school days than their American peers. In America nearly no homework is given, in Japan they spend two hours every day doing their homework. The elective subjects occupy a minor place in Japan.. Although it should be noted that recently there have been certain changes in the Japanese school, namely, the ratio of hours allocated to studying compulsory subjects and elective subjects has changed. This step contributed to the increase in the variability of individual curricula. The Japanese students have got the opportunity, depending on their inclinations, to devote more study time to humanitarian or natural sciences, physical education or foreign languages. Mathematics, on the other hand, remains mandatory in the same amount for everyone. With the constant load of 30 hours a week in a junior high school in Japan, the students of the first grade will devote 10-13% of the study time / 3-4 lessons / to the classes by their choice /, the second grade - 10-20% / 3-6 lessons /, the third grade - 13-27% / 4-8 lessons /. In this regard the students have the opportunity to choose the further profile of education.

The above mentioned tendencies have become characteristic of the English education system. In the UK Education Reform Act (1988) ten compulsory school subjects were named: English, mathematics, science, geography, history, technology, music, art, physical education, and a foreign language. For the most of students science is taught as an integrated course while for the talented students separate subjects (biology, physics, chemistry) are offered. The increased focus on natural sciences and the introduction of a technology course reflects the desire of the British government to raise the level of science and technology education in

order to move the country along the path of scientific and technological progress. One lesson per week is devoted to the study of religion. At first it was planned to devote 85% of the study time to compulsory subjects in the upper grades of incomplete secondary school, but that contradicted the traditions of English school education and the compulsory component dropped to 70-76% of the study time. A promising school in the UK is considered to be the one where the students alongside with studying compulsory subjects have ample opportunities to choose optional general education and vocational-oriented courses.

There are two types of English school differentiation : teaching the groups of students of different level knowledge depending on their abilities and in-depth study of a number of subjects or cycles of subjects.

Differentiation begins in the fourth grade of secondary school / the average age of students is 14 years /, but some of its elements can appear in the second and third years of study: the most successful students with noticeably pronounced linguistic abilities are given the opportunity to study the second foreign language; while the most of the students are taught an integrated science course, the brightest students study biology, physics and chemistry separately, etc. The most and the less successful students study different sets of subjects or courses within the same course but with different degrees of difficulty.

In the upper secondary school, the differentiation of instruction deepens. For each student, his own curriculum is created, composed of the subjects of specialization either in humanitarian, or natural science, or in mixed directions. This is true for both public and private schools in England.

In a French college / junior high school / in the 9th year of study the humanitarian subjects are 13 hours a week, natural and mathematical - 7 hours; in West German grammar schools they are given up to 60% of the study time; in high school in Italy the humanitarian subjects take up to 50% of the study time. However there is certain dissatisfaction with the content of humanitarian education. The content modernization of humanitarian education is going now in two directions: the traditional school courses are being updated and new academic disciplines are being introduced : " The problems of Europe and the World" in Belgium and "Economic and social sciences " in France, the curriculum of German gymnasiums includes the course " Fundamentals of Education ".

In the process of reforms in liberal education in the schools of leading countries the increasing role has been given to environmental education programs aimed at attaching the students to environmental protection. A comprehensive approach to environmental education in the United States has already received support ,the essence of which is in mastering the environmental knowledge in the study of all academic subjects. Each stage of education has its own tasks. In primary educational institutions the interest in nature is encouraged, elementary concepts of the ecological systems of living organisms, the mutual influence of man and nature, and natural resources are communicated. In secondary school all academic subjects are focused on environmental issues: biology is permeated with the concepts of the connection of living beings with the environment, geography and economics with ideas about the biosphere, the danger of human impact on the landscape and natural balance, physics and chemistry with the scientific data about soil pollution, water and air basins, history with the information about the sad consequences for mankind because of the imbalance between man and nature.

It should be noted that an increase in the level of basic education is accompanied by such negative phenomena as dropout, repetition, and the inability for a certain part of schoolchildren to master the school curriculum. In Japan, for example, there is a widespread system of tutoring through private juku schools. They are attended by 1/6 of all junior schoolchildren, half of incomplete high school students and almost of all senior schoolchildren. In Japan when admitting to full secondary school students undergo testing, that is carried out in order to determine the intelligence quotient. Test scores are also taken

into account when entering complete high school. If the final coefficient is below the established limit, then the adolescent is not admitted to full secondary school. The barrier to entering high school is the entrance exams. Applicants have to answer questions with lightning speed, without hesitation, because for each exercise, for any answer during testing a few minutes and seconds are given. For example, an applicant will receive a good grade only when he completes the assignments in no more than three minutes. Entrance exams in Japan are called "examination hell". The same phenomenon is typical for the South Korean school, the educational process in which is fully focused on preparing students for final exams. Children in this essence become their "slaves". Due to the extremely large number of classes and the exhausting race for a school certificate a lot of time is devoted to learning the educational material by heart, the endless study of the questions included in the exam tickets occupy a dominant position in the lessons.

Preventing academic failure is in the center of government attention too. The cost of repetition and school failure is viewed by foreign countries as unacceptable. For example a large dropout rate in American schools causes the country damage of \$ 220 billion annually. It is recognized that the repetition and dropout are linked to the problem of teaching quality. In many countries certain positive shifts have already been achieved: the level of repetition has dropped significantly in Austria, Germany.

An effective measure to prevent academic failure and repetition is carrying out the psychological and pedagogical research in order to identify the children with development delays and impairments in cognitive activity. Based on the data obtained, these students can be sent to special groups, where classes are conducted according to correctional methods. For such children individual and group compensatory-leveling classes are provided conducted by special teachers- methodists.

Analyzing the experience of a foreign school, one can see the elements of the emerging system of preventing academic failure. One of them is the construction of a training course in the form of a series of logical stages, ending with specific results / assimilation of knowledge, the formation of skills and habits that can be changed and evaluated /. The teacher has compact and effective methods that allow you to see the progress of a student at school, to see his difficulties long before the end of the course and make the appropriate correction. The solution of the problem of the quality of education requires the involvement of doctors, psychologists, and sociologists .

The focus on the quality of education has given rise to such forms of support for the underachieving students as tutoring teachers, correctional groups, summer classes, alternative schools with a sparing regime for the children suffering from school phobia. A huge industry has emerged for the production of didactic materials, cards with assignments, computer programs, magnetic records that enable the student to work on his own ,to deepen the study of the material that he hasn't learnt at the lesson.

Gifted children are not ignored either. The advanced courses, special schools, summer seminars and courses are organized for them. The first schools of child prodigy appeared in the United States in the 60s. The programs in them are richer than in the usual ones. "Super gardens" have been opened, where the kids up to five years old study according to a specific program.

In England, although there are no special schools for gifted children / except for music and ballet /, the teachers are given many recommendations for identifying and teaching them. Special forms of teaching gifted children are also used, such as an individual approach to teaching , the flexibility of the curriculum, special courses for the gifted, sponsored by the universities, parents where the classes are taught by experienced teachers. As it has been noticed by the British scientists the methods are of much greater importance in comparison with the forms of training. Project, problem and research methods contribute to the creative development of gifted students, the growth of their intellectual potential.

Gifted students in England can get through school at a faster pace and pass exams earlier. The groups of mixed abilities are being set up and the work to create enriched programs is being underway. When drawing up the programs for the gifted, the peculiarities of their psyche, intelligence, the high level of abstraction, the maximum of creative tasks and the minimum of reproductive performance are taken into account. For this category of children special workbooks, sets of educational material, textbooks and teaching aids are produced.

The rapid growth of the volume of knowledge makes the pursuit of encyclopedia futile. Scientists prove that in the training process solid, basic knowledge should be acquired and various types of thinking should be developed: deductive, experimental, reflexive, critical. Many Western scholars and educators share the view that the task of teaching is to develop individual self-expression and critical mind. An individual should learn how to acquire knowledge and appropriate skills, to think logically, to master the subject, to check and assimilate the information received.

## **2. The forms of organization of foreign school educational process.**

Education reforms also affect the main form of the educational process - the lesson. It is being modified, supplemented with new elements aimed at stimulating the activity and independence of students. Individual and group forms of classes, the method of research projects, and experiment take an important place. In the United States up to 20% of class time is devoted to experimental work. Gifted students can participate in the research work of local university departments. Dramatization, didactic and role-playing games are widely used. Turning directly to the emotional sphere of students, they awaken cognitive interests, imagination.

New forms of the educational process organization have appeared: "open schools", "snow classes", school "without walls", alternative teaching. In "open schools" (they became widespread in the West in the 70-80s) there are no traditional desks, strict adherence to the curriculum and timetable, a flexible rhythm of classes is used. The teacher and the students plan the pace and timing of different activities together.

"Snow classes" are students-teacher trips during the winter vacation. The children have a rest and at the same time expand their knowledge about nature and the life of the population.

The school "without walls" emerged as the way to reduce class sizes at no additional cost. The premises of business offices and enterprises began to be used for training sessions. These classes are a kind of addition to secondary education.

Alternative education takes a special place. Alternative schools have emerged as the result of criticism of the classroom system. These educational institutions are destined for those who do not want to be limited to training in traditional programs. They are offered a choice of various types of activity: in scientific museums and laboratories, libraries, educational centers, work on an individual project. The so-called mixed teaching is practiced, when not only the teachers, but also the parents are engaged in working with students. In the USA the adherents of alternative education organize year-round and non-graduated schools that are characterized by certain changes in the rhythm of educational process: in year-round schools they study for all 12 months, students attend classes for 45 days and then receive a two-week vacation; in non-graduated schools the traditional sequence of classes is abolished.

In most schools despite the widespread advertising of new forms and methods 80% of the study time is spent on teaching according to the traditional scheme: the teacher's story - the textbook - memorizing - doing exercises - testing knowledge and skills.



The 80s are called the decade of the technological revolution in education. Computer literacy is regarded as an integral part of general education for the 21st century. The use of technical means in the upbringing and education creates significant pedagogical problems. Many educators point out that TV series ruin a childhood dream. Children begin to think with buttons that displace and replace communication with their peers and nature. Overcomputerization can hinder the development of children creativity and lead to the unification of their thinking and the "technocratization" of education. The computer revolution in schools did not lead to an acceleration of the learning process, but only allowed the hope for greater availability of knowledge and the facilitation of its assimilation.

In foreign countries educational reforms have confirmed that the world pedagogical community has recognized labor as the most important factor in the renewal of secondary education. School reforms testify to slow but steady convergence of general and vocational education in secondary schools. The courses introduced into the school curriculum - technology / England, France /, labour (Germany), economics, business (USA) - acquaint students with the scientific foundations of modern production, its organization, management, the credit and banking system, the principles of private entrepreneurship and small business. A new subject in English schools "technology" involves acquaintance of students with the practical application of the laws of physics, electronics, the study of computers, the development of design and labor skills. Labor lessons in a foreign school / 2-5 hours a week / are aimed at developing labour culture / the ability to plan work, to use materials economically, to handle the tools correctly, to monitor the quality of products, etc. /.

In the senior classes the labor training is of a pre-professional nature. In the United States and Japan it is carried out at special professional departments of a single school, where nearly 30% of students study. They receive training in the fields of industry, agriculture, trade, administration, health, which is confirmed by the certificate of competence. About 70% of the USA high school students combine study with work.

Within the framework of educational institutions "individual labor activity" is organized, "mini-enterprises" and "companies" are created that produce and sell products, provide services to the population and allow a teenager to join the business atmosphere of market relations, the world of business. To strengthen the connection between schools and industry \ the United States\ the councils have been created to ensure cooperation between them. Students are given the opportunity to alternate with studies and work experience, during which they use and deepen the knowledge gained at school. There are several types of such programs in the United States, which have become known as "cooperative" programs. Studying these programs the student gains more complete understanding of the various spheres of work that allows him to determine what he is capable of. In the UK it is compulsory for high school students to practice at an enterprise for two weeks a year. In all countries the measures have been taken to strengthen the school's link with enterprises, to intensify labor education and to train teachers in career guidance.

The attention to aesthetic education continues to be traditional for Japan. Music lessons are compulsory throughout all the years of study, you can improve music education in high school too.

#### **Questions for review and self-study:**

1. The problem of educational standard and the ways to achieve it in different countries.
2. The main directions of liberal arts education modernization and the contents of it.
3. The system of preventing students' failure in a foreign school.

## **5. NEW TRENDS IN THE EDUCATION OF SCHOOL YOUTH IN DEVELOPED FOREIGN COUNTRIES**

**PURPOSE:** to analyze the main paradigms of school education in foreign pedagogy, to consider topical problems of education and the ways to solve them.

**Key words and concepts:** school education, crisis processes in education, paradigms of school education, multicultural education, methods and technologies of education, school self-government, socialization

### **ISSUES TO BE DISCUSSED:**

1. The change in the value system of foreign school educational process.
2. New pedagogical methods for the positive value orientation upbringing.

### **1. The change in the value system of foreign school educational process**

The transformation of the family, the weakening of its educational functions, the commercialization of the media, an increasing orientation towards material values to the detriment of spiritual values, the strengthening of individualism and alienation of people, the growth of crime, the spread of drug addiction, alcoholism and violence have become characteristic features of the life of modern society. All these factors negatively affect the atmosphere of school life. Gallup ' s national polls / USA/ show the growing public and parental concern about school discipline. To the question "What are the main problems of the school today?" 57% of those who were surveyed in 2020 answered: " the lack of discipline and drug addiction among students." According to the Carnegie Council on Adolescent Problems, about 60% of American schoolchildren / 6-9 grades / use alcohol, 30% take some kind of drugs. Ten thousand American teenage deaths occur annually due to drugs and alcohol and the number of suicides is on the rise - about 50 thousand a year.

The US National Educational Act includes a special section on school discipline. In all the states the programs of anti-alcohol and anti-drug education of schoolchildren are being developed and implemented. The program "Symbolic Economy" has been put into practice. What does it mean? A student enter into contractual relations with teachers and get the opportunity to earn a sign reward for certain behavioral acts. The predetermined number of rewards can then be exchanged for real material rewards (pens, notebooks, extra free time). How does it act? It may be timed reading, completing study assignments, keeping clean a study room, collaboration with other students. This is how it looks in elementary school: during the day a student can receive up to 14 sign rewards in the form of a plastic badge. Bad behavior may result in penalty points. The received badges will be handed over to the "school bank" at the end of the school day. They can be exchanged automatically for tickets that make it possible to participate in various entertainment events organized at school: visiting a beauty salon, discos, clubs, excursions. There is a price list next to the bank: how many badges it costs to participate in each of these events.

Recently serious attention has been paid to such problem as searching for a new system of educational values. Many foreign teachers believe that there is no education without values, the only question is what these values are and how to formulate them. So, in American pedagogy the idea of upbringing a positive "self-concept" that determines the behavior of an individual has become widespread. The newest approach is to reject the opposition of individualism to collectivism. The achievement of personal success in the competitive struggle for a place in life is being replaced by the understanding of the relationship between a personal fate and that of the others.

The American educator Kohlberg believes that the development of a personality, its moral formation takes place effectively in an ideal democratic community of people. He called for the creation of schools named the "islands of justice" in the sea of human powerlessness. "Fair communities", as an experimental scientific program, has begun to be introduced into the practice of American schools since the beginning of the 2000-s. For this purpose a number of democratic procedures were introduced into school: an equal participation of all students and teachers in the choice of rules of conduct, in determining the forms of encouragement and punishment. "Fair communities" provide an opportunity for students and teachers to acquire strong moral orientations, transform narrowly egoistic individual interests into rules and norms of group behavior.

The priority of the principle of humanism in the development of modern society determines the main directions of school education reforms: the humanization of school education, the creation of conditions for self-actualization, upbringing the respect for other people and the ability to cooperate with them. For this purpose into the curriculum of schools the courses "Human being", "Motives of Human Behavior", "Causes and Prevention of Misbehavior" have been included. In South Korea, from 3 to 10 grades, the subject "moral education" is taught, that examines the problems of morality, the formation of a moral image of a young person, the development of norms for his behavior, as well as a number of interrelated issues, such as the rights and obligations of citizens, the socio-political system of the country and the place of the younger generation in it. A moral education lesson is held in Japanese schools once a week. This course has been taught for over 100 years and its content conforms to the teachings of Confucius. Respect for the elders and the existing state system is proclaimed the highest virtue.

An important place in the activities of any school belongs to the development of empathy in children - the ability to understand and empathize with other people, not to fall into conflict situations and irritation. The school's pedagogical techniques have been enriched with such techniques and methods as dramatization, role-playing games, discussions and situational education. In Western Europe and the United States role playing in schools has become systematic. Among the most popular is the game "Elections", in which schoolchildren simulate the corresponding political campaign: nomination of candidates, rivalry, voting. In all role-playing games schoolchildren are taught to analyze their actions and relate to the value of society system. So, in order to outline a life goal, adolescents make a list of priorities from the proposed concepts. Which one will be preferable: appearance? Honesty? Success? Education? Liberty? Having made a choice the students draw up a plan of action that will lead them to their life goal. The concept of preparation includes the belief that a person creates his own environment. A person's lifestyle is a matter of choice but not the chance. The schoolchildren are specially taught how to receive and use information. Teens are presented with this dilemma: "You are a real estate agent trying to sell the Stone family home. You can say everything about the house. But for yourself you need to decide whether to warn them that the well near the house is high or not". There is 4-5 minutes to play, after that there is a discussion. This strategy is called "casuistry", the art of applying general ethical principles to special cases.

The training courses are complemented by extensive work in the system of "guidance". Counselors, psychologists conduct individual work with students who have life difficulties, behavioral problems. At an early stage children with behavioral deviations are identified: hyperactive, aggressive, pugnacious or depressed, closed ones or shrunk into themselves. The school staff has been replenished with specialists who are engaged in behavior correction. For adolescents with neglected and complex behavioral deviations alternative schools has been opened, small in composition of students, with a semi-home atmosphere and an individualized teaching.

Foreign schools pay much attention to students self-government, that is aimed at upbringing an active independent activity, responsibility, initiative, leadership qualities.

The school self-government is usually based on a system of "prefects" (or "captains") and student councils. This tradition is especially common in English schools and in the United States. "Prefects" act as teachers' assistants in maintaining discipline, sometimes they have the right to impose penalties on their peers. In addition to classrooms, there are school-wide "prefects" who are usually elected by all students by secret ballot, in some cases they are appointed by the administration. Only high school students of 16-17 years old can be "prefects". The council of "prefects" operates under the authority of the school "prefect", the "captains" of sports teams, clubs and circles appointed by the council are considered to be subordinate. Together with the board of directors, the school "prefect" carries out the general management of the educational institution. Recently, traditional school self-government has become ineffective: student councils have come under pressure from the school administration; they often copy government institutions (in the United States, for example, they elect the president, vice president, chairmen of various committees - finance, press, sports, etc.).

At present the school councils that include students, teachers, representatives of the administration, parents and the public are widespread.

In England the main school councils' form of work is regular meetings, that are held with a frequency of once a week or once a month. Pupils are involved in preparing discussion questions. In Germany school councils are called conferences and students are widely represented in their composition. These delegates have the right to express their opinions and proposals regarding the planning and content of studies, the issues of extracurricular activities related to the organization of recreation, excursions, publishing a newspaper, creating clubs, etc. In France school councils have emerged in the form of "teams" work, meet with the management twice a month to discuss pressing matters. Delegates from all the "teams" hold school-wide assemblies and elect a working body - the School Life Council, to which students, teachers, representatives of the administration and parents are elected. The council makes recommendations for the daily life of the college.

## **2. New pedagogical methods for the positive value orientation upbringing.**

Various pedagogical methods are proposed to form children's positive value orientations. In West-European countries and in the United States the behavioral method of moral education proposed by S. Simon and his associates is well known. The teachers, adhering to this methodology, use a wide variety of pedagogical methods and forms: discussions, songs of special content, the choice of moral alternatives, art classes, games, reading various literature, morally oriented games, discussions.

An American teacher L.I. Rets proposed his own version of this technique. It is based on the ideas of organizing three interrelated processes : choice, assessment and action. The teacher's functions include leadership in all these processes, for which special questionnaire and assessment tests are used, when the teacher and classmates have the opportunity to get acquainted with the attitude of each student to generally accepted moral norms and values.

Another American teacher S. Weimer proposed his own techniques aimed at teaching schoolchildren the art of not quarreling with their parents, teachers, and friends. In this regard S. Weimer envisages the use of a number of pedagogical techniques, in particular, the game "knots". The participants of the game stand facing each other, then on a command grab each other's hands and further try to untangle the web of intertwined hands in order to line up in a chain, while one helps the other, someone calls for help, etc. As a result mutual sympathy, feelings of affection and gratitude arise. After such a game, S. Weimer assures, that it is much more difficult to quarrel with each other.

In moral education of students the role of religion is growing. An English school day starts with reading a prayer, the subject of "religious education" remains compulsory there.

In a multiconfessional country such as the United States, the school is constitutionally separated from the church. In the context of the collapse of traditional values, the growth of crime, violence, society demands to strengthen the religious education of schoolchildren. Religious organizations are pushing for an amendment to the US Constitution to allow public schools to allocate time for students of different faiths to read prayers.

The organization of the educational process has also changed significantly in foreign schools. New structures have emerged to coordinate the efforts of students education .Education issues are dealt with not only by traditional bodies, in particular, school councils, but also by the so-called pedagogical teams, psychological and pedagogical support groups that include a school psychologist, an educational specialist and a doctor. For a long time the French school system was characterized by the separation of the functions of teaching and upbringing. French lyceums have always had a special staff who supervised students at school and outside school hours. Their activities were mainly limited to supervision and maintaining discipline. They were called " an observer" or " a supervisor". These duties were usually performed by senior university students preparing to become teachers. At present, when the school is faced with disciplinary problems, the educational role of these persons is increasing, their functions are becoming more complicated. In colleges and lyceums instead of supervisors new members of the administration have appeared - the counselors of educational work. In addition to the former function of monitoring the attendance, maintaining the discipline and order, the counselors have broad responsibilities: they must go deep into the problems of school life, maintain its working rhythm and climate, pay special attention to difficult teenagers and act in close cooperation with their parents. Educational counselors should be initiators in the conduct of social educational activities both at school and outside it, be aware of the mood of students, know their individual characteristics and marital status. In French schools there are also social educationalists whose duties include identifying socially problem schoolchildren and helping them to solve their own problems.

The trend towards the integration of family and school in the upbringing and education of children has become a characteristic tendency. Thus, in France, it has become mandatory for parents to participate in school education. They are members of parental committees and they are represented in other bodies of educational institutions. In the United States the parent-teacher-partner principle has introduced many new elements to school work. The collaboration with parents is carried out according to a special program "parenting studies". This includes classes in the form of seminars and workshops, the demonstration and counseling centers are created for parents and a large number of textbooks and teaching aids are published for them. The "recipes" have become widespread in which concise and specific advice is given in case of problems with children. (What to do if the child is aggressive, how to form the sense of responsibility , etc.).

The process of school education in different countries has its own characteristics. In a Japanese school, for example, it is not accepted to tell children about their successes or failures in front of everyone. Complaints and praise are expressed by the teacher individually to each student. At school it is customary to make special mention of the diligence of both the strong and the weak. In a Japanese school a lot of time is devoted to organizing students' cooperativeness. The Japanese youth is brought up in a spirit of cooperation, they develop a sense of community, which is highly valued in production, in the system of labor relations. This is determined by the specifics of Japanese society, that is characterized by a corporate atmosphere, personal dependence on the environment.

In an American school, the upbringing process is more rational and natural than in Belarus. The atmosphere of goodwill and respect for each other dominates at school (the headmaster smiles, pats the shoulder, pats the cheek). The same relaxedness is in the

classroom. However, there are disciplinary rules posted in the class: for what misconduct the punishment will follow.

Out-of-school educational work is carried out mainly in children and youth organizations, camps and various student clubs. So, in a number of French cities with the support of the city administration there are Youth Leisure Centers that organize work with children from 4 to 25 years old. Many leisure activities and studies are paid either by parents or by young people themselves. The young people from the age of 16 to 26 can purchase a subscription card that entitles them to free participation in sports events, participation on preferential terms in cultural events, access to the events organized during vacation time and medical care. One of the forms of the Center's activities is programs for holding winter and summer vacations for children. For example, in the program of Easter holidays from April 26 to May 12 the children of 4-5 years old are offered walks in the fresh air, excursions to a bird park or a cave, to a mining museum and auto museums. Children of 5-15 years old can participate in various workshops, in outdoor and business games, engage in decals, make drawings on T-shirts, listen to music and dance. For the young people from 16 to 25 years old they organize an alpine camp, a "camp on the water", canoeing. When inviting to this or that event, the children are always informed what age it is intended for.

In Finland, youth policy is determined by the Department of Youth Affairs and the Youth Service. The forms of work are varied: open-door clubs, garages and workshops of interest, etc. Open house clubs operate from 15:00 to 22:00, as well as on weekends. The afternoon is reserved mainly for children, the evening – for the young people over 12 years old. The garage includes premises, equipment and advice on the repair of cars, motorcycles, bicycles. The Children's Traffic Safety Center includes a school for driving a car and a motorcycle, a track for children's cars. Traffic safety is taught here. In the workshops of interest you can sculpt from clay, carpentry and engage in other types of manual labor. Most of the youth centers are closed for two summer months, but they open: an arts camp, summer camps, a mini-city for the children from 7 to 12 years old with training in traffic safety and driving a car, cycling. *Compassi* is a place in the city where young people can get information about the opportunities for spending their free time, talk to their peers, and talk about everything that interests them.

The scout movement, which numbers are over 16 million people in 131 countries, continues to play an essential role in the education of the younger generation. More than 250 million people have gone through scout organizations during their existence (since 1907). Among them are the prominent figures in science, literature, political leaders, prosperous businessmen. The goal of the scout movement is to educate a citizen, to fully reveal his physical, intellectual, social and spiritual potential. The way to achieve this goal is based on three principles – a duty to God, a duty to other people, a duty to oneself. The duty to God means "adherence to spiritual principles, loyalty to religion" (a scout can be not only a Christian, but also profess Islam, Judaism, Hinduism, Buddhism or another religion). The Duty to other people implies loyalty to one's own country, harmoniously combined with the promotion of local, national and international harmony, relationship and cooperation. The task is to combine harmoniously the interests of an individual and the society, all the taken actions should be based on respect for a person. The duty to oneself means the responsibility for the development of one's own abilities, that are inextricably linked to the overall educational aims of scouting.

The law of scouts defines the basic moral qualities that must be inherent in each of them: a scout is "reliable, faithful, helpful, friendly, noble, kind, obedient, cheerful, economical, courageous, clean, religious." The scout motto, borrowed from the medieval knights, is "Get ready!" (ready to do one's duty). The scouts' slogan is "Do a good deed every day".

The most important elements of the scouting method are the following: learning by doing (according to the founder of scoutism R. Baden-Powell, "the boy always prefers to do, not to study"); the work in small groups (the optimal group is a patrol of 6-8 children), the maximum

approximation of the scout's life to nature, that creates favorable conditions for the intellectual and moral development of young people. A special place in the life of scout organizations is occupied by camps: short-term (1-5 days) camps, long-term ones, tourist and the so-called camps of exciting opportunities (by interests). In the camps the scouts acquire skills that can be useful in life. A special emphasis in the camp life program is placed on physical conditioning, the formation of moral and volitional qualities, environmental education.

The largest national scout organizations are located in the USA (4 million people), the Philippines, and Indonesia. At the international level, the scout movement is united in the World Organization of a Non-Governmental Nature, consisting of national organizations. The governing body is the World Conference. It is held every three years and it elects the World Committee. The headquarters of the secretariat of the movement, the World Bureau of Scouts is located in Geneva.

#### **QUESTIONS FOR REVIEW AND SELF-STUDY:**

1. What caused the change in the value system of foreign school educational process?
2. What new pedagogical methods for the positive value orientation upbringing are used in advanced countries' schools?
3. What is the purpose of "just communities" in an American school?
4. What new structures are involved in education?
5. How can you explain the great popularity of the scout movement?

#### **4. CONTINUING EDUCATION. EXPERIENCE OF DEVELOPED COUNTRIES**

**PURPOSE:** to analyze the experience of foreign countries in the implementation of lifelong education

**Key words and concepts:** lifelong education, modernization of the content and forms of lifelong education, lifelong education system, adult education

##### **ISSUES TO BE DISCUSSED:**

1. Lifelong education as a strategic direction of foreign educational policy.
2. New educational institutions in the system of lifelong education.

##### **1. Lifelong education as a strategic direction of foreign educational policy.**

The idea of lifelong education has been accepted as a strategic one and has formed the basis of the educational policy of advanced countries. In Japan, for example, the Department of Continuing Education has been established under the Ministry of Education. In June 1990, the Japanese parliament passed the Continuing Education Act.

In all countries a lot of practical work is going on to create a system of lifelong education. In particular, the network of preschool institutions is growing, that has been traditionally insignificant in the West. In Germany 70% of all children aged from 3 to 6 attend kindergarten; in France almost all the children from 3 to 4 years old attend preschool institutions; in Great Britain the proportion is much lower. There is an active process of formation of the preschool education system in the USA. The percentage of three-year-olds attending preschool institutions has almost tripled in the United States over the past two decades and the percentage of four-year-olds has doubled, almost all five-year-olds (89%) attend school kindergartens.

The basic link in the system of continuous education is the general education. The United States was the first in the world to embark on the path of mass and free secondary education. Currently, more than 85% of the US population aged from 25 to 29 has completed

the upper secondary education, that manifests the highest rate in the world after Japan. It should be noted that the overwhelming majority of young people in the West continue their secondary education at the post-compulsory level.

Much is being done in the field of professional education: its content and forms are being modernized. This is due to the widespread introduction of new information technologies into production, the rapid change of technology, the growth of requirements for product quality, and labor results. Professional education in the advanced countries of the world is as close as possible to the needs of the economy and is closely related to the traditions of these countries. For example, in the United States the vocational training is provided in 9-12 grades of high school, as well as in vocational schools and centers, technical universities, two-year colleges, military schools, apprenticeship systems, special courses and corporate centers.

Vocational training consists in acquiring technological education and socio-technical literacy by future young workers. The first involves familiarity with the development of technology, as well as the ability to use rationally the latest achievements in this area. Socio-technical literacy is knowledge in the sociological, human and technical aspects of labor. The improvement of vocational and technical training of young people goes in the following areas: personal skills and contacts, communication, computer and technological literacy, broad and specific professional knowledge and skills, career planning and lifelong education.

In South Korea there are secondary vocational educational institutions alongside with secondary academic schools. In addition to broad educational training, students receive a profession in the field of technology, agriculture, commerce and fishing there.

In Germany the goals of vocational training are being revised: the goals of vocational education have been expanded, so that a skilled worker can perform his work in related specialties, adapt flexibly to new production technologies and, if necessary, acquire new qualifications. The very concept of "qualification" is being revised too. In addition to knowledge, abilities, skills in a specific specialty, it includes professionally important personality traits that are necessary for a wide range of professions. The main components of the professional competence of a qualified worker are considered to be the following: readiness to fulfill professional production tasks independently, the ability to evaluate the results of one's work, the ability to acquire new knowledge and skills without assistance; the ability for group activities and cooperation with other employees, the willingness to take responsibility for the results of their work, the environment and other true values; readiness for continuous professional development, the ability for self-motivation, reflection, self-development .

The German vocational education system is highly appraised all over the world. It involves parallel training in educational institutions and at an enterprise (firm), with the second one being the priority, that usually takes 3/4 of the study time. The school brings the knowledge gained at the firm into a theoretical basis and broadens the general outlook. 80% of students conclude a treaty with the company, where they enter as students.

In modern conditions, the high qualification of a worker requires mastering a wide range of knowledge of the fundamentals of science. As the result, in the vocational and technical training the share of general education has grown everywhere. It takes 35-50% of the study time. In vocational education, new methods are widely used: the method of strategic teaching, the method of developing systems thinking, the method of constructive learning, the game (imitation) planning of the forthcoming practical activities, experimental teaching with the help of the situational method, the method of projects. These methods are based on the concept of self-regulation of learning.

The goals and objectives of higher education have also changed significantly. Now higher education is training not only the future social elite, but also mass cadres of the intellectuals in various spheres of national economy. The rapid, majestic growth of higher education has become characteristic of most advanced countries. So, in Germany, the higher



education system includes over 250 universities. It includes universities and special (professional) high educational institutions. Alongside with them there are also pedagogical, theological universities, higher schools of management and arts. The West German universities are predominantly state-owned; but in recent years some several private universities have been established. The university education is aimed at preparing a well-rounded, broad-minded professional.

In Germany special (professional) universities are of great importance in training of specialists in the field of informatics and production organization. These universities are distinguished by a shortened training cycle, that includes theoretical training lasting for three years and one year of practical work. The training is as close as possible to practice, all teachers must have professional experience and close ties with industrial firms.

The US higher education system includes two-year colleges that train middle-level specialists or simply skilled workers; four and five-year higher education institutions (technological, polytechnic, agricultural, pedagogical, medical institutes), business schools and other colleges; universities. 32% of the universities is private.

In traditional higher educational institutions of foreign countries - universities and specialized universities - there is a three-stage model of the organization of education. It includes three more or less independent and at the same time interrelated learning cycles. Each of them lasts for 2-3 years and is considered as one of the stages of higher education and ends with a corresponding diploma. The first cycle consolidates the general education knowledge acquired at school and lays the initial foundation for the training of a qualified specialist in the chosen profile of education. The second cycle provides a completed higher education in a specific profession (engineer, agronomist, psychologist, etc.) and a bachelor's degree. Bachelors wishing to improve their qualifications and obtain a master's degree make them study another year or two, take exams in a number of disciplines and submit a dissertation work, that should contain some elements of independent research. The third cycle is for those who have already completed the master's degree. The successful completion of the third cycle (passing a series of exams, internship in specialty, the presentation of a dissertation work) gives a doctorate degree. Doctors of science are focused on research or development activities, as well as on teaching in higher education. Of course, this three-stage model of organizing higher education reveals its specific features in each country.

## **2. New educational institutions in the system of lifelong education**

Currently, there have been major changes in the structure of higher education in foreign countries. Along with universities, that traditionally form the basis of higher education in the West alternative educational institutions have emerged (new technological universities, polytechnic schools, higher education institutions, open universities, etc. Evening and correspondence courses are becoming more and more popular). Many of them are open to all people with any type of high school diploma and some are even open to those with only basic education. Within manufacturing the parallel system of training programs has also developed, many of which are equivalent to those of higher educational institutions.

The so-called junior or local colleges are widespread in a number of countries. Most of them provide a two-year term of study. The education given in these educational institutions has a certain completeness, it is the stage of higher education, although it does not provide qualifications at the level of the actual university training. In the United States, for example, two-year colleges account for 39% of the total number of universities, they cover 37% of students. These colleges are of two types: transitional and dead-end. The former provide training at the

level of two years of higher education, that allows to continue studies at a four-year college or university; the latter have a professional orientation and train mid-level specialists.

Open universities are created with the aim of giving the opportunity to receive higher education to citizens who have not entered the educational institutions of the stationary type. Thus, the program of the Korean Open University has been designed for five years, but due to the fact that almost all university students work, this period is allowed to be increased. There are no university entrance exams. Training is conducted in 15 programs of humanitarian and natural science cycles. Graduates from the Open University receive a bachelor's degree.

As for the rules of admission to universities, in the USA it is carried out on the basis of entrance exams. An applicant for admission to a university must submit a document on successful graduation from high school, letters of recommendation from teachers, pass an interview and testing. An important role in assessing the knowledge of an applicant for admission to a university is played by the testing system, that has been greatly developed in the USA. This is explained by the desire to improve the quality of the assessment of the knowledge of students entering universities. It is believed that the test results "predict the future student's ability to successful study at the university." Test scores are considered for admission to college on par with the grades on high school graduation documents. During the interview, attention is drawn to the general erudition of the applicant, his personal qualities, the motivation for choosing this university. Usually the interview happens to filter out half of the applicants.

One of the promising features of the German education system is the Education Promotion Act. It provides payments for students of about 600 marks per month, with half of the funds transferred as gratuitous grants, and the other as a credit. Loans are issued on concessional terms: 1) interest-free loan; 2) it must be returned within 20 years with a minimum payment of 200 marks per month; 3) the repayment begins only five years after graduation, when the graduate has already found a job; 4) if the graduate's monthly income does not exceed 1 240 marks, he has the right to suspend the debt repayment for some time; 5) additional benefits Favorable credit terms facilitate access to higher educational establishments. In the United States only 4% of university students receive scholarships. The assistance provided for the students due to the system of long-term lending, built on the principle of "study just now - pay later", is widespread in the country.

The characteristic feature of the foreign system of higher education is its growing role in the development of fundamental and applied research. Thus about 58% of the total volume of fundamental research is being carried out at universities and colleges in the United States. German universities occupy the central place in the research "landscape" of the country. The universities concentrate 58% of the personnel of non-commercial science and 23% of the personnel potential of the country as a whole. Approximately 13% of funds allocated for the development of science from the state budget is used to finance research at universities. The policy of the German federal government is aimed at strengthening the cooperation between universities and industrial firms.

It is important that not only internships for the employees of firms are practiced at universities, but also the work of students and young scientists in firms. Higher educational institutions are not limited to the initial training of specialists, retraining and advanced training of specialists at all levels is also of great importance.

The rapid quantitative expansion of higher education often results in a decline in its quality. Therefore the higher school abroad is solving the problems of modernizing the content of educational courses and activating the educational process, the ways of involving students in research work. Thus, in South Korea, one of the areas of modernization of higher education has become a significant strengthening of the role and place of science education. In the early 90s, the number of students in the natural-mathematical and technical faculties exceeded the number of students in the humanities.

Postgraduate education occupies a prominent place in the system of continuous education. It foresees the organized and systematic training of certified workers in order to bridge the gap between the professional training they initially received and the new requirements imposed by the development of the economy, science, culture and the social sphere.

Postgraduate education abroad is carried out in various forms. It is characterized by great flexibility, variability, by the variety of directions, forms and methods of teaching. Business is also included into the expansion of postgraduate education. Corporations and firms that own highly technical production conclude special agreements with universities on organizing departments and advanced training courses for their certified employees on their basis. In a number of higher educational institutions such departments in terms of the number of students are slightly inferior to the traditional faculties intended for permanent students. The following pattern is revealed: the higher the technological level of production of a given company, the more attention and funds it pays to retraining its personnel. The costs associated with this activity are considered not as production costs, but as investments.

The study of graduates is stimulated by higher salaries and increased chances of promotion. The employees who aren't reluctant to improve their knowledge through systematic training become the first candidates for dismissal. The level of the diploma plays an important role. For example, in France, the wages of workers in higher professional groups are two to three times higher than the wages of workers of lower qualifications. In the United States the average annual salary of an engineer with a bachelor's degree is one third lower than that of a master's degree and almost half that of a doctor's. Unsurprisingly that 30% of Americans with college degrees are enrolled in a variety of postgraduate studies.

Over the past decade certain successes have been achieved in the field of adult education, in which four areas are distinguished: the first, compensatory, is associated with the elimination of knowledge gaps caused by the shortcomings of the school education system. We should bear in mind that about 10% of the active population of West European countries is functionally illiterate. In the United States, for example, the annual direct and indirect losses of the economy from functional adult illiteracy are estimated at \$ 225 billion.

The second direction is connected with the the promotion of scientific knowledge and culture, education concerning the family and marriage, health care, organization of education for the elderly. It has received the name "education for the third age". This work begins in the pre-retirement period and is aimed at equipping future retirees with the necessary knowledge and skills. Subsequently, retirees are involved in a variety of educational activities that help them to maintain their intellectual, emotional and physical health for as long period as possible.

The third area of adult education is called "community development through education." It pursues two goals: on the one hand, to activate by means of education the participation of the population in economic, political, cultural activities at the place of residence; on the other hand, to coordinate the use of various resources available in the district, city and region that can serve the cause of education.

The fourth area is related to professional education of adults. The efforts are aimed at upgrading professional qualifications .In terms of forms and methods the adult education is carried out with and without interruption from work, in the daytime and in the evening, during holidays, etc . Distance learning is increasingly being used.

The number of special educational institutions for pensioners is growing rapidly. The last decades have spawned many new forms of adult education: open universities / England /, community colleges and information and training centers / USA /, special schools / Japan /. The number of adults enrolled in various types of education today in the developed countries of the West is practically equal to the number of schoolchildren and students studying in all educational institutions.

### **QUESTIONS FOR REVIEW AND SELF-STUDY:**

1. Why is lifelong education considered as a strategic direction of educational policy?
2. What is the basic link of continuing education?
3. What does professional training of specialists include?
4. What caused the change in the goal of higher education?
5. What new educational institutions have appeared in foreign countries' higher educational system?
6. How is the education for the "third age?" organized in foreign countries?

## **7. EXPERIMENTAL EDUCATIONAL INSTITUTIONS IN FOREIGN COUNTRIES**

**PURPOSE:** to analyze the purpose, types and activities of the world known experimental schools

**Key words and concepts:** experimental pedagogy, experimental school, experimental search, features of the organization of the educational process, training programs.

**ISSUE TO BE DISCUSSED:** Well-known experimental teaching and educational institutions of the XX century. Their innovative didactic concepts.

In the educational systems of foreign countries an important place is occupied by experimental schools - the educational institutions designed to test, develop and substantiate pedagogical ideas that are new today. In West Europe and the United States the activities of these educational institutions are monitored and directed by school departments, as well as research and teaching centers. Being an important factor of modernization and renewal of education, experimental schools have a dual purpose: they serve as the centers of pedagogical searches and popularizers of non-traditional approaches to the educational process.

Experimental schools arise as the response to the acute problems of school education. Thus, a new type of school in Western countries owes its appearance thanks to a unified school in England, a college in France, a general school in Germany. They may be regarded as a kind of intermediate link between primary and secondary education and are intended for the schoolchildren aged from 11-12 to 15-16. In England, for example, over 90% of schoolchildren are currently studying in this educational institution, in France - 100%. In these schools, students are grouped according to their level of training, with each group studying its own version of the general program. As a result, teaching becomes more purposeful, the limitation is coordinated with the capabilities of various groups of students.

"Open" schools also deserve mentioning. They provide for closer children contacts with the outside world and support the respect for a child as an autonomous, self-educating being. The "open" schools are adjoined by full-time educational institutions in Germany, "snow" classes in France, "schools without walls" in England and the USA.

Among the experimental educational institutions of the 20th century the Brussels School for Life (The Hermitage) draws everybody' attention. For more than 80 years this educational institution has been opposing verbal authoritarian traditions, striving to take into account children's interests and their evolution, the peculiarities of child's thought. The Hermitage was created by Doctor O. Decroli (1672-1932) in 1907. By that time had made a brilliant career as a physician, but soon left the field of medical practice. O. Decroli is a representative of "reformatory pedagogy". Within its framework a number of educational and didactic concepts arose. The creed of anti-traditionalists clearly reflected the ideas of "free upbringing" by proposing the formula "starting from the child." The adherents of "free

upbringing" were related by the denial of authoritarian traditions, they called to develop the creative, constructive forces of children.

O. Decroli successfully combined theoretical psychological research and activities in the field of school education reforms and upbringing. Standing for the development of child's creativity, O. Decroli believed that children's experience and the accumulation of personal experience by students should play the leading role in upbringing. He recommended to teach and upbringing the youth in close connection with nature, relying on the activities and freedom of the child. The school should work in close contact with the families of the students. He considered that the logic of a child differs from the logic of an adult, therefore, it was necessary to teach him in accordance with the peculiarities of children's thinking, organizing such types of students' activities as observation, measurement and finding associative connections. These types of activities should be united by "centers of interest", i.e. the main directions and topics of educational work should correspond to the logic of child's assimilation of the surrounding world.

The Hermitage School strove to renew the educational process as well. Holidays were regularly held there, a newspaper was published on a printing press, there was a "club of cleaners" - a student self-government body.

From the very beginning, the Hermitage declared itself as a secular institution. The school adhered to the principles of neutrality, not giving preference to any political or ideological guidelines. At the same time, the work bore an emphatically democratic anti-clerical character.

The experience of the Hermitage had a noticeable impact on the school practice in Belgium. In 1936 the programs for primary classes were adopted, based on the method of "centers of interest". And today "School for Life" has remained as a noticeable and constant factor in the development of school education, it may be regarded as a center for pedagogical searches and as a popularizer of new approaches to the educational process.

The Hermitage is successfully operating in modern conditions. The aforementioned "centers of interest" remain the basis of education in the preschool and primary departments of the Hermitage. The methodology and programs vary according to the age of the students. Preschoolers use the "surprise" effect: children gather in a circle, in the center of the floor there is a plastic bag, the contents of which are kept secret. One baby takes the bag and tries to feel or smell in order to guess what is inside. With the help of the teacher and the other guys, he finds out that there is an orange in the bag. The fruit has been pulled out and there is a conversation about citrus and other fruits. At the same time the child's knowledge of the plant world is being enriched in every possible way.

11-year-olds observe, describe and acquire knowledge in another way. During the first half of the academic year they collect various information about food products and then use it in the classes of their native language, mathematics, geography, natural science, etc.

There are no traditional textbooks in the Hermitage. The pupils use literature taken from home, school, municipal libraries. There is no competition for admission. The only obstacle is the lack of seats. Children with mental and physical development delays are also accepted into "baby classes". Most of them, by the time they are in the primary school, successfully go through the process of adaptation and rehabilitation.

The Hermitage teachers sincerely love their students. And they reciprocate. One teacher has an English inscription "teacher" on the pocket of his work gown. On the inside, there are many multi-colored autographs. All these are memorial signs from former students. The Hermitage is trying to create a climate of humane, active communication, thus forming a decent, civilized person.

There are many Dekroli followers. For example, the school named after Decroli has been successfully operating in Paris for many years. And of course, in Belgium there are

educational institutions where the Hermitage experiment is being implemented. One of them is the rural primary school named after Oen near Brussels. The classes are centered around the "centers of interest." In this case, the following instructions are obligatory: to teach in connection with the surrounding reality; to use labor as a starting point of learning; to study various types of human activities ;to organize active creative work; to carry out education primarily through the school self-government.

The social education is emphasized by Oen. Every schoolchild has a clear duty: to feed birds, rabbits in a living corner, to deliver milk for breakfast, to tidy up, etc. This duty is for several days. Then a student receives a different assignment. Classes elect presidential captains. The youngest have re-elections every three days, the rest - every two or three weeks. Such a rotation allows the child to be in the role of a leader and executor and thereby to accumulate skills in social life.

The Waldorf School is still a pedagogical innovation throughout the world. Waldorf school is an author's one. The founder of it is Rudolf Steiner - a philosopher, scientist, researcher of Goethe's work, the creator of new knowledge of man, who gave many new impulses not only to pedagogy, but also to other areas of practical human activity - to medicine, agriculture, art.

He opened his first school in 1919 for the children of workers at the Waldorf Astoria factory in Stuttgart. Nowadays there are about five hundred schools and a thousand kindergartens, and in addition there are many institutions of medical pedagogy, where study the children with developmental disorders .

The Waldorf School operates on the basis of self-government: all the most important organizational issues are solved by teachers' board, the school does not have any director. Parents are also involved in the organizational work of the teacher's college. There are no top governing authorities over a single school. The founders of this or that school are parents. In joint teacher-parent associations the issues of construction, joint holidays, relations with government agencies, etc. are solved. In many schools there is one parent day a week. Parents come to school and practice eurhythmy (one of the subjects) in the halls, manual labor - in school workshops, drawing and music - in the same rooms as their children do. Then there is some kind of lecture, or a conversation about the current life of the school, or a small concert organized by parents.

Since Waldorf schools are independent of the state, education in them, if necessary, is paid. However, this payment is differentiated: poor parents can be exempted from it but rich people often contribute very significant sums. The salary of teachers is differentiated too: the teachers themselves decide the distribution of the salary fund, taking into account the needs and requirements of a particular teacher at a given time.

As a rule ,the education at Waldorf schools lasts 12 years; those who wish to enter the university also finish the 13<sup>th</sup> "entrant class". Waldorf educators emphasize that preparing for the university is not the main goal of the Waldorf school. Nevertheless, the percentage of graduates from these schools entering universities is on average no lower, and sometimes even higher, than that of regular public schools.

Teaching in general is based on seven-year rhythmic cycles of human development - up to 7 years, from 7 to 14, from 14 to 21 years. The rhythms of the year and one day are taken into account too. School holidays contribute to the perception of rhythm: the holiday of the harvest, Christmas, the holiday of lanterns, etc.

The main purpose of the school is not the sum of knowledge but free self-determination of students. It is not the needs of production, not the socio-political situation that determines the goals of education in Waldorf schools , the source of educational goals is in a particular child. The teacher is not the servant of the society, but the servant of the child. Therefore, they talk about the basic principle of the Waldorf school - its freedom. The principle of freedom manifests itself in the absence of fear. Only desire can make a student

learn. The children are not reproved, but the teachers try in a figurative form (story, comparison) to bring to the consciousness that he is doing wrong. "You have to start with yourself," Waldorf teachers love to repeat this phrase and try to follow the wisdom that says: if you don't like a student, look for shortcomings in yourself.

In the Waldorf school, equal attention is paid to the development of mental, emotional, volitional sides of a personality. From the first year alongside with theoretical subjects there are practical classes in various specialties, such as spinning, weaving, shoemaking, bookbinding, blacksmithing and metalworking. Artistic disciplines such as painting, sculpture, modeling, dramatic art, playing various musical instruments occupy a large place in the class schedule.

The most important figure in the school is the "class teacher", a person who for eight years, from the first to the eighth grade teach all the basic subjects: native language, literature, mathematics, physics, zoology, botany, history, geography, etc. etc. The main subjects are taught by "eras": three or four weeks one subject is taught, then another "era" comes and another subject follows. This refers to the "main lesson" that is taught for two hours every morning, every day. Then, closer to the middle of the day, children are engaged in arts - painting, drawing, music, a special form of musical movement - eurhythmy and foreign languages. A lot of attention is paid to manual labor - from working with soft non-spun wool in the first grades to working with stone in the twelfth one. In all grades manual labor is the same for boys and girls. Waldorf schools have small production halls, often micro-mills, bakeries, greenhouses in which activities are thought out and organized taking into account the specifics of the child's body. If a Waldorf school starts growing bread, then the students go through all the stages of production until they get a freshly baked loaf.

The Waldorf school opens up opportunities for the deepest aesthetic education. Much attention is paid to the kind of material the child works with: the liquid paints made from natural dyes, a special type of paper - therapeutic, copper wax and modeling clay, stones instead of cubes and constructors. The color scheme of the drawing (paints of 3 basic colors are offered - red, blue, yellow) helps to understand the psychological state of a child: whether he is feeling joy and comfort or depression. A Waldorf doll is a very interesting thing: it is a rag doll made from a handkerchief. Such a doll without a face is easily humanized. She is given a voice, character, mood.

At the initial stage of education the children of the Waldorf school are not shown illustrations for fairy tales, the reproductions of paintings, so as not to replace the work of the child's imagination with ready-made images created by the imagination of an adult. Each child is given the opportunity to "enter" a fairy tale independently and see characters with his "inner vision". Thus, conditions are created for the expression of the creative nature of the child.

Eurhythmy serves to establish harmony between the soul and the growing organism. The child's speech and music are in harmony with the child's movement.

Waldorf pedagogy cannot be without a good teacher. An ingenious teacher must be able to improvise, know what every child needs at the moment. A teacher can only go to work at a Waldorf school after passing the exam. In addition, he will have to attend a Waldorf pedagogy seminar for a year and pass a special exam.

As well as Waldorf schools, kindergartens are opened at the initiative of parents, and they also pay for the maintenance to a large extent. Kindergarten classes are held with a group of 12-20 children. R. Steiner's kindergartens are mostly "half-days", because this is the length of stay that best of all suits children. The children from three to seven years old are admitted to kindergartens; the groups are of different ages.

R. Steiner attached great importance to the environment in which the child lives. Therefore, Steiner's kindergartens are built from natural materials, their architecture is simple and original. In the interior one can notice the desire to avoid straight and sharp corners. The

doors are made in the form of gates, sometimes the walls are (on holidays) decorated with simple fabrics of a discreet color. The decorations in the room are presented by the branches, minerals, deadwood brought from the forest. All this contributes to the creation of an atmosphere that has a pacifying effect on the child. At lunchtime the food is served in a red bowl. The children join hands and sing a thank you song. The children help to cook some simple dishes: they peel apples or oranges, grind grain in hand mill and chop nuts. The teacher does not strive to ensure that everything is done perfectly and the proper result is obtained, the process itself is important for him.

Activities and games are constantly replacing each other. The main idea is to alternate between organized and independent pastime.

At free play the children are left to themselves, but adults prepare the game, creating an environment that stimulates the child's imagination. Sometimes such types of work are carried out as cleaning the room, cooking, repairing toys. An adult makes sure that everyone is in business.

Games involve toys. Waldorf toys are special. Rag dolls ( they are usually homemade dolls) are unassuming. The other toys are also very simple and are made from natural materials (wood, wool, pine cones, wax, etc.). Simplicity awakens the imagination of children: they unconsciously feel the quality of various materials. After a half-hour game comes cleaning in the form of a game.

Singing takes place in a large choir, with ease and with great enthusiasm. Short and long songs alternate. Singing lasts from 20 minutes to an hour, but the children should not get tired and bored. In the midst of singing, one can sit on the floor, take a breath, stretch toes and hands.

After singing, they wash their hands and set the table. The meal begins with a short poem in which the children thank the heaven and the earth and the sun for everything that is on their table. After eating there are usually artistic activities. For example, modeling from colored wax, playing musical instruments, sewing dolls. Eurhythm is performed for children once a week.

The main event of the day is a fairy tale. It is narrated in the morning or before leaving home. It should be just told, not read, not played on a tape recorder, not listened to on the radio, not watched on TV.

The rhythm of the year is perceived by the children when the obligatory annual holidays are arranged. The harvest festival is usually celebrated in September with sheaves, autumn fruits and red beets. September 29 is St. Michael's Day. They make the sword of Michael with which they celebrate his victory over the dragon. In early November lanterns are made for the Lantern Festival. Parents and relatives are invited to the holiday and the children each with a lighted flashlight walk around the kindergarten and sing the songs of the flashlights at nightfall.

A week before Christmas a Christmas spiral of moss and fir branches are arranged on the floor. A large candle is lit in the center and the children with small candles in their hands walk around the spiral, singing Christmas songs.

In December, Saint Nicholas comes with a golden book, which contains a record of each child. With him comes Ruprecht, who is dragging the bag of gifts across the floor. Christmas wreaths are being lit during the whole week of Christmas, the children are playing in brownies, stage a Christmas show that will be shown to parents on the last day of Christmas.

For Easter something is cooked with eggs or chicken, they decorate Easter trees with feathers and eggshells.

On Trinity greenery and flowers are collected, birds are made from silk paper. The series of holidays ends with a summer holiday, when the rooms are decorated with greenery and flowers and children wear flower wreaths. The child feels the warmth of the adults, which has nothing to do with sentimentality; he feels confident and calm, every day promises him joy.



In the 1920s another one of the most famous free schools appeared in England - Summerhill, that was created by Alexander Neill. Neill proceeded from the fact that a child has the right "from infancy to live freely, without external compulsion in relation to mental and somatic development." He asserted that the only criterion for a teacher's activity should be the child's interest: "When a child makes a snowball, he is interested in it. For me," he wrote, "it does not matter what the child does when he creates: whether he makes a table, whether he cooks porridge, whether he puts sketches or makes snowballs ... There is more genuine learning in making a snowball than listening to a long lecture on grammar ... It is through interest that emotional release should occur ... The goal of education is to provide an outlet for emotions in the way that it won't lead to their suppression and neuroses in the future. "

Neill was convinced that the nature itself is the best educator of children. The teacher, however, must contribute to its "natural work". The nature itself encourages the child to learn. In no case the child shouldn't be forced to study. This will disrupt the harmonious course of his natural development. Neill mercilessly fired the teachers who, in his opinion, could traumatize the child with their authoritarian actions. He believed that the ideal teacher should become a "group member" of children, and he himself demonstrated an exceptional ability to be among them and to influence their behavior by the strength of his personality.

The entire life of Neill's school was imbued with the spirit of free creativity and self-government. He refused compulsory programs, forms and methods of training. As a religious man, Neill opposed the dogmatic, religious upbringing imposed on children. He organized the collective life of the school, the relationships within it on the principles of Christian morality.

Summerhill's success and vitality was determined by both Alexander Neill's outstanding pedagogical talent and by the fact that the families of the children enrolled in school were oriented toward Neill's lifestyle and ideals of life and upbringing.

Experimental schools and educational institutions have played a progressive role in the development of the Western education system. They have paved the way for many modern innovations: integrative courses, matching preschool and school education, students' self-government, improving the methods and forms of education, etc.

#### **QUESTIONS FOR REVIEW AND SELF-STUDY:**

1. Name well-known experimental teaching and educational institutions of the XX century.
2. Appreciate the innovation of their authors. Define educational and didactic concepts on the basis of which their activities have been carried out.
3. What are the rational ideas in the organization of the educational work of the Hermitage, Waldorf institutions and Summerhill schools?
4. What role do the activities of experimental educational institutions play in the mainstream of the processes of modern schools and Western pedagogy?

### **8. FOREIGN TEACHER TRAINING SYSTEMS**

**PURPOSE:** to reveal general trends in the development and improvement of teacher education abroad.

**Key words and concepts:** teacher, teacher training, teacher education system, forms and methods of teaching, teaching practice, internship, professional development, social status of a teacher.

### **ISSUES TO BE DISCUSSED:**

1. General trends in the development of teachers' education in foreign countries.
2. New forms and methods used in teacher training abroad.

#### **1. General trends in the development of teachers' education in foreign countries**

One of the central places in modern education reforms have been given to the problem of teachers' staff, since the significant school changes are directly related to an increase in the level of professional, psychological and pedagogical qualifications of teachers. In a number of countries the measures have been taken to extend the duration of teachers' education, to modernize its content, to strengthen the authority of the teacher and increase the remuneration of labour.

In each country the system of pedagogical education has its own historical specifics. So in Germany, for example, the teaching staff is trained at universities and teacher training institutions. A differentiated approach to teacher training is maintained in the following way: for primary and secondary schools the term of studies is from three to four or five years at pedagogical institutes and universities. In Japan the teacher training is carried out at various faculties of universities, at the special pedagogical faculties of universities, pedagogical departments of junior colleges. Students from other faculties can obtain a teacher's diploma in the case of teachers' training. The pedagogical faculties of junior colleges prepare teachers for elementary schools in Japan and the pedagogical faculties of universities prepare teachers for junior and upper secondary schools.

Taking into account all the national characteristics of teacher training educational systems, the traditions of higher education in general and pedagogical education in particular, the general trends in the development and improvement of teacher's education have become noticeable recently.

The transition to university education or teacher education at the university are considered to be the main way of training teachers for all types of schools. In France there is the rapid merging of pedagogical high institutions and universities. In the United States, for example, since the middle of 1970s the universities have already trained 90% of all teachers. In many states the right to teach at schools has been given to those who pass a qualified exam, consisting of three sections - specialty, pedagogy, general education, successfully. When hiring, the preference is given to those with a master's degree. As a result of this policy, there is an increasing number of teachers with a university degree of more than four years.

The second trend in the development of future teachers' education is the modernization and improvement of its content. Traditionally the pedagogical education has included three components: general education, special subject training, vocational and pedagogical training / psychological and pedagogical education and pedagogical practice /. The differences in the ratio of these components in different countries are very significant. The scientific and pedagogical community is still continuing to debate questions about the priorities of academic / general / training or psychological and pedagogical ones.

In Japan the upper secondary school teacher curriculum includes the following subjects: Japanese language, social sciences, mathematics, music, all arts, crafts, calligraphy, health, physical education, housekeeping, foreign languages, agriculture, industry, commerce, fishing, early childhood education, and special practical activities.

In recent years some work has been actively carried out to modernize academic disciplines, introduce new courses and topics. The system of elective courses has been widely developed, that helps to broaden the students' horizons and provide knowledge in related

fields. Students choose specific subjects or integrated courses for in-depth study in various fields of knowledge

The problem of the structure and content of pedagogical courses, psychology, and sociology of education continues to be extremely acute. In most Western countries the course of pedagogy is studied under different denominations: foundations of pedagogy, philosophy of upbringing and education. The theory of upbringing is singled out into an independent discipline. Traditionally much attention is paid to psychology as the most important source of solving professional problems of a teacher. Psychology significantly exceeds pedagogy and other related disciplines in the number of hours. Various courses of educational and developmental psychology are, as a rule, of an applied, practical nature. In recent years, the sociological orientation of psychology and pedagogy has increased. Students are taught sociological methods and research techniques: questionnaires, oral surveys, drawing up charts and tables based on statistical data. All this can help the teacher to understand the processes of children's collective life and to lead them more consciously.

The increasingly popular courses aimed at developing the communication skills of a future teacher have also adjoined to the above-mentioned courses. The emphasis has been made on the teacher's establishment of interpersonal relationships in the children's group, in the team of colleagues, with parents. Students learn specific skills and abilities of organizing effective communication during special seminars, in the course of discussions and work on projects, in training groups. Special seminars for the students of pedagogical faculties of some West German universities are used: "Communication between a teacher and students", "Analysis of conflicts", "Styles of education". In general, in Germany, the problem of professional and pedagogical communication takes up to 25-30% of the entire study time allotted for the study of courses in pedagogy and psychology, much attention is paid to the communication issues in the theory and practice. In the process of psychological and pedagogical training the students get acquainted with methodological foundations of communication set forth in the form of psychological and sociological theories of interaction, get an idea of the structural and specific characteristics of professional pedagogical communication. Particular attention is paid to the issues of group differentiation, identification of personal status, management and control over the process of students' communication with each other. The topic of lectures and seminars is focused on the optimization of interpersonal relationships by using various methods of verbal and non-verbal communication, taking into account the peculiarities of speech behavior, overcoming communicative obstacles. In the United States special art and skill courses are organized for the future teachers to train them in the field of pedagogical communication.

## **2. New forms and methods used in teacher training abroad.**

In order to improve professional and pedagogical training new forms and methods of pedagogical education have been developed. The most common among them are: micro-teaching, mini-courses, modeling and role-playing games. Micro-teaching and micro-courses are a series of micro-lessons for individual and group studies, recreating miniature situations during which the simple "technical" skills included in the teaching process / the ability to ask questions, guide the discussion, control the work of the class, test knowledge, etc. / are being trained. Simulation and role-playing games reproduce a classroom, a school, where the students act as pupils, teachers, school leaders. They reproduce typical situations and problems that arise in practice, possible approaches to their solution. The main form of teaching students is seminars, which, unlike lectures, are mandatory. The main goal of the seminars is to teach the future teacher to solve this or that situation independently, to have their own position, to be able to defend it. All this is reflected in the course work carried out by the students during their studies at the university / at least one per term /.

The most important stage in the professional training of a teacher is pedagogical practice. In recent years, there has been a tendency towards its lengthening, more thorough preparation and recognition of its leading role. With the exception of Germany, where the teaching practice is a long / up to two years / internship, the practice is included into the curricula of the third and fourth years of study after the completion of general education and is parallel to special education. In most of the world's leading countries, a teaching practice grade is equivalent to a final exam grade. Pedagogical practice is combined with theoretical studies at the university.

It is believed that the direct combination of pedagogical practice with special scientific training at universities is the only correct way to prepare a teacher for work in modern conditions. At the same time the process of professional training is aimed at a more complete development of skills and abilities for future practical activities and creating opportunities for their self-realization.

The pedagogical practice is built on the principle of gradual complication from monitoring to internship, during which the future teachers are given greater independence. The students get acquainted with school life, with the most important areas of its work, with the teaching staff and documentation. During the practice the students get the opportunity to observe and comprehend such pedagogical phenomena as a pedagogical situation at school, the process of organizing and conducting a lesson, its planning, the peculiarities of education at school, in the classroom and outside of school. Students should be able to compile characteristics of students, conduct questionnaires, surveys, call on families. Students-trainees are required to have detailed lesson plans, to take into account its main structural units - goals, content, methods, means, to establish a connection between them, as well as the course of the lesson with the planned teacher behavior and possible behavioral reactions of students.

The attention to the pedagogical practice of future teachers is increasing everywhere. In Japan, for example, it is believed that the pronounced academic character of teacher training programs should be abandoned by making them more practice-oriented. For a long period of time the "impractical orientation" of pedagogical education has been justly criticized there. Nowadays the practice of future teachers is conducted under the guidance of experienced teachers of these schools and lasts for 4-8 week.

In Germany it is considered that a trainee must be prepared for qualified independent teaching in general secondary and vocational secondary schools. It is compulsory for the trainee to participate in the didactic seminar of the base school, in which his internship is organized. Lessons conducted by the trainee are not included separately into school hours, his legal status is equivalent to that of a temporary employee. The purpose of the internship is deep understanding of the trainees' practical teaching and educational tasks, the rights and responsibilities of a school teacher. The trainees are taught by qualified seminar leaders and methodologists. At school the trainee is supervised by a mentor / mentor / who is entitled to fewer hours per week at his place of permanent work. The education ends with a second state exam. The overall score consists of written homework, two practice lessons and an oral exam.

In the United States the beginning of a teaching career includes the first years after graduating from a college or a university. It is traditionally considered the most crucial stage in the process of professional development. There is even a special term - " the first year teacher". To ensure the adaptation of a novice teacher, the institute of mentoring has been created: experienced teachers help young people to overcome the difficulties at the beginning of their career. The first years of practical activity are associated with mastery, Mastery is interpreted ambiguously: either as a high level of activity and motivation to renew one's own activities, or as a high level of proficiency in teaching techniques. Hence, there are two approaches to the organization of mentoring: the humanistic oriented mentoring that is based on the idea of entering the profession as a new stage in the socialization of young specialists and formalized induction programs, based on the transfer of practical activity methods to

young teachers by a mentor. The first approach is associated with the communicative side of interaction among the mentors and the beginners. The second approach reduces the role of the mentor to external assessment of the beginner's performance. Now a number of authors are calling for synthesizing existing mentoring models.

French researchers offer three theoretical models based on the study of the experience of teacher training in France, Sweden, England and the United States. In the first model the pedagogical practice plays a subordinate role, reinforcing the theory.

In the second model the work on training future teachers is focused more on methodological techniques, approaches to pedagogical situations than on the acquisition of new knowledge. The accumulation of practical experience and the development of the personality of a future teacher, his ability to "mobilize himself, use all his resources to solve the problem of implementing the plan for getting out of an unforeseen situation play an important role.

The next training model is based on a multidimensional analysis of unforeseen, difficult pedagogical situations, drawing up an action plan acceptable for a particular case. The role of the teacher, according to this model, is to guide the perception and ideas of future teachers, to direct their attention to understanding the meaning and dynamics of situations, to assessing the results of their intervention in them.

The third trend in the development of pedagogical education is connected with the system of advanced training or a system of continuous pedagogical education, including full-time and part-time courses of various durations. Obtaining university diplomas of a higher level, and long-term internships abroad has become common. The system of professional development of teachers is considered as one of the elements of continuing teachers' education. In the United States there is a "professional ladder" in which a teacher's salary depends on the level of his education, the number of hours and courses of postgraduate education, and the effectiveness of his work. The contract concluded with the teacher includes a clause on professional development in the amount of a certain number of hours per year. The education policy is primarily based on the encouragement of teachers engaged in self-education and independent research.

The main forms of teachers' professional development are as the following: conducting seminars, organizing one-year off-the-job courses, visiting "exemplary classes", consultations, and publishing teaching aids for teachers. Methodology, classroom guidance and management courses are mastered. In South Korea there is a developed system of professional development with or without discontinuing from work, for which the National Institute of Educational Research and Professional Development is responsible.

If earlier the tasks of improving the qualifications of teachers were reduced mainly to acquainting them with the content of new programs, textbooks, manuals, nowadays the emphasis has noticeably shifted to the practical aspect of teaching; attention is paid not so much to the transfer of information, but to the formation of the required standard of skills and behaviors necessary for teachers to fulfill their functional role. The program includes issues of diagnosing student's learning, the formation of educational goals, differentiation and individualization of the learning process, the use of modern technologies, new ways of organizing group work at school.

In the United States when creating teacher training programs attention is paid to the following factors: the inseparable connection of theory with the practical activities of teachers, the obligatory combination of theory with continuous feedback, including observation, analysis, decision-making, application and reflection, constant pedagogical observation and emotional support teachers by qualified counselor-mentors. When implementing these programs it is supposed to use such teaching methods and techniques as the role-playing game "exchange of positions", the creation of conflict situations and the joint solution of them.

The creators of these programs identify four interrelated types of training cycle. At the first stage, the level of teacher's personal development is determined in order to outline the

learning goals. The second stage involves the work of an instructors' team with a basic group of students. At the third stage, laboratory classes are conducted in mini-groups, in which qualified specialists work out students' skills. Working with a mini-group the emphasis is made on the intensive communication of its members. The fourth stage is a workshop. The work is transferred to school. Specialists continue to meet with groups of teachers once a week, now directly in real life. The main task of this stage is to assist teachers in transferring the acquired knowledge and skills to the solution of the unique situations happening in a class.

The teaching profession is one of the most widespread professions among the intelligentsia in a foreign society. The distinctive feature of a foreign school staff is the predominance of men: the share of male teachers in England is about 50%, in Germany - 55%, in a senior Japanese secondary school - is about 80%. In recent decades, the prestige of the teaching profession has been steadily declining. Now the teacher has been replaced by a banker, a lawyer. When asked whether the expectations with which they entered the university were justified, most of the young teachers in Japan answered that their chosen profession turned out to be completely different from what they had imagined during their studies. Some teachers experienced a sense of "real shock" seeing the discrepancies between their expectations, the ideal of their profession and everyday life. The polls show that half of the working US teachers would like to leave school and find employment in another field of occupation. There are several reasons for this: difficulties in teaching, heavy workload, relatively low wages, poor students' discipline. Thus, although the working conditions of teachers in the United States are changing for the better, they haven't changed significantly. The average class size in primary school is 24 pupils, in secondary school it has increased from 23 to 25 students. The average number of hours per week that a teacher spends on educational purposes has increased from 46 to 48. The total workload of a teacher in a German school is at least 40 hours per week, traditionally, the total workload of a teacher in Japan consists of three types of activities: academic work, moral education and special types of labor. The latter include: class leadership, the organization of students' self-government, studies in school circles, clubs, sports, cultural, recreational activities, road safety rules teaching, excursions, tourist trips. Taking into account the increase of crime among schoolchildren, teachers are also required to visit police stations, centers for working with disadvantaged children registered by the police, courts, etc. The length of school week remains the same / six days / and the average class size in the country is 40 students. The wide range of responsibilities is often difficult to fulfill. 44.8% of Japanese teachers feel they have too many responsibilities.

The increased attention to teacher training has been expressed in the financial incentives of students. Many universities have established high scholarships for future teachers, providing opportunities for obtaining loans and grants.

The practice of attracting scientists and specialists from different branches of science and technology / USA / to school work contributes to the improvement of the quality of training. All of them have academic degrees and receive a corresponding salary at school. From their point of view this is not just a change in the type of activity, but an understanding of the importance of education of the younger generation for the future of the nation, country and world.

#### **QUESTIONS FOR REVIEW AND SELF-STUDY:**

1. Disclose the general trends in the development and improvement of teacher education in foreign countries.
2. Why is, in your opinion, so much attention paid to the general cultural component of the teacher education content?
3. What new forms and methods of teacher training are used abroad?
4. In what way is the strengthening of teacher training practical component expressed?

## **PRACTICAL UNIT**

Assignments:

### **1. THE MAIN DIRECTIONS OF THE EDUCATIONAL POLICY OF DEVELOPED FOREIGN COUNTRIES**

#### **PROBLEMS FOR DISCUSSION:**

1. What presupposes (means) the intensive development of education?
2. What is at the center of the education humanistic paradigm ?
3. What does the "third school revolution" mean?

### **2. MODERN FOREIGN CONCEPTS OF EDUCATION AND UPBRINGING**

#### **PROBLEMS FOR DISCUSSION:**

1. List the leading concepts of modern foreign pedagogical thought, their authors and main ideas.
2. Evaluate the progressive significance of the concept of "integral school" and the possibility of its using in the practice of schools in China.

### **3. EDUCATION REFORMS AS AN INTEGRAL PART OF THE SOCIAL POLICY OF FOREIGN COUNTRIES**

#### **PROBLEMS FOR DISCUSSION:**

1. List the main reasons of reforming foreign countries' education systems.
2. What does the "Education White Paper" mean?
3. What new types of schools have been created in the process of reforming foreign education systems?

### **4. MODERNIZATION OF THE CONTENT OF SCHOOL EDUCATION AND THE SEARCH FOR NEW WAYS OF ORGANIZING THE EDUCATIONAL PROCESS**

#### **PROBLEMS FOR DISCUSSION:**

1. Disclose the problem of educational standard and the ways to achieve it in different countries.
2. Reveal the main directions of liberal arts education modernization and the contents of it.
3. Why is the importance of mathematics education being increased in the process of modernization?

### **5. MODERNIZATION OF THE CONTENT OF SCHOOL EDUCATION AND THE SEARCH FOR NEW WAYS OF ORGANIZING THE EDUCATIONAL PROCESS**

#### **PROBLEMS FOR DISCUSSION:**

1. Disclose the new forms of educational process organization used in foreign countries' schools.
2. Name the elements of the emerging system of preventing student failure in a foreign school.
3. Computer revolution at school: list its pros and cons.

## **6. NEW TRENDS IN THE EDUCATION OF SCHOOL YOUTH IN DEVELOPED FOREIGN COUNTRIES**

### **PROBLEMS FOR DISCUSSION:**

1. Define new pedagogical methods for the upbringing of students' value orientations in foreign schools.
2. What is the purpose of "just communities" in an American school?
3. What new structures have been involved in foreign school education issues?

## **7. DEVELOPMENT OF HIGHER EDUCATION ABROAD**

### **PROBLEMS FOR DISCUSSION:**

1. Disclose the leading trends in the development of higher education abroad.
2. Reveal the essence of the three-stage structure of foreign higher education.

## **8. CONTINUING EDUCATION: EXPERIENCE OF DEVELOPED COUNTRIES**

### **PROBLEMS FOR DISCUSSION:**

1. Determine the leading idea of lifelong education.
2. What is the basic link ( part ) in the foreign system of continuing education?
3. Reveal the main directions in the sphere of adult education.

## **9. EXPERIMENTAL EDUCATIONAL INSTITUTIONS IN FOREIGN COUNTRIES**

### **PROBLEMS FOR DISCUSSION:**

1. What schools are among open educational institutions?
2. What schools can be regarded as a variant of alternative education institutions?
3. Tell us about a famous experimental educational institution in China.

## **10. FOREIGN TEACHER TRAINING SYSTEMS**

### **PROBLEMS FOR DISCUSSION:**

1. General trends in the development and improvement of teacher education abroad.
2. The models of teacher education in foreign countries.
3. The forms of teachers' qualification improvement.

## **ADDITIONAL MATERIAL FOR PRACTICAL TRAINING**

**TOPIC:** Identifying and teaching gifted children in a foreign school

**Purpose:** To disclose the problem of identifying and teaching gifted children in a foreign school

**Key words and concepts:** gifted children, talented children, diagnostics of the development of giftedness, homogeneous groups, specialized and elite schools

### **ISSUES TO BE DISCUSSED:**

1. State policy in the field of organizing education for gifted children in foreign countries



2. A variety of forms and methods of teaching gifted children in a foreign school.

### **1. State policy in the field of organizing education for gifted children in foreign countries**

The problem of teaching and upbringing of gifted children has acquired particular importance on the threshold of the XXI century. A noticeable acceleration in the political and intellectual understanding of the social, technical, economic and cultural phenomena characteristic of the globalization process has caused the need to create the system of support and protection of the interests of gifted students.

The search for the ways of teaching gifted children, creating conditions for the development of their unique potential is also becoming one of the main directions of modernizing the education system.

In 1988 a large international non-governmental organization "Eurotalent" (European Committee for the Education of Gifted and Talented Children and Adolescents under the Council of Europe) was created in Europe, uniting 38 organizations from different European countries. The main activities of the committee have focused on lawmaking, the development of education for talented children and scientific research.

In 1994, the Parliamentary Assembly of the European Union adopted the "Recommendations for the development of education for gifted and talented children."

In this document the EU countries were recommended to adhere to the following regulations in their educational policy:

- to legally identify gifted children as those requiring the full development of their potential in appropriate educational opportunities ;
- to include in teacher training programs the study of strategies for identifying gifted students, to promote the dissemination of information on gifted children among all those associated with them;
- to organize within the framework of a school system the training in those subject areas in which the special high abilities of students are manifested;
- the school system should be made flexible enough to take into account the educational needs of the gifted;
- any educational initiative in teaching gifted children should be carried out carefully to avoid the danger of labeling and unwanted consequences for the whole society.

This document, along with practical work, emphasizes the need to support fundamental research on the problem of giftedness.

Despite the aforementioned recommendations, in a number of European countries in the official documents in the field of school legislation the category of gifted students has not been singled out, therefore there are no educational programs operating at the state level. In such countries, priority is given to the differentiation and individualization of education within the framework of general education. In Belgium, Greece, Ireland, Italy, Portugal, France, as well as in the Scandinavian countries, gifted students are not mentioned in school education. In these countries special schools or training programs for the gifted exist as private educational initiatives (Italy, Denmark, France) or as training courses at the Centers for the Development of Endowments at individual universities (Ireland, Portugal).

A promising line in the educational policy from the point of view of European experts is to build work with gifted students as students with special needs (SEN), without the legislative inclusion of this category of children into this area. This model is fully implemented in Sweden, Norway and Finland. In accordance with the educational policy of these countries, all children have talents, abilities and potential that can be turned into

achievements, provided they study in an educational environment adequate to their needs with the help of a specially trained teacher.

It is necessary to emphasize that in most European countries gifted students study within the mainstream and, what is more important, in regular classes. The most of special educational conditions for such children are provided in the form of additional (as a rule, extracurricular or above the program) educational resources and not by differentiating their own learning process.

In such European countries as Great Britain, France, Italy, the Netherlands, Portugal the need for inclusive (joint) education for the different categories of students, including the gifted ones, has been recognized. In other countries (the United States, Poland, Latvia, India, South Korea) special classes and schools has been opened for gifted children. Almost all the countries have provisions in school legislation allowing, if necessary, to carry out earlier admission to school, "jumping over" classes , passing training on individual subjects in high school and at the university.

At present, in many countries of the world there are special organizations dealing with the solution of complex diagnostics of the development of giftedness. To coordinate their efforts, the World and Pan-European Councils for Gifted and Talented Children have been created.

The European countries that have recognized the special needs of the gifted are focusing efforts now on the special training of teachers to work with this contingent of students. The work of the teacher with a gifted child in a regular classroom requires special competencies necessary to identify giftedness and change their teaching activities in accordance with the needs of such children. Despite the fact that in European countries we do not meet official requirements for the qualifications of teachers for gifted students (as, for example, in the practice of teaching in the United States), in 18 EU countries the topic of teaching gifted students is included in basic training programs at pedagogical faculties. In some European countries, the preparation for teaching gifted children has become the mandatory part of educational programs for teachers: for example, Austria strives to provide each school with at least one specialist in the education of gifted children. In many countries, regular refresher courses and retraining courses are held on this topic: in Germany, for example, retraining programs are carried out not only for school teachers, but also for preschool education teachers; in the UK such programs are addressed not only to teachers, but also to psychologists, counselors, and school inspectors.

Since the early 1990s, a number of European universities have offered training programs for school administrators, psychologists who work with the gifted or plan to do so.

Networks and associations are being created in European countries to exchange experience in working with gifted children. For example the "educational network for gifted children" created in Switzerland includes the Kingdom of Liechtenstein, through which the exchange of experience and the work with public on this issue is carried out.

In many European countries, as well as in Asia, serious activities have been organized to educate and improve the qualifications of teachers working with gifted children. All training programs are based on the theory and practical part - the application of the acquired knowledge in real school conditions under the guidance of a supervisor. The issues of normative legal regulation in the field of education of gifted children in European countries are traditionally presented either within the framework of general legislative acts that determine the activities of the national education system, or legal acts concerning the education of students with special needs, or are absent altogether.

Let us consider in more detail the state of affairs on the problem of teaching gifted children in individual countries.

Great Britain. The Kingdom does not include the category of gifted students in its school legislation, but intensively develops support for such students within the framework of regular classes. The National Association for Promoting Gifted Children in Education is an independent organization that promotes the education of gifted students. The organization was founded in 1984 and brought together teachers, school administration, parents of gifted children, researchers. It exists due to the contributions from the members of the organization, to the publishing of teaching materials for schools, to sponsorship contributions and contracts with government agencies for specific projects. The most important result of the work of this association was to stimulate the government to create a national program of work with gifted students at the state level.

The state policy regarding the education of gifted children was first formulated in 1991. In the last decade, a series of government educational initiatives have been introduced to improve the situation for gifted students. The main formal approach to the education of gifted students is based on the principle of inclusion. The principle of inclusion focuses on improving the education for all children so that the gifted can stay at comprehensive schools and be able to fulfill themselves in the best possible way. One of the important principles of organizing the education of the gifted is its availability for the students in those schools where they study. Each school receives "a separate line" of funds that should be used only for the development of programs for gifted students. The identification of gifted children is not seen as a separate activity, but as part of a holistic educational process. According to the guidelines for the national program, each school and college should identify approximately 5% of gifted students aged from 11 to 19.

To search for gifted children, the educational process itself must be built according to certain principles, which are designated by Joan Freeman as a "sports approach", by analogy with the practice established in sports. Children are more flexible in providing learning resources so that they can do their best in assignments. In educational programs for the gifted, a variable component is laid or they are entirely modified taking into account local characteristics. An example is the REAL program, developed by the Gifted and Talented Education Department in London. The fundamental principle of the program is that every child should have the opportunity to develop his potential to the extent possible, regardless of the level of English proficiency and the initial level of schooling. In accordance with the REAL program, the gifted are trained through 140 channels, covering all 33 districts of London, aimed at both teachers and students.

The British program "Excellence in cities" seems to be an interesting one. This program requires schools to appoint coordinators to work with gifted children, identify 5-10% of them as a "gifted and talented" cohort and to demonstrate "excellent teaching" of such children. The use of information and communication technologies is highlighted - both as a means of supporting learning, and as an opportunity for further development. An important direction in the program is partnerships, the creation of a network for working with gifted children, including schools, universities and independent educational institutions. The UK is committed to ensuring that every English school has its own program for gifted children.

Psychologists do not work in schools in England, and they are not directly involved in identifying the gifted. Accordingly, the task of identifying gifted children falls on the teachers of each particular school. The training of teachers for the gifted specifically includes a course on the problems of identifying gifted students at different ages, from different social groups, etc.

Unlike the English system of education, the Scottish one involves school psychologists. They cooperate with teachers actively in the field of identifying the gifted, use psychological diagnostic methods; consider the psychological aspects of the introduced enrichment training courses for gifted students. They have accumulated their own psychological tools.

Austria. It stands out for the greatest variety of educational strategies. All nine districts of the country have programs for gifted students. They actively use school and out-of-school resources for enrichment and acceleration, specialized classes and schools, summer programs and an extensive network of contests, competitions, and Olympiads. At the level of the state program, the need for the education of gifted children and special training for teachers is recorded. No specific requirements for its contents, forms or for the training of teaching staff are specified in official documents.

Accordingly, each school goes its own way in organizing the education of this category of students. A teacher training certificate is desirable but not required. Since 1996 teachers have been trained according to the program offered by the European Council for High Abilities.

By now, all pedagogical universities in Austria have developed their own teacher training programs for gifted students.

There are many forms of extracurricular activities for gifted children there, for example, partial education in high school and additional courses for the gifted. Some of the main schools and secondary schools have organized special classes with advanced programs in music, sports or modern languages. Talented students can attend selected university courses. In addition, the home schooling of a gifted child is allowed in Austria provided that it is under the state supervision.

Switzerland. The government policy aimed at educating gifted children is changing. In Zurich you can "jump" over classes, sometimes even several at once and a special teacher for the gifted is also possible. An individual approach to students in the classroom is recommended and new teaching and supporting aids are used.

Netherlands. The Dutch government recognizes the problem of giftedness in primary and secondary schools. New Dutch schools can better meet the needs of gifted children through individual work. There are also special schools for the musically gifted, dance and sports schools. The children can attend them from the age of 10.

Portugal. Different forms of education are recognized in Portugal. The legislation provides the possibility for gifted children to start school at five years old but not at six. In 1996 the Department launched a Special Support Project for the intellectually gifted, providing curriculum-level enriched learning in primary and secondary schools. It also provides for the introduction of special courses and regular conferences for teachers. The first official summer program was implemented in July 1998. In Portugal four non-profit organizations are dedicated to talent development. They organize conferences, publications, teacher training and summer courses for children.

Spain. A 1995 decree specifies that gifted students should study in regular classes, but may attend specialized educational centers that should be made more flexible. Gifted students can start early, skip classes and have the right for psychological assessment and the use of special timetables and counseling.

Scandinavia. No European country exhibits such egalitarian (political practice aimed at achieving universal equality) beliefs and actions as Denmark, Norway, Sweden and, to a lesser extent, Finland and Iceland. Researchers are increasingly regarding as how the gifted can be taught in regular classrooms.

The researchers pay special attention to school education in Finland where the individualization of education is carried out so well that the question of any additional measures to support the gifted is not raised. There is flexibility in education there. Schools also encourage the initiation of flexible schedules, acceleration and competitions. Students in high school can tailor their learning to their needs, as most schools teach without rigid class divisions.

Germany. The country, influenced by the American program for gifted high school student, adopted in 1988 a summer program that was called the "German School Academy".

This program enables the gifted students aged from 16 to 19 to fill the critical period between high the school and the university with high-level training courses. The program received the government support, that allowed the parents to pay only a third of all costs and the students from low-income families to study in it for free. Every summer 90 highly gifted children from all over Germany participate in the program. They are selected on the basis of the recommendations of the teachers of their schools or of the achievements in various competitions, subject Olympiads.

France. In high school different modules allow everyone to choose from a large number of disciplines and focus more deeply on those that have already been included in the student's curriculum.

Australia. The Australian model of working with gifted children is based on the basic principles: all students, including the gifted ones, have a statutory right to equal access to educational programs that meet their needs; all gifted and talented students need an educational environment that is focused on the continuous development of their abilities; the identification of the gifted should be started as early as possible and repeated at certain intervals, since the child's giftedness can be revealed at the later stages of his development; to determine giftedness, a complex of various measurements and assessments should be used (observation of the child, standardized testing, valid psychological methods - tests of achievements, abilities), assessments of parents, peers, questionnaires for teachers, analysis of academic success.

Israel. Israel has an established system of work with gifted children. In order to identify talented children, a single exam is held annually among all students in grades 2-3. The selection process begins one year before the start of the program and consists of 2 rounds. In the first round, 15% of students are selected of those who have passed a special exam and received the highest score, as well as the children who have not been included into 15%, but recommended by teachers. During the second round, the selected children pass an additional examination, with the help of which especially gifted students are identified (approximately from 1 to 3%). They become members of the gifted program. Depending on how successfully one has passed the test, the child receives the right to study according to a special program, or is invited to participate in the faculty on special topics.

Singapore. Education reform (1979) in Singapore led to the proclamation of the "new education system" focused on organizing an educational environment for each student that suits his or her abilities. The consequence of this was the creation of various groups (streams) in classes (schools) within the framework of primary and basic education. A federally-run system of special classes for the gifted was established based on a limited number of successful regular schools.

The training program in special classes is based on the deepening of the basic model program. The complementary program for gifted students takes a deeper and broader look at topics. At the same time, the emphasis in educational activities is placed on the development of critical and creative thinking, problem solving, research, group, interdisciplinary and project activities of students. Besides the development of intellectual abilities, the moral, emotional and social development of students is central to the development.

Another element of this program is an individual student choice module, which is usually implemented in collaboration with a museum, university or other extracurricular resources.

South Korea. Working with gifted children is in the nature of a national program, that has been developed by the regional centers for the training of teachers who actively interact with each other. In the Republic of Korea, the paid additional education at the choice of parents and children is compulsory (in the afternoon, children must study at additional education institutions).

In Japan, where the government educational policy is based on the principle of equality and the same education for all, there are no preferences for talented children and no procedures for identifying them.

Gakushu juku - "school after school" - an average year of study in it costs 3300 dollars. In addition, in Japan, there are "after-school" clubs that are open to everyone, and at all children's institutions there are circles, sections, clubs of interest for them.

In China, talent is interpreted as achieving high educational results. In China, from the 1st grade a unified state examination is regularly held to determine the level of schoolchildren. According to its results, the "elite" and "weak" groups are distinguished, and in the senior grades - groups inclined to specialization in certain areas. The most gifted children are sent to the best schools (there are several "super schools" throughout China, they receive the government support and the right to competitive selection). There are no special schools for gifted children in China, but some schools operate at universities. Provided with the university personnel, they promote advanced education. In addition, Chinese universities (including Peking University) have opened experimental gifted classes in primary / secondary schools. In China, there are special programs for weekends and vacations. Many schools have organized special weekend courses (they are often held in the "palaces of childhood"). At each school additional circles are created to develop the types of giftedness.

In Hong Kong, the state has adopted a three-level educational structure for gifted children.

#### **Level 1**

A. The inclusion of the main essential elements for the teaching of the gifted (development of cognitive skills, creativity, personal and social competence) into the programs aimed at all students.

B. The differentiation of teaching by defining a group of students according to their needs by deepening and expanding the curriculum of all academic disciplines in regular classrooms.

#### **Level 2**

C. The organization of general programs focused on activities outside the school through the systematic training of homogeneous groups of students (trainings for creativity, leadership, etc.).

D. The organization of special school programs focused on activities outside the school (additional courses in mathematics, arts, etc.).

#### **Level 3**

The Department of Education together with local institutions and educational organizations has formed a group of experts to supervise gifted students and to develop external (extracurricular) educational resources (counseling, tutoring, early access to the next educational level, etc.).

## **2. The variety of forms and methods of teaching gifted children in a foreign school**

The experience of working with gifted children in leading European and Asian countries shows that there are a number of common methods and forms of working with gifted children used in various education systems:

- special classes and experimental programs in mainstream schools;
- fully specialized and elite schools;
- subject competitions and olympiads; additional out-of-school education;
- the individualization and enrichment of the education of a gifted child.

University centers and schools for gifted children operate everywhere, the subject courses are organized at the universities that expand the school curriculum; the gifted children are given the opportunity to attend university classes, use educational materials from

universities, and enroll university credits. At the same time, the specific methods of working with gifted children are being identified in Europe and Asia. So, for example, the basis for identifying gifted children in Europe is the assessments of teachers, parents, psychologists, the child's self-identification, achievements in the Olympiads, as well as various psychological, standardized and special tests to determine mentally developed and non-standard thinking.

The European countries focus their attention on the following items:

1. The "Early entry" of gifted children into education (mainly from 6 years old, sometimes earlier, in the Netherlands the admission to school is possible even earlier than 4 years old);

2. "Skipping" through the classes (from one to three times for the entire period of schooling);

3. Common classes for gifted children with older students are often practiced;

4. Partial release from compulsory education (in special and reasonable situations - for example, in the case of attending classes at a university aimed at teaching gifted children);

5. Partial self-study;

6. Specialized summer camps for gifted children.

7. Regional, national and international competitions and olympiads in foreign languages, humanitarian, physical and mathematical, natural and social sciences, sports, music, art and other competitions;

8. Special classes and specialized schools. For example: the Karl Popper School for linguistically gifted students and the Schumpeter Commercial School for talented business students in Austria, specialized schools for the talented children in music, mathematics, languages, economics, sports or the arts in Latvia;

9. Out-of-school education, mainly circle education;

10. The psychological support for students and parents;

11. The individualization of training through building an individual educational trajectory, individual mentoring;

12. Endowment centers or university courses in subject areas that are not normally available at schools; attending the university studies together with students for obtaining university loans;

13. The comprehensive school curriculum, including basic lessons and additional lessons.

14. Early graduation from school, including permission to attend university, that can be obtained by a student at the age of 15, but only after passing a special examination;

15. Private and home schooling;

16. Experimental programs in mainstream schools. For example, about 10-15% of Belgian schools have organized "kangaroo classes", that are taught 4 hours a week. In these classes, children from different regular classes and different ages come together to work on challenging exercises and projects;

17. Individual out-of-school tutors;

18. Weekend courses;

19. Intellectual games and game simulators.

Great importance is attached to psychological support for gifted students and their parents. Supporting gifted schoolchildren requires ongoing training for the teachers working with these children.

In Asia, the level of intelligence and giftedness of a child is determined mainly by IQ tests, unified state exams and competitions. Work with gifted children in the Asian region plays an important role and is developed at a very high level.

The forms of work with gifted children in Asian countries are as the following:

1. "Super schools", specialized schools and university centers for gifted children. The creation of specialized schools is a characteristic feature of China. Several of the best schools stand out in all provinces and cities, among the best is a "super school". These educational institutions (there are several of them throughout China) receive the greatest government support and the right to competitive selection of children. They invite the best teachers from various countries. Education is paid. An example is the Shanghai High School, founded in 1865. In 1993 the international department of this school was organized and in 1995 a bachelor's degree was created on its basis. There are only two specialization profiles there – exact, chemical and biological sciences. The specialization lasts one year in grade 12. Teaching is carried out in English. Three groups of specialists work with the students - university scientists, teachers, psychologists.

In Korea (Busan) in 1991 a "super school" for gifted children was organized. The school is not like the Chinese "super schools", because it is not rigidly linked to the university. The school is practicing teaching methods and working with talented students. There are only senior classes in it; all students can live on the school's campus and are fully supported by the state. The competition for the academy is sometimes up to 300 students per place, and its graduates have the right to enter universities without exams. An important place in the work of the academy is occupied by the research activities of students who take part in all major conferences and competitions of school research papers. Teaching is in English, the teachers has been invited from all over the world. The textbooks are mostly American.

In recent years Japan has established the first and only academy for gifted children, admitting only the children with a grade of about 5% upper level on the Woodcock-Johnson Cognitive Ability Test and working above the normal classroom level.

2. Additional tutoring schools. The most interesting example is the system of private lessons, widespread in Japan in Juku tutoring schools, where the gifted children learn more complex material.

3. The system of additional education, focused mainly on circle work and aimed at the development of creative giftedness.

4. The regrouping of children in a traditional school according to the level of academic performance and readiness to learn, in the senior grades - according to specializations (profiles) in accordance with their abilities ( they are most common in China and Hong Kong).

5. The individualization of education for gifted children (for example, in Japan by creating high schools with a credit system).

6. Enriching and integrated learning, mostly spread in Singapore where integrated programs were introduced in a number of schools in 2004, allowing the schools to develop the curricula flexibly and the students to advance to A level or to its equivalent (grade 11 school diploma) without the need to pass the exam for a lower level "O" ( grade 9 ).

7. Students' conferences and joint world research programs.

8. Encouraging students through various benefits, scholarships, etc. (especially common in China).

9. Various university programs, video educational centers for universities, including university courses as the core courses in school programs.

The teachers of the United States of America have accumulated rich practical experience in the field of diagnostic testing, the development of methods for teaching gifted children, the creation of appropriate curricula and special training of teachers. In US schools there are two types of differentiation: internal (using different teaching methods in class) and external (dividing students according to a certain criteria into groups, classes, courses). In elementary school the external differentiation is expressed in the variety of the specific forms of organization of the educational process. The essence of internal differentiation lies in the



fact that students, based on academic success in individual disciplines, can be combined into temporary study groups.

In addition to teaching in comprehensive schools and the so-called "heterogeneous classes", the most popular form of work with the gifted is teaching them in specialized schools. Another area of teaching the gifted is the development of the "levels of education", where all students study at one of 10 levels. Let's consider some of the organizational forms of acceleration adopted in American elementary schools.

An early admission to school. A positive feature of this type is the opportunity for the gifted children to start learning earlier. Negative consequences are primarily associated with the emotional development of children, in their relationships with others.

Studies in another class. This form is effective if primary school strives to take into account the individual differences of children. Such a transfer can be in the form of attending lessons in a parallel class, where they teach a little differently.

Normal classroom acceleration can also be used in a primary school.

"Jumping" over the class. The transfer of a child through one or two classes creates conditions for studying with the speed and complexity of the material that is optimally close to him. Thanks to this transition, the child finds himself surrounded by intellectually stimulating students.

The problem of enriching the content of education requires separate consideration. The most popular is the model of the famous American scientist J. Renzulli - "three types of enrichment of the curriculum."

The first "type of enrichment" according to J. Renzulli, involves the acquaintance of students with the variety of areas and subjects of study that may interest them. As a result, the range of interests expands and the child develops an idea of what he would like to study more deeply.

The second "type of enrichment" involves focusing on the special development of the child's thinking, which is accompanied by lessons on training observation, the ability to evaluate, compare, hypothesize, analyze, synthesize, classify, perform other mental operations, that serve as the basis for the transition to more complex cognitive processes.

The third "type of enrichment" is an independent research and the solution of creative problems (individually and in small groups). The child takes part in posing a problem, in choosing a method for solving it.

Currently in the primary school of America the following forms are used:

- independent learning, where the student himself chooses the educational material and the way to study it; the teacher presents the material and acts as a consultant; this variant is mainly intended for the "enrichment";

- a self-guided study. The specific goals and educational material are chosen by the teacher, the student himself chooses the method of assimilation;

- a student-centered program. The student can choose the educational material and the time to study it, the way of assimilation is determined.

Various forms are used to teach gifted children. One of the organizational forms of training is "Banding" (banding - division into "tapes", "stripes"). This form is based on the distribution of all students in a given age group, depending on the level of their intelligence, into three broad "bands". IQ is determined using verbal and cognitive tests, which measure the level of learning ability. After graduating from the primary school, 25% of students are transferred to the top band, 50% - to the middle band and 25% - to the bottom band. On the one hand this is a step towards better meeting the educational needs of all students, but on the other hand teaching in the band is oriented towards the average student and the needs of highly gifted people who are only 2-3% in the age group are not fully satisfied.

The next form is "streaming" (division into "streams") - the method of grouping according to ability, similar to the division into "bands", while many different streams are formed, which makes it possible to make groups even more homogeneous than when division by "stripes". The "Streaming" begins to be used in a secondary school in the second, third year of study. However in some states (Florida, New York) this method is used in elementary school. But gifted children cannot always find a place in this system, so in some schools special streams are created for them (express stream), where subjects such as Latin and Greek are introduced. This ensures a higher learning rate.

The third form is "Setting" (setting - division into "sets", groups), based on the grouping of children according to the academic performance in separate subjects. The same student may be in the first "setting" in science and in the last "setting" in mathematics. The "Setting" is the most flexible form of study, since according to the results of academic performance at the end of the trimester a student can be transferred to another "Setting". In the functioning of the "setting" one of the conditions is the availability of a flexible schedule and a clear organization of the educational process. Each student can have their own timetable.

In US schools teaching in "mixed ability groups is often used. The forms of teaching in the groups of homogeneous abilities are introduced, that create more favorable conditions for teaching gifted children.

The main direction of increasing the effectiveness of teaching in groups of "mixed abilities" in the American school is the use of various means of individual learning, as well as work in a group of a team of teachers.

The plan of individualized education "SMILE" in mathematics is widely used. This system was created to enable each child to make maximum progress according to their abilities at their own pace. It gives the teacher great control over the teaching of gifted children.

In the field of organizational forms and methods of teaching for the gifted, a widespread innovation among teachers is the ungraded school in the system of alternative education. The non-graduated system is mostly used for the first 3 years of study, although there are schools where it has existed for all 6 years. The training program is divided into 8-12 levels. Children study independently in small groups, that are formed from the children of the same abilities. Students progress to the next level as soon as they finish the previous program, without waiting for other students.

The ungraded school entailed many changes, including architectural changes in a school construction. In particular, it introduced teaching by the teams of teachers in elementary grades. This innovation has given the rise to a "school without walls."

Today the third of all elementary schools practice education by team teaching. The essence of the matter is that two or more teachers working with primary school children form a team led by a senior teacher or a foreman. Planning the work together, they organize it in such a way that part of the lessons takes place in large groups, when all the students come together and some in small groups (10-12 children, grouped according to their abilities). At the same time, teachers monitor children's independent work. Up to 100 children with 4-5 teachers can study at the same time. The same child can study with a teacher leading "level 5" while reading, and when the time comes for arithmetic, he moves to the other end of the room, where he studies with the teacher at "level 3", etc.

In the state of California, for example, a different age grouping has gained recognition, when the study groups are composed of different age children (for example, grades 1, II, III or IV, V, VI). According to the authors of the project, this type of a group has three advantages: first of all the teacher cannot set common tasks, use common textbooks, and thus he is forced to work individually with students; secondly a student moves forward faster, because he learns a lot from older comrades; thirdly the process of social maturity is faster.

A number of schools use a "double plan", according to which elementary school subjects are divided into two groups: "the essentials" and "the elective". After grade III, the students spend half the day with one teacher, studying the subjects of the first group - language, social studies, physical education. The second half of the day is devoted to elective subjects. They are mathematics, science, foreign language, art, music. Each student works with teachers according to an individual program.

## **TOPIC: DEVELOPMENT OF HIGHER EDUCATION ABROAD**

**Purpose:** to disclose the trends and systems of higher education in foreign countries

**Key words and concepts:** common European educational and research space, Bologna process, humanization of education, educational fundamentalism

### **ISSUES TO BE DISCUSSED:**

1. Trends in the development of higher education abroad
2. The system of higher education in foreign countries (Germany, UK, the USA)

#### **1. Trends in the development of higher education abroad**

The development of higher education in the present-day world is dictated by general conditions and stable patterns that directly affect the education sector in general and higher education in particular. These patterns of socio-political, scientific, technical and even moral order include the following:

-the growth of science-intensive industries, for the effective work of which more than 50% of the personnel must be persons with higher or special education. This factor predetermines the rapid quantitative growth of higher education;

-the intensive growth in the volume of scientific and technical information, leading to its doubling in 7 - 10 years. As a result, a qualified specialist must have the ability and skills of self-education and be included in the system of continuous education and advanced training;

-the rapid change of technologies, causing obsolescence of production facilities in 7-10 years. This factor requires from a specialist to have good fundamental training and the ability to master new technologies quickly;

-promotion to the forefront the scientific research conducted at the intersection of various sciences (biophysics, molecular genetics, physical chemistry, etc.). Success in such work can be achieved only with the help of extensive and fundamental knowledge, as well as with the ability to work collectively;

-the presence of powerful external means of mental activity, leading to the automation of not only physical, but also mental labor. As the result, the value of creative activity and the demand for the specialists capable of carrying it out have increased sharply;

-the increase in the number of people involved in scientific activity;

-the constant and steady growth of labor productivity in industry and agriculture, allowing to reduce the share of the population employed in material production and to increase the number of people working in the field of culture and spiritual creativity;

-the increase in the welfare and monetary incomes of the population, leading to an increase in the effective demand for educational services.

In this process the following trends in higher education can be distinguished.

1. Democratization. This is a tendency towards general accessibility of higher education, the freedom of choice of the type of education and specialty, the nature of training

and the scope of future activities, the rejection of authoritarianism and the command-bureaucratic model of management.

2. The creation of scientific, educational and industrial complexes as the form of integration of science, education and production specific for higher education. The central link of such a complex is the educational sector, the core of which is a university or cooperation of universities, and in the periphery - basic colleges, specialized secondary schools, courses, postgraduate education departments, etc.;

3. The fundamentalism of education. The aim of this tendency is to expand and deepen fundamental training while reducing the volume of general and compulsory disciplines due to a more rigorous selection of material and the systematic analysis of the content.

4. The individualization of training and individualization of student labor. This is achieved by increasing the number of elective courses, individual plans, taking into account the individual psychophysiological characteristics of students when choosing the forms and methods of teaching. The individualization of training presupposes a significant increase in the volume of independent work by reducing the time allocated for classroom studies.

5. The humanitarization and humanization of education. It is achieved by increasing the number of humanitarian and socio-economic disciplines (their share in the best universities reaches up to 30%), expanding the cultural outlook of students, cultivating social interaction skills through trainings, discussions, business and role-playing games, etc. Humanization also involves creating favorable opportunities for the self-expression of the personality of the teacher and the student, the formation of a humane attitude towards people, tolerance for other opinions, responsibility to society.

6. The computerization of higher education. In many leading universities, the number of personal computers exceeds the number of students. They are used not only for computational and graphic work, but also as the way to enter information systems, for test pedagogical control, as automated learning systems, as the means of presenting information, etc.

6. The trend of transition to mass higher education. It is expressed in the outstripping growth of spending on education in comparison with other social programs and in the growth of the number of students.

8. In European universities the trend towards autonomy, the transition to self-government and the election of the leadership of universities at all levels has increased. In addition, the provincialism of higher education is increasing. It is expressed, on the one hand, in the intensive development of higher education in various regions of the world, that allows them to come close to the quality of universities in Europe. To solve this problem the integration of higher education in Europe within the Bologna system has been proposed.

9. The teachers' professional requirements are growing, the importance of pedagogy and psychology in the training and advanced training of teaching personnel is increasing at universities.

10. The system of regular society assessment of the university work effectiveness is being formed. In the United States, for example, the group of several thousand specialists ranks educational institutions according to many indicators, such as: the cost of one student training, the amount of research work, the number and quality of courses taught, the number of graduates who received a doctoral degree, etc.

11. There is a process of internationalization of higher education. The number of students studying abroad is growing steadily. As a result, higher education is being connected with the formation of global professional culture.

12. The commercialization of higher education, the consequence of which is the expansion of the paid education sector, the creation of commercial centers at universities. The main trend in these centers is the development of electronic teaching technologies and, as the

result, the increase in distance learning opportunities. In these conditions the role of the teacher is reduced.

These and the number of other trends are differently expressed in various countries depending on national characteristics, the state of the economy, the traditions of the education system, but to some degree they are manifested in all developed countries.

“Bologna” is the process of creating a single European Higher Education Area (EHEA) by the countries of the European Union, the main goals of which had been achieved by 2010. It began with the signing of the Bologna Declaration by the Ministers of Education of 30 European countries in 1999 in Bologna (Italy), in which the main goals leading to the achievement of comparability, harmonization of national educational systems of higher education in European countries had been formulated. The main ideas of the Bologna Declaration have come from the Magna Charta Universitatum (Bologna, 1988) and the Sorbonne Declaration (Paris, 1998).

The EHEA goals are as the following: the united Europe presupposes free movement of labor (labor force), goods and capital, hence there is some need for the comparability of qualifications in the field of higher education, without which the free movement of highly qualified personnel is impossible; higher education is becoming a highly profitable business area, in which the United States occupies the leading position. The Bologna Process has been officially supported by 47 states.

The Bologna Process has been built on a voluntary basis. Its main goal is the transparency, comparability, "comprehensibility" of existing educational systems, the ability to "recalculate" one system to another easily. The European Higher Education Area has been formed in accordance with the principles of preserving and harmonizing various national education systems. The Bologna Declaration has set out the main tasks:

- the introduction of generally understandable, comparable qualifications in higher education;
- the transition to a two-stage system of higher education;
- the introduction of the labour intensity assessment (courses, programs, workload) in the terms of credits (credits) and the reflection of the curriculum in the diploma supplement, the sample of which has been worked out by UNESCO;
- the upgrading of the students', teachers' and administrative and management personnel academic mobility
- ensuring of the required quality of higher education, the mutual recognition of qualifications and relevant documents in the field of higher education;
- ensuring the autonomy of universities;
- the introduction of postgraduate studies into the general system of higher education (as a third level);
- imparting a “European dimension” to higher education (its orientation towards common European values) and increasing the attractiveness and competitiveness of European education;
- the realization of the social role of higher education, its accessibility, the development of the system of additional education (so-called "education throughout life");
- the transition to a common European educational and research space.

## **2. The system of higher education in foreign countries (Germany, UK, USA)**

The oldest universities in Germany include the University of Heidelberg founded in 1386 and the University of Cologne founded in 1388. These educational institutions were primarily known for their old university traditions and classical education.

Since then, the number of universities and other higher education institutions has grown significantly and the higher education system has also changed. As before, the tradition of liberal arts education occupies an important place, but technical education, close connection between theory and practice, interdisciplinary education come out on top. In the view of the increasing number of foreign students at German universities, it is possible to study in English and French.

German modern higher education system is markedly different. In Germany the principle of "academic freedom" has been proclaimed, according to which freedom is given not only to the universities in matters of management, but also to each student. In Germany there is no rigid system of instruction on a generally compulsory basis. That is a lot depends on the independence, responsibility and self-discipline of the student. The student of a German university does not attend classes with his fellow students, but in accordance with the chosen specialty and its curriculum, he draws up his curriculum and organizes his time to meet the general requirements for this specialty (which are quite high).

The length of study in Germany varies depending on the type of university and academic degree. According to the Higher Education Act, the "standard period of study" in Germany, ie. the period during which it is usually possible to complete a full course of study and pass the first final exam for the professional qualification is four and a half years (nine semesters).

Only in special cases a different "standard" can be established. For example, for an academic bachelor's degree, the "standard period of study" in Germany is from a minimum of three to a maximum of four years.

Then there is an opportunity to pass the second final exam for the award of a master's degree. To obtain this degree, the "standard study period" in Germany is designed for the minimum of one year or the maximum of four years.

To prepare and defend a thesis for the degree of "doctor", it will take an additional two or five years. Due to the fact that the university studies in Germany are related to research activities, many students exceed the duration of the "standard study period".

The German higher educational system represents various types of higher educational institutions that are able to meet the needs of each student.

1. Hochschule is the university, as a rule, with a humanitarian focus.

2. Fachhochschule is the university of applied sciences and at the same time a higher special school. A special feature of Fachhochschule is a close connection between the theory and practice. All Fachhochschule programs have two compulsory practice semesters. In addition, the term of study at such a university is shorter (usually 8 semesters). Fachhochschule trains highly qualified specialists for specific industries, they are: engineering, business management, design and social specialties. At the end of the course, the students receive a diploma. In this way, Fachhochschule attracts students in a faster way towards their future professional activities and careers. According to the statistics, a quarter of students go to Fachhochschule.

3. Universitaet is larger than Hochschule and Fachhochschule. The number of faculties and subjects studied there can be very large (up to 400). The students are engaged in scientific activities, fundamental and applied research is carried out there. The university presents such areas of knowledge as medicine, natural, technical and humanitarian sciences, jurisprudence, theology, economics, sociology and agricultural sciences. A wide range of subjects within the same faculty allows everyone to get an interdisciplinary education and specialization in different aspects of study.

4. Technische Universitaet is the University of technical education. Here, from a purely theoretical point of view, the individual areas of science are studied in detail:

chemistry, physics, mechanical engineering, electronics, electrical engineering, materials science.

British high schools offer a wide variety of study programs. Degrees awarded in the UK are highly regarded throughout the world, and studying in this country provides an invaluable opportunity to improve the English language and get acquainted with British culture.

The university education system in Great Britain dates back to the 12th century, when Oxford and Cambridge Universities were founded.

The differences between old and new universities are gradually blurring, but they still exist. The new universities, closely associated with industrial and commercial enterprises, seek to shape their curricula based on the requests of employers. The old universities have also taken this path, trying to forge links with local and national economies. Nevertheless, they are still dominated by theoretical disciplines: philosophy, literary criticism, history, natural sciences. The education system in Great Britain is perhaps one of the most conservative in the world. From that time to this day, the discipline and the high level of quality of teaching remain the main distinguishing features of the British educational system. The higher education sector in the country includes: classical universities and university colleges, in which a great deal of attention is paid to research activities; polytechnic institutes and colleges of higher education, that train specialists in applied specialties.

The education includes 3 stages: bachelor's degree (3 years of study, with the exception of Scotland), master's degree (1-2 years) and doctoral studies (2-3 years). The academic year consists of 3 terms. Classes are held both in the classical formats of lectures and seminars, and in the form of independent work and "tutorials (work in small groups with a mentor-tutor). Students' progress is assessed by intermediate work (essays, coursework, projects) and by the results of final exams. The system calculating the average score depends on the university and can be either a point or percentage.

Despite the conservatism inherent in Britain, they are constantly working to improve the education system, introducing innovative teaching methods and actively using modern technology. So, under the influence of market needs, the so-called "sandwich courses" have appeared in many universities -the periods of industrial practice, that can last up to a year and are considered as the part of training.

Higher education in the United States has also undergone a certain evolution but there are still many unresolved problems. The quality of training remains relatively low in many universities of the country, especially the state ones. Accessibility of higher education is a serious problem due to its high cost.

The shortage of teachers in a number of scientific and technical disciplines remains an urgent problem for higher education in the United States, that leads to the active attraction of highly qualified personnel from abroad to universities. The Carnegie Endowment has proposed the following classification of all existing institutions of American higher education:

- the first group includes research universities of the first category. These universities offer a wide range of first-degree programs - a bachelor's degree, awarded at the end of four years of study, for continuing education and research.

The second group is also made up of research universities, but the amount of financial aid they receive from the state is less than in the universities of the first group. These two groups of the most prestigious leading universities represent the core of America's higher education and basic science systems. They have approximately 2.8 million students, or more than 19% of their total number. The third and fourth groups of universities represent universities where the scale of scientific research is relatively small, but which, along with the graduation of specialists at the bachelor's level, award doctoral degrees.. There are 109 such universities in the United States with almost 1.3 million students (9%).

The next two groups - the fifth and sixth one - in addition to training bachelors, also award degrees of masters of science (it requires to study for another 1-2 years, in-depth specialization in the chosen discipline and, in the most cases, the defense of the diploma). At these universities and colleges (there are 531 of them), more than half of all bachelor's degrees must be awarded in at least two disciplines. The difference between the fifth and sixth classification groups is the number of students enrolled - in the first case, there should be at least 2500, in the second case- from 1500 to 2500 students.

The seventh and eighth classification groups include 625 four-year colleges, awarding bachelor's degrees in various fields of science and humanities. They are distinguished primarily by the admission rules - they are more liberal. About 1.1 million students (7.6%) study in four-year colleges in the United States.

The ninth group is represented by two-year colleges, where the largest number of students study - 5.4 million (37.2%), they offer a variety of specialized programs in various professions that do not require full-scale higher education. These colleges provide specialized secondary education.

Finally, the tenth group is represented by professional schools of universities and other specialized institutions that provide higher education - from bachelor's degrees to doctoral degrees. These groups typically include business and management schools, engineering and teacher training colleges, law and medical schools, theological schools, and schools of art, music and design.

## **LISTS OF BASIC AND ADDITIONAL LITERATURE**

### **BASIC literature:**

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2. Makarov A.V. Competence-based approach in higher education: international and domestic experience: textbook. manual for students of the additional system. adult education / A. V. Makarov. - Minsk: RIVSH, 2019. - 251, [1] p.: ill., table.
3. Korznikova G. G. Management in education: a textbook for students of higher educational institutions studying in the field of training 44.04.01 "Pedagogical education" (qualification (degree) "master") / G. G. Korznikova. - 2nd ed., revised. and additional - Moscow: INFRA-M, 2023. - 350, [2] p. : table - (Higher education. Master's degree).

### **Additional literature:**

1. Zagorulko R.V. Fundamentals of educational management: a course of lectures. Module 1 / R.V. Zagorulko; Ministry of Education of the Republic of Belarus, Educational Institution "Vitebsk State University named after P. M. Masherov", Department. pedagogy. - Vitebsk: VSU named after P. M. Masherov, 2015.- 52 p.
2. Kazaruchik G. N. Management in education: educational method. complex for students of higher education institutions studying in the specialty 1-03 04 03 Practical psychology / G. N. Kazaruchik; Ministry of Education of the Republic of Belarus, Educational Institution "Brest State University named after A.S. Pushkin". - Brest: BrGU named after A. S. Pushkin, 2018. - 285, [1] p.
3. Book of modules. Training and advanced training of specialists in the field of educational management = Modulhandbuch . Konsekutive Aus- und Weiterbildung in Bildungsmanagement: in 2 hours. Part 1 / [under general. ed. I. V. Aleksashenkova] ;



- EE "Brest State University named after A.S. Pushkin". - Brest: BrGU named after A.S. Pushkin, 2013. - 260 p.
4. Book of modules. Training and advanced training of specialists in the field of educational management = Modulhandbuch. Konsekutive Aus- und Weiterbildung in Bildungsmanagement: in 2 hours Part 2 / [under general. ed. I. V. Aleksashenkova]; EE "Brest State University named after A.S. Pushkin". - Brest: BrGU named after A. S. Pushkin, 2013. - 206 p.
  5. Preparing teachers and educational managers to work with heterogeneous groups and organizations : a book of modules: educational and methodological manual: in 3 volumes. T. 1: Bachelor's degree / P. S. Kuznetsov [etc.]; [ed. G. Nesterenko, N. Otrokh]. - Kherson: OLDI-PLUS, 2016. - 175, [1] p.: table.
  6. Preparing teachers and educational managers to work with heterogeneous groups and organizations book of modules: educational and methodological manual: in 3 volumes. T. 2: Master's degree / P. M. Grigoruk [etc.]; [ed. G. Nesterenko, N. Otrokh]. - Kherson: OLDI-PLUS, 2016. - 154, [1] p.: table.
  7. Preparing teachers and educational managers to work with heterogeneous groups and organizations : a book of modules: educational and methodological manual: in 3 volumes. T. 3: Postgraduate studies and advanced training / T. E. Kosarevskaya [etc.]; [ed. G. Nesterenko, N. Otrokh]. - Kherson: OLDI-PLUS, 2016. - 231, [1] p.: table.

# KNOWLEDGE CONTROL UNIT

## DISCIPLINE TEST QUESTIONS

### Educational management in an international and intercultural context

1. The main directions of educational policy of foreign countries.
2. The problem of humanization and democratization of foreign education .
3. West European integration in the sphere of education.
4. Financing and management of education in foreign countries.
5. The systems of orientation in foreign countries.
6. The essence of the "third school revolution".
7. The classification of modern foreign educational concepts .
8. The trend of irrationalism in Western pedagogy.
9. The social-constructivist direction in Western pedagogy.
10. The problem of teaching improvement in foreign theory.
11. The solving of the socialization problem in modern educational concepts .
12. The comparative analysis of the communication concepts of the USA and Germany.
13. The mechanisms of the development and implementation of school reforms in foreign countries.
14. The concept of educational standard and the ways to achieve it in different countries.
15. The main types of school curricula in the leading countries of the world.
16. The services of in-school and out-of-school orientation in foreign countries.
17. New types of schools in foreign countries.
18. Changes in the school management system: the experience of foreign countries.
19. The implementation of the principle of educational variability in the activities of private schools.
20. The main ways of school education modernization in foreign countries.
21. The role and place of educational management in the search for new ways of organizing the educational process in a foreign school.
22. The problem of differentiation of education in a foreign school.
23. The new forms of organization of the educational process in foreign countries.
24. The educational management and the system of teaching gifted children in foreign countries.
25. The professional orientation of schoolchildren in a foreign school.
26. The classification of modern foreign pedagogical concepts.
27. Modern trends in the education of school youth in advanced countries.
28. New methods for the formation of positive value orientations of schoolchildren.
29. The role of school government in the education of school youth.
30. Scout movement: the managerial aspect.
31. The content and methods of moral and civic education in foreign countries schools.
32. Labor training and education in a foreign school.
33. Private schools in educational systems of foreign countries.
34. Educational management and the problem of monitoring the quality of knowledge.
35. The management and development of higher education institutions abroad.
36. The organization of the system of continuing education in developed countries.
37. The modernization of vocational education in foreign countries.
38. New trends in the development of teacher education abroad.
49. Foreign systems of teacher training.
40. Modern technologies in teacher education in foreign countries.
41. Experimental educational institutions in West Europe and the United States: the managerial aspect.

## CRITERIA FOR ASSESSING THE RESULTS OF EDUCATIONAL ACTIVITIES

### **10 (ten) points, credited:**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

accurate use of scientific terminology , competent, logically correct presentation of the answer to questions;

impeccable mastery of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;

expressed ability to independently and creatively solve complex problems in non-standard situations;

complete and deep assimilation of the basic, additional literature on the academic discipline being studied;

the ability to freely navigate theories, concepts and trends in the academic discipline being studied ;

creative independent work in practical and laboratory classes, active creative participation in group discussions, high level of culture in completing tasks.

### **9 (nine) points, passed:**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

accurate use of scientific terminology ;

possession of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;

the ability to independently and creatively solve complex problems in a non-standard situation within the framework of the curriculum of a higher education institution in an academic discipline;

complete assimilation of basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate theories, concepts and trends in the academic discipline being studied and give them an analytical assessment;

systematic, active independent work in practical and laboratory classes, creative participation in group discussions, a high level of culture in completing tasks.

### **8 (eight) points, credited:**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in an academic discipline within the scope of the curriculum of a higher education institution in an academic discipline;

use of scientific terminology , competent, logically correct presentation of answers to questions, the ability to draw reasonable conclusions and generalizations;

possession of the tools of the academic discipline , the ability to use them in setting and solving scientific and professional problems;

the ability to independently solve complex problems within the framework of the curriculum of a higher education institution in an academic discipline;

mastering basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate theories, concepts and trends in the academic discipline being studied;

active independent work in practical and laboratory classes, systematic participation in group discussions, a high level of culture in completing tasks.

**7 (seven) points, credited:**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, competent, logically correct presentation of answers to questions, the ability to make reasonable conclusions and generalizations;

possession of the tools of the academic discipline, the ability to use them in setting and solving scientific and professional problems;

mastering basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate the main theories, concepts and trends in the academic discipline being studied and give them an analytical assessment;

independent work in practical and laboratory classes, participation in group discussions, high level of culture in completing tasks.

**6 (six) points, credited:**

sufficiently complete and systematized knowledge within the scope of the curriculum of a higher education institution in the academic discipline;

use of necessary scientific terminology, competent, logically correct presentation of answers to questions, the ability to make generalizations and reasonable conclusions;

possession of the tools of the academic discipline, the ability to use them in solving educational and professional problems;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate basic theories, concepts and trends in the discipline being studied and give them comparative assessment;

active independent work in practical and laboratory classes, periodic participation in group discussions, high level of culture in completing assignments.

**5 (five) points, credited:**

sufficient knowledge in the scope of the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, competent, logically correct presentation of answers to questions, ability to draw conclusions;

possession of the tools of the academic discipline, the ability to use them in solving educational and professional tasks;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

independent work in practical and laboratory classes, fragmented participation in group discussions, a sufficient level of culture in completing tasks.

**4 (four) points, credited:**

a sufficient amount of knowledge within the educational standard of higher education;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, logical presentation of answers to questions, ability to draw conclusions without significant errors;

ability to solve standard (typical) problems under the guidance of a teacher;

the ability to navigate the basic theories, concepts and trends in the academic discipline being studied and evaluate them;

work under the guidance of a teacher in practical and laboratory classes, acceptable level of culture in performing tasks.

**3 (three) points, not accepted:**

insufficiently complete amount of knowledge within the educational standard of higher education;

knowledge of some of the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, presentation of answers to questions with significant, logical errors;

poor knowledge of the tools of the academic discipline, incompetence in solving standard (typical) problems;

inability to navigate the basic theories, concepts and directions of the academic discipline being studied;

passivity in practical and laboratory classes, low level of culture in completing tasks.

**2 (two) points, not accepted:**

fragmented knowledge within the educational standard of higher education;

knowledge of individual literary sources recommended by the curriculum of a higher education institution in the academic discipline;

inability to use the scientific terminology of the academic discipline, the presence of gross, logical errors in the answer;

passivity in practical and laboratory classes, low level of culture in completing tasks.

**1 (one) point, not credited:**

lack of knowledge and (competencies) within the educational standard of higher education, refusal to answer, failure to appear for certification without a good reason.

Students can familiarize themselves with the criteria for evaluating forms of control in newsdo.by

## SUPPLEMENTARY UNIT

### EDUCATIONAL AND METHODOLOGICAL MAP OF THE ACADEMIC DISCIPLINE

#### DFPO

Section number, topic	Title of section, topic	Number of classroom hours					Number of hoursUSR	form of control
		Lectures	Practical classes	Seminars classes	Laboratory classes	Other		
1	2	3	4	5	6	7	8	9
Module 1								
1.	The main directions of educational policy in developed foreign countries.	2	2					Test control
2.	Modern foreign concepts of education and upbringing.	2	2					Filling out schematic maps
3.	Educational reforms are an integral part of the social policies of foreign countries.	2	2					Test control
4.	Modernization of the content of school education and the search for new ways to organize the educational process.	2	4					Filling out schematic maps
5.	Differentiation of education in foreign schools							Test control
6.	Identification and training of gifted students in a foreign school							Conceptual dictation
	Modulo control							Oral survey

Module 2								
7.	New trends in the education of school youth in developed foreign countries.	2	2					Test control
8.	Development of higher education abroad		2					Test control
9.	Continuing education: experience of developed countries	2	2					
10.	Experimental educational institutions in foreign countries.	2	2					Conceptual dictation
elev en.	Foreign teacher training systems	2	2					Test control
	Modulo control							Written survey
	Intermediate control							Exam

# **SOCIOLOGICAL ASPECTS OF EDUCATION**

## **EXPLANATORY NOTE**

### **1.1. The purpose of teaching the discipline:**

Obtaining systematized knowledge about the essence, characteristics, functions and trends in the development of education as a social phenomenon, as well as mastering by future specialists the methods of sociological study of education.

### **1.2. Objectives of studying the discipline**

- 1) introduce the conceptual (categorical) apparatus of the sociology of education;
- 2) reveal the specific features of education as a social institution, social system, socio-cultural activity; its main functions and tasks, the state at the present stage of development of society and the main trends, the role of the state in the development of the education system;
- 3) analyze the educational institution as the primary element of the social organization of education, the educational process and its structure;
- 4) characterize the educational and teaching staff as a social group and social organization that ensures not only the functioning, but also the development of education in society ;
- 5) show the specifics of organizing and conducting sociological research in education.

The discipline is part of a component of a higher education institution and belongs to the module “Social and psychological aspects of education”.

### **Place of academic discipline.**

The system of specialist training at the level of advanced higher education is determined by the fact that the knowledge and skills acquired by students while studying the named academic discipline have the property of universality and are in demand for solving not only pedagogical problems, but also social and professional problems in the field of any profession. The academic discipline “Sociological aspects of education” is associated with the discipline “Pedagogy and psychology of higher education”, “Philosophy”, “General pedagogy”.

### **Requirements for mastering an academic discipline in accordance with the educational standard .**

Academic discipline “Sociological aspects of education” in specialty 7-06-0114-02 Educational management is included in the component of a higher education institution, the module “Educational Management Technologies”. Studying an academic discipline ensures that students develop the following competencies:

SK-3 A to analyze the professional and educational needs of teachers, to design methodological systems of training and education, taking into account the existing opportunities of the educational and social environment.

Academic discipline “Sociological aspects of education” in specialty 7-06-0111-01 Scientific and pedagogical activities is included in the component of a higher education institution, the module “Technologies of educational activities and communication”. Studying an academic discipline ensures that students develop the following competencies:

SK-4 to carry out diagnostics of educational results of students and manage the processes of training and education

SK-5 O reflect on the results of one’s own professional and pedagogical activities, develop programs for personal and professional self-development.



As a result of studying the academic discipline, a master's student must:

***know:***

- main theoretical and methodological problems of the sociology of education;
- basic categories and concepts of the sociology of education;
- conceptual approaches to understanding the patterns of functioning and development of education, its role for individuals and society;
- features of the functioning and development of the social institution of education in the modern world, including in the Republic of Belarus;
- Features of organizing and conducting sociological research in education.

***be able to***

***characterize and analyze:***

- the education system as an integral and multi-level social phenomenon;
- social structure of the education system;
- problems of education development in the Republic of Belarus and in the modern world;
- the possibility of using specific methods and procedures of sociological research in the analysis of problems in the field of education.

***Own:***

- developing socially-oriented assessments of the features and problems of development of the educational institution in modern conditions;
- assessment of specific situations in the field of education, search and justification of the most optimal option for solving them, planning and forecasting;
- application of methodology and methods of sociological research in the analysis of social problems in the field of education.

**Structure of the academic discipline**

110 hours are allocated for studying the academic discipline of specialty 7-06-0114-02 Educational Management , of which 36 are classroom hours (12 hours of lectures, 24 hours of practical work). The complexity of the academic discipline is 3 credit units. Interim certification form for academic discipline: exam.

Master's students can familiarize themselves with the criteria for assessing control forms in newsdo . by

# THEORETICAL UNIT

## 1. SOCIOLOGY OF EDUCATION AS A BRANCH OF SOCIAL STUDIES

1. 1 Sociology of education as a special branch of sociological knowledge.

1. 2 Sociology of education: the object and the subject

1. 3 The main research areas of sociology of education: structural-functional and sociocultural ones.

### 1. 1 Sociology of education as a special branch sociological knowledge.

There are three levels in the structure of sociology:

- the upper level - the level of general sociological knowledge and theories.
- the middle level of sociology - a level that unites industry (sociology of culture, sociology of politics, sociology of law, economic sociology, etc.) and special sociological theories (of personality, youth, family, etc.).
- the lowest level of sociological science - the level of specific sociological research.

*Sociology of education* is one of the leading and widely recognized *branch sociologies*.

The development of the sociology of education is associated with the names of American sociologists: L. Ward, J. Dewey; the French sociologist E. Durkheim; German scientists: M. Weber and K. Mannheim. In their writings, the main principles of the sociological approach to education were formulated, including the principle of ongoing education.

The sociology of education specifics is manifested in the *sociological approach to education*, which is focused on determining the place and role of education in society, i.e. on the identification of the interaction dialectic, the mutual influence of education and other spheres of society: economic, political, social and spiritual.

Education is viewed by sociology in various aspects: as a social phenomenon and process; as a complex social system; as a social institution and organization; as a special kind of activity and, finally, as a value for the individual and society. Education in all its variations, being an element of society, experiences practically all the changes taking place in it.

The sociological approach to education also means the study of education as one of the most important constituent elements comprising people's way of life, the analysis of the degree and satisfaction with the education of various social communities, both directly included in its system and indirectly related to it.

The use of the sociological approach makes it possible to combine two aspects in the study of education - social and personal / socio-group / ones. They can be united when education is viewed as a social institution. It is the institutional approach that makes it possible to study education both at the social / even societal / level and at the personal / group / level.

### 1. 2 Sociology of education: the object and the subject

The object of sociology of education research is the state of all educational subsystems of society, as well as the connections of the educational institution with other social institutions of society (family, science, law, army).

If the *sociology of education object is education as a system and information about it*, then its *subject is education as a social institution*. It seems logically justified from the point of view of sociology to unite all research in this field into two research areas.

The first one involves the *internal problems of education* as a social institution - the social aspects of the subjects of education's activity, the social status of teachers as a social group; problems of the education system social management, etc.

The second research area unites the *study of social aspects in the interaction of education with other social institutions* - production, science, culture, politics; connections of the educational process with other social processes, the influence of education on the development of social relations and types of social activity.

Sociology of education can be presented in the form of two structures: theoretical and conceptual content and technological sequence of cognitive activity.

Thus, the sociology of education subject is the regularities of the functioning, change and development of the education system as a social institution and a specific complex of social interactions / relations.

### **1. 3 The main research areas of the sociology of education: structural-functional and socio-cultural ones.**

The theoretical and methodological basics of the sociology of education were developed on the cusp of the 19th and 20th centuries by E. Durkheim and M. Weber, who are widely recognized as the founding fathers of "sociologism" in science and "understanding sociology." "Sociologism" is focused on the absolutization of external social norms and socially organized basis in human life, while "understanding sociology" focuses not on external, but on internal spiritual basis of external life. Hence, there are two main research areas in the sociology of education: structural-functional (functional-institutional) and sociocultural ones.

According to representatives of functional - institutional approach, sociology of education focuses on the systemic and institutional characteristics of education. Sociologists should view education as a relatively independent subsystem of society and as a social institution with a number of functions. In this case, the basic categories of the sociology of education include the following: social system, social institution and functions of education. Accordingly, "the central problems of the industry are the functions of education in society, the peculiarities of the social organization of education, and social interactions in the educational sphere".

In the sociology of education sociocultural (sociocommunicative) approach, proposed by V.Y. Nechaev, focuses on the process of learning as the activity related to the assimilation of cultural values. In this case, teaching as a type of sociocultural activity is attributed to the competence of the sociology of education, since social relations in the field of education (one way or another) are manifested through the content and organization of the educational process. The basic categories of the sociology of education, from the point of view of this approach, are culture, upbringing, education and teaching. The central problems of the branch are formed by the mechanisms of the cultural values dynamics. Cultural values are considered the objects of assimilation in the process of learning.

In vitalist sociology (sociology of the vital forces of men), the sociology of education is being developed "as a branch of social knowledge, the object of which is education as an essential characteristic of a person's vital forces, its differentiation in different social groups". The following concepts are among the main categories of the sociology of education in sociological vitalism: social subject of education, educational need, educational behavior, educational potential, educational situation.

## **2. MODERN THEORETICAL SOCIOLOGY AS A CONCEPTUAL STUDY BASIS OF EDUCATION PROBLEMS**

- 2.1** Main methodological paradigms of the sociology of education
- 2.2 Social information and its features
- 2.3 Information base of the sociology of education.

### **2.1 Main methodological paradigms of the sociology of education**

The paradigm of science is a system of its original categories, ideas, premises and principles of scientific thinking. It allows to give a consistent explanation of the phenomena under study, to build theories and methods on the basis of which research is carried out.

The most common are the following paradigms.

The institutional paradigm studies the purpose and functions of social institutions, the laws of their functioning, modification and interrelation to other social structures, as well as to each other.

The structural and functional paradigm is a synthesis of these approaches, which allows us to understand the mechanisms of life and stability of social systems better. This is achieved primarily by figuring out how functions of: a) system elements relative to each other, of the fundamental structures and of the whole system; b) of structures relative to each other, the components and the entire system; c) of systems regarding its structure and elements; d) the different systems relative to each other are combined.

Functionalism is an analysis of social systems, both large (states, social classes, social institutions, etc.) and small ones (families, labor collectives, and other micro-society), which is based on finding out the functions of the elements which interaction forms the system under study.

The synergetic paradigm reflects the self-development of equilibrating opposing forces (economic, political, military, cultural and ideological ones, etc.), the problems of stability (instability) of the world and individual societies.

The paradigm of symbolic interactionism is based on the fact that people acquire their human nature, they form and live their social lives through interactions using a variety of symbols. This leads to their increased interest in the analysis of the processual aspect of interactions.

The phenomenological paradigm consists in understanding society as a phenomenon created and constantly recreated by the spiritual interaction of people, including interpersonal processes. The language of sociology is such that practically none of the concepts used in it is constructed outside the world of everyday life. "Wealth" and "poverty", "cohesion" and "conflict", "role identification" and "retirement" - all sociological conceptualizations contain a significant component of everyday life, something ambiguous, fluid, depending on circumstances. The lexicon of sociology defines what is commonly called "life experience".

The ethnomethodological paradigm is characterized by the influence of the ethnography and social anthropology methods on sociology. It focuses on the study of procedures not only for people's subjective interpretation of their social life, but also for hidden and unconscious mechanisms of social communication.

Sociological methodology consists of two levels: empirical and theoretical, which are preceded by a hypothesis.

The empirical level is mainly analytical, since the object of research is isolated by abstracting the subject of research and then its parts are studied. At the empirical level, social facts are collected, processed, and empirically generalized.

The theoretical level is the level of creating hypotheses and theories based on empirical research. Empirically verifiable consequences are deductively deduced from the theory, and the study descends again to the empirical level in order to test theoretical concepts.

## **2.2 Social information and its features**

Information is generally described as the result of reflecting the diversity of reality phenomena, messages, information about them, i.e. such knowledge that is necessary and that has a consumer.

Social information is a collection of knowledge, information, data and messages that are generated and reproduced in society and used by individuals, groups, organizations, and various social institutions to regulate social interaction, social relations, and processes. It is embodied in tools and other objects of "second nature", in documentary (chronicles, books, archives, newspapers, magazines, tapes, etc.), artistic and figurative (works of literature and art) and oral form. Therefore, every new generation of people thanks to social information doesn't have to repeat everything from the beginning.

The first, highest level of generalization is the information of the theoretical level - knowledge about the most general laws of the formation, development and functioning of society. Its source is the social sciences-philosophy, economic theory, and sociology.

The second (intermediate) level of generalization contains information about the social structure of society at this stage of its development (relations between classes, nations, ethnic groups, large social groups, cities and villages, various aspects of the social structure, etc.

The third (primary, initial) level is based on information about small groups, primary and initial labor collectives, about a person, their status, interests and needs.

Social information is divided into three broad classes: information about the past (historical); information about the present; information about the future (predictive).

Social information is also classified according to other characteristics:

a) according to the way of perception, information is divided into visual, auditory and tactile); according to the degree of publicity, they distinguish open information,

i.e. the one of public and restricted access, which has the labels "secret", "confidential", "for official use");

b) according to the method of retention and transfer, they distinguish between oral and recorded or printed information;

c) according to the method of distribution, social information can be published (distributed by replicating documents) and unpublished, not used for wide distribution.

Sources of social information are a social fact and a social process.

A social fact is everything that has occurred, happened in people's lives and is recorded in human perception, memory and documentary sources. The incident must be of a social nature, i.e. it must be the cause or consequence of social relations.

In contrast to a social fact, the social process denotes everything that happens in public life, is developing, interrelating, having mutual influence. With the help of social information, a person reflects the processes taking place in society, systematizes, describes, analyzes, evaluates, summarizes them, comes to certain conclusions and makes recommendations.

An important source of social information is documents that record almost all events, facts, and processes in the socio-economic and spiritual life of the population. This information helps to use positive experiences and avoid the negative ones, not to open what has already been opened and done.

Among the main features of information, researchers mention the following: reliability, correspondence of information to what it reflects; systematization, complexity, combining various types and information, historically and logically linked, coming in a strictly defined order and sequence; compliance of information with the competence, authority of the subject who uses it; completeness of information means the ability to avoid its lack and excessive excess; accuracy of information – characterizes the degree of its detail, approximation to the original, which it reflects; originality, usefulness, timeliness of information work to solve the problems facing the system.

The most important characteristics of information also include relevance, accessibility to perception, evidence, efficiency, reliability, consistency, etc.

### **2.3 Information base of the sociology of education**

To plan and conduct a sociological study properly, it is necessary to be able to be guided by the array of sociological data already accumulated by domestic and foreign researchers.

3 groups of sources can serve as reference points here: results of leading sociological institutions activity; sociological literature; electronic databases of sociological data.

Sociological research centers are research institutions that develop theoretical, methodological and methodological issues of sociology, conduct specific sociological researches, and train highly qualified social scientists.

The largest sociological institution of the Republic of Belarus is the NAS Institute of Sociology <http://socio.bas-net.by>. The Institute is one of the most well-resourced sociological departments of the Republic, it annually publishes a collection of employees' and postgraduates' scientific papers.

Among the university research and sociological divisions, the largest is the Center for sociological and political research of BSU (CSPR BSU), established in 1996 [www.cspr.bsu.by](http://www.cspr.bsu.by). CSPR has repeatedly conducted research commissioned by various international organizations, including the UN Office in Belarus, UNICEF, UNESCO and others.

The main information and analytical center of the Ministry of Education of Belarus covers various areas of activity <http://www.giac.unibel.by/>. The center is engaged in maintaining state and industry statistical reports; creating and maintaining industry databases of statistical information; developing and publishing statistical collections, developing telecommunications and information resources in Belarus.

In Russia, the range of research centers (academic and university, commercial and non-commercial ones) has expanded enormously. Among the main Russian and foreign centers of sociology:

- Institute of sociology of RAS (Moscow) - the country's leading sociological institution – <http://www.isras.ru/>

- Sociological Institute of RAS (Saint Petersburg) – <http://www.si.ras.ru/>.

- RAS Institute of socio-political research (Moscow) – <http://www.isprras.ru/>.

- Yuri Levada analytical center "Levada center" - [www.levada.ru](http://www.levada.ru)

- European sociological association -<http://www.europeansociology.org/>

- International sociological association (ISA) -<http://www.europeansociology.org/>

- International Council for social sciences (ICSN) -

<http://www.unesco.org/ngo/issc>

- American sociological association (ASA) (Washington)-

<http://www.unesco.org/ngo/issc>

- American sociological association (ASA) (Washington)- <http://www.asanet.org/> etc.

In each of these and other sociological institutions, issues of the sociology of education are pretty significant.

#### **4. ORGANIZATION OF A SOCIOLOGICAL STUDY OF TOPICAL PROBLEMS IN THE EDUCATIONAL SPHER**

3.1 Sociological research and its types

3.2 Stages and program of sociological research

##### **3.1 Sociological research and its types**

*Sociological research* is the study of social reality carried out on the basis of a developed program and scientific methods for collecting, processing and analyzing social information. According to the research goal, it is divided into a *theoretically applied and applied research*.

*Theoretically applied* research helps solve social problems by identifying new approaches to their study. It's focused on developing theories.

*Applied* research deals with the study of specific social problems, suggest their practical solutions and specific ways of action.

According to the need of obtaining information about social phenomena and processes, the sociological research is either *one-time or repeated*. The latter can be *panel, longitudinal, cohort, trend or monitoring ones*. Panel research involves the study of the same social object with a certain time interval according to a single program and methodology. For example, the study examines the life plans of young people, their values, interests and needs at intervals of 5 years.

*Longitudinal* research means re-examining the same people over a number of years on the same or similar issues. For example, tracking the socialization of certain groups of young people.

*Cohort* research is a multi-faceted analysis of groups (cohorts) of the same age.

*Trend* research is repeated studies without preserving the sample population. For example, the study of professional and educational intentions of school graduates living in a particular locality.

*Monitoring* is repeated research of public opinion on various issues. They can be, for example, various groups' attitude to social processes in education.

According to the object of research, they can be *monographic* or *comparative*. Monographic research is aimed at an in-depth study of the social phenomenon basing on a separate representative object.

*Comparative research* is based on the comparison procedure, which can take various forms. This is primarily a comparison of information obtained: 1) at two different sites; 2) at the same site at different times (repeated studies); 3) at the same site by different researchers.

According to the duration of the study, there can be *long-term, medium-term, short-term or express research*.

*International, national, regional, industry and local studies* are distinguished by the scale criterion.

According to the specific tasks, there can be performed as *descriptive, analytical, experimental, intelligence and design* research. Intelligence research is aimed at obtaining operational sociological information, it uses a compressed tool, and a small group of respondents is studied.

*Descriptive research* aims to obtain the whole information on the phenomenon (process) under study. Such research suggests a description of a certain phenomenon

structure: "The structure of a student's free time", "The structure of lyceum students' life plans", etc.

*Analytical research* is based on the analysis of social contradictions and, as a result, it offers ways to resolve them. A type of analytical research is *experimental research*. Its special feature is the creation of an experimental situation. This requires a lot of preparatory work both at the theoretical and organizational levels, so this type of research is not often found. An experiment on a social object is one of the most complex research procedures. In addition to the difficulties of the theoretical and organizational plan, there are a number of other limitations. The experiment may not be possible due to moral reasons, the difficulty of obtaining adequate information, as well as extrapolating (spreading) its results to a wider sphere of social reality. In general, experimental research is necessary, since it avoids unforeseen consequences of the development of many social phenomena.

*Design research* has an engineering-transformative function in relation to a social object. For example, developing a model of the school of the future, etc.

### **3.2 Stages and program of sociological research**

The main criteria for formulating applied research topic are:

- relevance and social significance of the problem under study;
- focus on the needs of practice;
- consideration of the object under study from the point of view of sociological science specifics.

Sociological research includes a number of consecutive stages: *preparatory, main, and final ones*.

At the preparatory stage the topic is being studied and the research program is being developed. The main one includes the research itself, i.e. collecting sociological information. At the final stage data is being processed, analyzed, and conclusions are being drawn.

*The program of sociological research* is a statement of the research basic principles, theory and methodology, its procedure and organization.

*The program structure* includes two main sections:

- *the methodological section* in which the problem, the purpose and the objectives of the study are defined; the object and subject of research are described; basic concepts are interpreted; preliminary system analysis of the object of research is conducted; working and scientific hypotheses are pointed out.- *the methodical section* in which a strategic research plan is chosen: a sample is built; the necessary methods for data collection and analysis are defined and chosen.

An example is: the problem of mismatch between the requirements of the labor market, the supply of educational services and consumers' orientation of educational services. To develop a problem situation in the field of education, it is necessary:

- 1) to formulate a general research problem that will help in setting its goal;
- 2) to specify it, to divide it into a set of particular problems that will determine the research objectives;
- 3) to clarify the level of this problem development in the theory and practice of applied sociological research in order to determine which type of research to choose (theoretical and applied or purely applied one).

After pointing out the problem it is necessary to define the object and subject of the study. The object of research is characterized in terms of its spatial and temporal definiteness, described quantitatively and structurally.

*The subject of research* is those aspects of the activity and properties of the research object that are under study.



The objective determines the overall direction of the research and is a project of activities aimed at achieving the result. The objective can be both theoretical and practical, applied in nature.

The nature of the research purposes depends on the content of the objective. The research objectives are aimed at analyzing and solving the problem. Further development of the research program requires logical and operational analysis of the main concepts.

The interpretation of concepts is carried out almost in parallel with the system analysis of the research object. It involves structuring, "decomposing" the problem into its component parts in order to establish the cause-effect and functional relationships of the object. It is possible to build a conceptual model of an object in which its element composition and the entire complex of internal and external relations can be revealed.

Then the research hypothesis— a scientific assumption put forward to explain some facts, phenomena, processes that need to be confirmed by research or refuted - is formulated. Hypotheses should be concise, consistent and verifiable.

The methodological section begins with the selection of a strategic research plan, includes the construction of a sample, the selection of necessary methods for collecting and analyzing information and the design of tools.

The size of the sample depends on the level of homogeneity or heterogeneity of the studied objects. The more homogeneous they are, the smaller the number that can provide statistically reliable conclusions.

After the results of the study, observations and measurements are obtained, a theoretical interpretation of the empirical data is performed. The "language of observation" is translated into the "language of theory" - the opposite of the action that was performed before the study. This interpretation is carried out in the process of theoretical generalization of empirical data and evaluation of the truth of hypotheses.

#### SEIF-CONTROL TASK

How is the social object analyzed in the sociology of education?

### 4. SOCIOCULTURAL SITUATION OF STUDENT PERSONALITY DEVELOPMENT

- 4.1. The essence of the sociocultural situation of personality development
- 4.2. Education and the tendencies of current socio-cultural situation
- 4.3. Social and cultural conditions for effective education

#### 4.1. The essence of the sociocultural situation of personality development

*The sociocultural situation* is the material, social, institutional and spiritual conditions surrounding a person's development and self-realization. It includes:

- a) the sociocultural environment (*areas of life-sustaining activities*);
- b) the relevant *spheres of life*.

##### *The areas of life-sustaining activities:*

1. *Cultural and historical heritage* (or historical environment, the measure of its development and relevance);
2. *The artistic environment* that supports corresponding forms of their activity in the development of objects and values of artistic culture, the quality of artistic life;

3. *Socio-psychological environment* (interpersonal relationships people around, forms and ways of people's common life — their industrial and family, formal and informal relationships);

4. *Spiritual and moral environment* (both in the form of public morality and of an intrapersonal content including spiritual and moral values, norms, ideals and meanings of human life);

5. *Political environment* (the nature of political life, conditions and opportunities for human participation in socio-political activities);

6. *Ecological environment* (the state of the natural environment, as well as a person's value and activity self-determination in the natural world).

***Spheres of life:***

*educational sphere* (represented by institutions of the education system, including special education);

*industrial sphere* (characterized by the types of production structures that influence the professions, the requirements for professional self-determination and self-realization of an individual in a particular field of work);

*leisure and recreation sphere* (represented by leisure and tourist facilities);

*sport and health sphere* (infrastructure of sports and health care institutions that ensure people's health, development of physical and mental abilities);

*information sphere* (libraries, mass media, etc.).

In a particular region, depending on the nature and intensity of problems and available resources, certain elements of the socio-cultural environment can act as priority areas of cultural policy and socio-cultural design.

The socio-cultural situation is the result of the region historical development and geographical position. The region socio-cultural situation can be affected by the following factors: geographical position, ethnic composition, history, the level of urbanization, etc.

#### **4.2. Education and the tendencies of current socio-cultural situation**

*Key tendencies in the current socio-cultural situation* that influence development of education in the world:

*The change of cultural and historical inheritance type* that is the transfer of social experience to the younger generations. This tendency can be described with help of various types of cultures introduced by the American anthropologist M. Mead. It includes three main types of cultures – the *post-figurative type*, in which children and adults learn from their predecessors; the *configurative type*, in which children and adults learn from their peers; and the *pre-figurative type*, in which adults also learn from their children. Poorly developed societies are post-figurative, they base their power on past experience and traditions. Advanced countries of the world use configurative and pre-figurative training aimed at mastering innovation and mastering the ways of innovation in any field of human practice.

*The change of attitude in the study of reality*, or a transition from scientific cognition to general cultural knowledge, including ordinary consciousness (common sense), mythological, religious, artistic and other types of reality comprehension. And this is evident not only in scientific research, but also in the educational process.

*The change of the science role in society and the change of scientific paradigms.* Previously, cognition was determined to a greater extent by the object and to a lesser extent by the means and technologies of cognitive activity. Nowadays the process of cognition involves the interrelationship of knowledge about the object not only with the means of cognition, but also with the values and goals of the subject of both scientific and educational activities.

*The development of information technologies and the global information system.* Their implementation and development becomes a crucial condition for modernizing not only production, but also other spheres of public life, including education.

*National and cultural regionalization in the framework of integration and globalization processes* that change the boundaries of traditional investment and goods flows, complementing and sometimes replacing them with flows of people, ideas and knowledge.

#### **4.3. Social and cultural conditions for effective education**

The socio-cultural environment of education (in the broad sense of the word, it includes the process of upbringing) is a set of interrelated economic, social and cultural relations to education, which allow education to act productively and to get self-organized, self-developed, updated, changed and, in turn, to influence social processes.

Socio-cultural characteristics of the educational environment (specific living conditions, infrastructure, parents' education, differences in their ideas on the goals of school education and cultural norms; opportunities for using information networks, etc.) are one of the most important factors in the development of students.

*Socio-cultural conditions* contribute to effective upbringing if they include:

- legal, material and economic support for the functioning, development and continuous updating of (diverse, variable, and multicultural) educational systems;
- availability of initiative groups and communities in the field of education that are capable of independent cultural actions, projects and creative activities;
- the presence of an open educational (educational) polysystem and its interaction with the systems of cultural institutions;
- implementation of a more or less systematic and conceptually expressed policy in the field of education, coming from society and the state;
- recognition by society and government bodies of the schools and other educational institutions right to autonomy and a variety of cultural and educational initiatives, and support for innovation;
- a management culture;
- the ability of the education sphere itself to change and evolve, as well as the ability to influence the dynamics of society;
- visible manifestation and development of cultural traditions in the life of children educational institutions;
- the manifestation of a dynamic, self-developing pedagogical culture in different communities.

#### **SELF- CONTROL TASK:**

What is the tendency of the cultural and historical inheritance type change and how this affects education?

## PRACTICAL UNIT

### ASSIGNMENTS:

№1

1. What is the nature of the sociological educational approach?
2. What are the object and the subject of sociology of education?

№2

1. What is education according to the structural-functional (functional-institutional) approach?
2. What is the nature of the sociocultural approach in the sociology of education?

№3

1. What is the most common classification of educational functions?
2. Describe 1-2 social functions of education in modern conditions.

№4

1. Describe one of the functions of education in the economic sphere.
2. Indicate at least 3 functions of education in the socio-political sphere and in the field of culture.

№5

1. Enumerate the levels of synthesis of information and specify their features.
2. Give examples of social information that are relevant to educational practice.

№6

1. What is a sociological research aimed at?
2. What is the classification of sociological researches according to the objectives?
3. What kind of sociological researches is «The social portrait of a modern college student»?

№7

1. What does the program of sociological research include?
2. What does a systematic analysis of the object of research imply?
3. Can the relationship between the education market and the demand for graduates of vocational education institutions in a particular region be the subject of research?
4. Give an example of a sociological study of current problems in the educational sphere

№8

1. Dwell on the problem: “Education and the tendencies of current socio – cultural situation”.
2. Give your answer according to the following sample: 1-e, 2-d, etc.

1. The sphere of life represented by educational institutions is the ... one.
  - a. educational
  - b. industrial
  - c. leisure and recreation

- d. sport and health
  - e. information
2. The sphere of life represented by leisure and recreational institutions, is the ... one.
- a. educational
  - b. industrial
  - c. leisure and recreation
  - d. sports and health
  - e. information
3. The sphere of life, characterized by the types of production structures that determine the range of professions by the conditions of professional self-determination and self-realization of an individual in a particular field of work, is the ... one.
- a. educational
  - b. industrial
  - c. leisure and recreation
  - d. sports and health
  - e. information
4. The sphere of life, represented by libraries, mass media, etc., is the ... one.
- a. educational
  - b. industrial
  - c. leisure and recreation
  - d. sports and health
  - e. information
5. The sphere of life, represented by the infrastructure of sports and health institutions that ensure human health, the development of their physical and mental abilities is the ... one.
- a. educational
  - b. industrial
  - c. leisure and recreation
  - d. sports and health
  - e. information

№ 9

1. What social and cultural conditions (2-3 points) contribute to effective upbringing? Give examples.

2. Answer the test questions. Give your answer according to the following sample: 1-e, 2-d, etc.

1. The learning process involves the interrelation of knowledge on the object not only with the means of cognition, but also with purposes of the subject as scientific and learning activities. What do we call this trend?

- a. the change of attitude in the study of reality
- b. the change in the cultural and historical inheritance type
- c. the change of science role in society and the change of scientific paradigms
- d. the development of information technologies and the global information system
- e. national and cultural regionalization in the context of integration and globalization processes

2. What do we call this trend: passing social experience to the younger generations with the help of various types of cultures: post-figurative, configurative and prefigurative ones?

- a. the change of attitude in the study of reality

b. the change in the cultural and historical inheritance type  
c. the change of science role in society and the change of scientific paradigms  
d. the development of information technologies and the global information system  
e. national and cultural regionalization in the context of integration and globalization processes

3. What do we call the following trend: the development from scientific knowledge to the general cultural knowledge, including common sense, mythological, religious, artistic and other types of comprehension of reality?

a. the change of attitude in the study of reality  
b. the change in the cultural and historical inheritance type  
c. the change of science role in society and the change of scientific paradigms  
d. the development of information technologies and the global information system  
e. national and cultural regionalization in the context of integration and globalization processes

4. The introduction and development of information technology is a key condition for the modernization not only of production, but also of other spheres of public life, including education. What do we call this trend?

a. the change of attitude in the study of reality  
b. the change in the cultural and historical inheritance type  
c. the change of science role in society and the change of scientific paradigms  
d. the development of information technologies and the global information system  
e. national and cultural regionalization in the context of integration and globalization processes

5. What do we call this trend: the human desire to escape from unified social development programs, attention to regional programs of economic, social and cultural development?

a. the change of attitude in the study of reality  
b. the change in the cultural and historical inheritance type  
c. the change of science role in society and the change of scientific paradigms  
d. the development of information technologies and the global information system  
e. national and cultural regionalization in the context of integration and globalization processes

№10

1. In what life situations of a person do values play a decisive role?  
2. What values are students guided by when choosing a future profession and options for acquiring it?  
3. What value orientations, in your opinion, have not been sufficiently formed in a particular group of young people and require attention in the educational process?

№ 11.

1. Define the concept “adaptation” and the main approaches to the adaptation analysis.  
2. Describe 3 forms of students’ adaptation to educational conditions.

№ 12

1. Describe the youngsters’ conflict management technology problem.  
2. Reveal the conditions for successful conflict resolution.

№13

1. Reveal the causes of one of the conflicts types in the educational environment and possible ways to solve it.
2. Based on the study of Internet resources, reveal the essence of the process of "mediation" in the conflict settlement.

№14

1. Why is young people's health status an indicator of the existing economic and social development of the country?
2. What are the objective and subjective factors that affect young students' health in the learning process?

## **ADDITIONAL MATERIAL FOR PRACTICAL TRAINING SOCIAL FUNCTIONS OF EDUCATION IN MODERN CONDITIONS**

1. Functions of education and their classification
2. Social functions of education.

### **1 Functions of education and their classification**

A function (lat. - execution, implementation) is the purpose or role that a certain social institution or process performs in relation to the whole, i.e. society.

The functions of social institutions can be clear, understood by everyone and quite obvious, or latent, hidden and often not understood by the participants of the social system. Clear functions of institutions are declared in codes and fixed in the system of statuses and roles. Latent functions are the unintended result of the activities of institutions or persons representing them. The clear functions of the institute of education include: the development of literacy and the acquisition of a certificate of maturity, preparation for continuing education, training in professional roles, assimilation of basic values of society. But the education system also has hidden functions: the acquisition of a certain social status, the establishment of friendly school and student ties, the support of graduates at the time of their entering the labor market.

In the available scientific literature, there are different points of view regarding the content of the functions of education and their systematization. The most common classification of educational functions is: social functions of education (education and society); functions of education in the economic sphere (education and labor); functions of education in the socio-political sphere (education and the state); functions of education in the cultural sphere (education and culture).

In research and practical terms, the definition of the functions of education is to develop a universal system of measurable options for the development of the institution of education and its impact on society.

### **2. Social functions of education.**

The main tasks and functions of education correspond to the state of society, its needs and demands.

A special function of education is the function of *expanding knowledge and cognition*. Education should teach you to learn, make a person more adaptive to a rapidly changing environment, and promote the development of the individual's potential and self-realization.

*The function of education as knowledge transmission* is widely accepted and has long been a postulate that is not subject to reflection. The second part of it is the *function of cognition*, which is perceived by society somewhat differently and is associated, rather, with the scientific sphere. However, the importance of this function is constantly increasing. It is increasingly associated with the desire to gain an understanding of many phenomena and processes of the modern world, to answer questions such as: "What is the world in which we live?", "What role do I take on in

it?", "What is the right and the wrong in this world?". This is especially evident in the professional field of people's lives. The constant updating of technology, the appearance of new areas of activity and the disappearance of old professions encourages a certain dynamism.

*The function of social stratification.* Many countries declare equal access to education regardless of gender, ethnicity, etc. However, the reality shows that modern education largely reproduces the existing social structure. The consequence of this is the loss of intellectual potential at certain educational stages.

The system of streaming, i.e. the division of children into parallel classes depending on their abilities, has been analyzed by many scientists. Research results have shown that academic differentiation leads to subcultural polarization of students; early separation of students into streams leads to the emergence of pro - and anti-school subcultures.

All developed societies, with the help of educational systems, give individuals certain statuses. Educational achievements recorded in educational documents are already the first differentiating feature. Further statuses are achieved by young people through choice and competition.

The institute of education, as a rule, performs *the function of social selection of individuals*. In the educational process, at different stages and in different forms, individuals are differentiated according to different educational streams. Educational trajectories are built in a variety of ways. Moreover, getting into a particular stream is mainly associated with various social circumstances, such as intellectual, socio- cultural and economic opportunities and motivation of the family, the state's contribution to education, the prestige and status of professions, wages, etc.

In the current situation, the received education is not always in demand, and then educational trajectories are built in a purely individual way through the system of retraining, post-university education, self-education, etc.

In the American sociology of education, the term *tracking* is adopted, which describes the process of "breeding" people through different educational channels. They compare this process with the processing of coins in a coin collector. The size of the points fall into one or another thread.

The formal basis of tracking is the intellectual development of the child. It is checked with the help of tests of intellectual development. However, it has already been proved that tests do not so much indicate intelligence, especially its potential, as about the socio-cultural readiness of a child in the family. Therefore, their efficiency in this situation is often questioned.

*Formation and reproduction of educational communities.* Educational communities in the education system are such professional communities as employees of the preschool education system, teachers, teachers of colleges and universities. A special group consists of managers, managers of different levels and types of education.

To date, these professional communities have found a tendency to mix, which seems to be a positive phenomenon. All these "exchange" processes are characteristic of recent years and deserve special study.



Reproduction of educational communities is a special process. It has a huge impact on the younger generation, as well as on the development of educational collectives themselves and collectives connected with them by close ties (science, production, culture, etc.).

In the school system, problems of personnel reproduction can also be found in various forms. Today, a young specialist, a university graduate, is not inclined to go to school because of low wages and difficulties working with children.

*Activation of social movements.* In the social structure, the replacement of many positions and the purchase of higher statuses is directly related to the presence of formal qualification characteristics. Many modern companies immediately specify the qualification and educational characteristics that are necessary for working in it (for example, higher education, computer knowledge and a foreign language). Education in this regard acts as a stimulating factor that ensures vertical mobility.

Education generates various types of migration, such as educational migration of young people, brain drain, professional migration of young professionals at the place of work - military, agricultural specialists.

*Replacement of parents, social support of students* is carried out during their stay in the walls of the educational institution.

The school creates organizational and role structures that study the student's position in the family, provides food, medical care, leisure and social protection of children if necessary.

The school is forced to deal with the socio-cultural development of children, care for them due to the fact that many families do not pay the necessary minimum attention to them due to employment or other circumstances. In primary schools, there is a growing need for extended-day classes. In high school, the need for parents to have various clubs at school, sports activities, which would distract children from the negative influence, is actively fixed.

## **THE STATE AND DYNAMICS OF VALUES OF MODERN STUDENT YOUTH**

Value is defined as the importance, significance, usefulness of something. Values are the generally accepted ideas of people about the most important components of human culture, its norms and ideals. They form the basis of moral principles. Each social system has its own system of social values, the awareness of which is carried out in the process of primary individual socialization. After that, they remain quite stable, undergoing significant changes during the crisis periods of a person's life and his social environment.

Value should be viewed as a phenomenon that arises in the "object-subject relationship." Value is "the meaning of the object for the subject", and the assessment is "the emotional and intellectual identification of this meaning by the subject." The subject can be a separate individual, personality, a small contact group (family, community), a large non-contact socio-cultural group (nation, professional group, generation) and, finally, humanity as a whole.

Scientists have proposed many typologies of values, the most famous is the division into spiritual, social and material. In addition, they highlight values that correspond to different areas of social life (moral, aesthetic, political, cognitive, economic, etc.).

The well-known author of the unique concept of personal value orientations M. Rokich gives his typology:

- Values-goals (terminal) are defined by him as a person's belief that the ultimate goal of individual existence is worth striving for. Terminal values determine the meaning of life for a person, indicate what is especially important and significant for him (end state existence).

- Values-means (instrumental) are defined as a person's beliefs that a certain course of action or a personality trait is preferable in any situation.

Value orientations are considered as a certain set of hierarchically related values, that gives a person the direction of his life. The main content of value orientations is political, philosophical (ideological), moral convictions of a person, deep permanent attachments of a person, moral principles of behavior. They act both at the level of consciousness and at the level of subconsciousness, determining the direction of volitional efforts, attention, intelligence.

Value orientations are the most important elements of the internal structure of a personality, fixed by the life experience of an individual, by the totality of his experiences and delimiting the meaningful, essential for a given person from the insignificant inessential. Value orientations being the main axis of consciousness, ensures the stability of the individual, the continuity of a certain type of behavior and activity and is expressed in the direction of needs and interests.

The mechanism of action and development of value orientations is associated with the need to resolve contradictions and conflicts in the motivational sphere, in the most general form expressed in the struggle between duty and desire, motives of a moral and utilitarian order. Value orientations serve as criteria for making vital decisions in situations of moral choice.

The system of value orientations is not given once and for all: with changes in living conditions, in the personality itself, new values appear and sometimes their complete or partial reassessment occurs. The value orientations of young people, as the most dynamic part of society, are the first to undergo changes caused by various processes taking place in the life of the country.

An objective connection between generations is established taking into account previous experience and knowledge, on the basis of increasing the values and norms of material and spiritual life. Each following generation assimilates only those features and norms of the previous one that correspond to the changed conditions and rejects or transforms the characteristics that are unacceptable for a new level of socio-economic development.

The definition of youth as a socio-demographic group dates back to the late 18th - early 19th centuries and is carried out from the standpoint of demographic, statistical, sociological and other approaches. According to the sociological approach the age range is determined by the matter of the research object, that is, a specific group of young people that are characterized by certain professional, educational, socio-psychological characteristics. Most researchers limit this range to the age from 16 to 30 years, although in some cases the limit is allowed up to 33 and even up to 40 years.

Young people are not homogeneous in terms of their age composition and structure. Firstly, these are schoolchildren studying in the institutions of general secondary education. Secondly, they're the students of lyceums and colleges. Thirdly, they're the students of higher educational institutions studying in various forms (full-time, part-time, by correspondence).

The main problems of students' life include first of all: material ones (lack of funds, small scholarships, forced part-time work), adaptation to study and life (new place of study, new acquaintances), housing (insufficient number of places in the hostel), further employment (lack of work experience, increased requests for the level of wages).

For the majority of young people training is connected with the need to adapt to study conditions at a university, to a new household environment, to a new team and teachers. For a significant part training is associated with moving to another climatic zone and the question arises about the ability and capability to adapt to new climatographic conditions.

The young people who receive education do not take an independent place in the production system, the status of a student is deliberately temporary, and social status and specific problems are determined by the nature of the social system and are concretized

depending on the level of socio-economic and cultural development of the country, including the national characteristics of the vocational education system.

As a strategic intellectual and professional resource, the student youth is focused on success, achieving a high social status through high qualifications and social activity. The state structures at all government levels have to solve constructively the issues of supporting student youth, ensuring the cultural development of future professionals.

Studentship is defined as a special social group characterized by specially organized, spatially and temporarily structured existence, working conditions, everyday life and leisure, social behavior and psychology, a system of value orientations. The period of study is considered the most important for a person in terms of the professional and personal self-determination taking place at this time, his formation as a person.

A number of researchers note that it is the university environment that creates the necessary conditions for personal growth and the formation of a higher, autonomous level of the value system. The content of values largely depends on the cultural context and the historical period in which the younger generation lives.

There are various diagnostics of personal value orientations, from those developed by well-known scientists (M. Rokich's methodology, Sh. Schwartz's value questionnaire, etc.) to a simple ranking of the proposed values, for example, family; health; religion; education; financial position; career; relaxation; self-development; environment. (Using Internet resources get acquainted at least with one of them).

In adolescence a well-structured system of personal values acquires special significance. The most important prerequisite for the successful self-realization of a person in the future is an agreed, consistent system of value orientations, that forms the basis of meaningfully and chronologically consistent life goals and plans.

The main content of students' value orientations ideal model at higher educational institutions should include:

- preservation of life and health as basic life values;
- the priority of spiritual and moral supports, such as happiness, love, a good family, the future of children, friendship, which is especially important in conditions of instability and living environment;
- education, good job and good financial situation;
- competitiveness, striving for professional self-realization, based on self-confidence, entrepreneurship, independence, perseverance, responsibility, self-improvement (in the face of new opportunities, increased competition and requirements for professionalism);
- creativity, development of one's abilities and individuality, preserving spiritual independence and self-esteem (since the ability to make non-standard decisions, create original projects, think critically, defend one's position is of a great importance);
- active social contacts and social competence, that is, the establishment of favorable relations in various spheres of social interaction, the expansion of interpersonal ties, the implementation of one's social role (currently the ability to work in a team, to see possible career prospects is in demand).

### **TASKS:**

1. In what life situations of a person do values play a decisive role?
2. What values are students guided by when choosing a future profession and options for acquiring it?
3. What value orientations, in your opinion, have not been sufficiently formed in a particular group of young people and require attention in the educational process?

## FEATURES OF THE SOCIO-PSYCHOLOGICAL ADAPTATION OF STUDENT YOUTH TO LEARNING

1. Adaptation as a specific feature of a living self-regulating system.
2. The adaptive potential of an individual: the bioplastic, biographical, mental potential, the system of personal regulation.
3. The influence of personal factors on the process of students' social and psychological adaptation.

### 1. Adaptation as a specific feature of a living self-regulating system.

For the first time the notion "adaptation" (lat. adaptatio — adaptation) appeared in the XIX century and was used mainly in biology. The problem of adaptation was described by the scientists Ch. Darwin, J. B. Lamarck, J. Saint-Hilaire and others.

The encyclopedia of philosophy defines adaptation as finding a correspondence (as well as the process leading to such a correspondence) between a living system (or part of it) and external conditions.

Currently adaptation is considered *a specific feature of an organism, the process of adaptation to changing environmental conditions, the result of interaction in the "person-environment" system.*

There are two dominant approaches to adaptation analysis: 1) adaptation is a *characteristic* of any living self-regulating system that mediates its resistance to environmental conditions (which implies a certain level of adaptive abilities development). 2) adaptation can be considered as a direct *process* of adaptation to environmental conditions.

Adaptation, as a dynamic phenomenon, is closely related to the category of "*functional state*", which characterizes the level of functioning of the body's systems in a certain period of time. The achievement of a certain level of functioning is achieved through the activity of regulatory mechanisms.

In the functional state, there are two qualitatively different sides: the subjective and objective ones, reasoned by two aspects in this dynamic phenomenon: providing motivational behavior and restoring disturbed homeostasis. The subjective side of humans' functional state is the leading one. The subjective side involves mental phenomena that as well as the complex of experiences, belong to personal characteristics. It is the specific features of an individual, self-attitude, the attitude to surrounding reality and their own activities that largely determine the nature of the functional state. Differences in personal relationships and assessments play a significant role in possessing different functional states in the same, even rigid, conditions of activity.

*Social adaptation* is a type of interaction of an individual or social group with the social environment, in which the requirements and expectations of its participants are coordinated. The most important component of adaptation is the coordination of self-assessments and claims of the subject with its capabilities and with the reality of the social environment, which also includes trends in the development of the subject and the environment.

Adaptation has long been considered as a one-sided process of adaptation of an individual or group to social conditions. *The transformative influence of an individual on the social environment is also taking place.* This means that when a person enters a new organization, they take a certain position in it, agreeing to the requirements, values, norms,

and rules of behavior imposed on them, and aligning their goals and purposes with the goals and interests of the organization.

## **2. The adaptive potential of an individual: the bioplastic, biographical, mental potential, the system of personal regulation.**

Adaptation features of an individual depend on the psychological characteristics of his or her personality, on the basis of which the functional state of the body in various conditions is regulated. These psychological features can be combined in a single construct — *the personal adaptation potential*.

A. G. Maklakov points out that the personal adaptation potential includes the following aspects: mental stability, the level of development which provides tolerance to stress; self-evaluation, that is the core of self-regulation and the determining factor of the degree of adequacy concerning the perception of activity conditions and its abilities; the sense of social support, leading to the sense of self-worth; the level of proneness to conflict; the experience of social communication. He considers all these characteristics significant in assessing and predicting the success of adaptation to difficult and extreme situations, as well as in assessing the speed of mental revival.

Personal adaptation potential includes bioplastic, biographical, mental, and personality-regulatory components.

*The bioplastic one* reflects the evolutionarily fixed forms of the human body life activity and inborn energy resources. It includes behavioral programs, bodily and biochemical make-up, neurodynamic organization with functional asymmetry, organizational properties, etc.

*The biographical component* implies the individual course of a person's life. It accumulates the micro-society and the microculture where a person is born and where he or she is immersed in the early stages of his or her life. Child-parent relationships, family atmosphere and traditions, and a significant nearest environment lay the foundation for a certain adaptive behavior of an individual.

*The mental component of the adaptive potential* is provided by the hidden and real possibilities of a person that allow reflecting objective reality in all its diversity and regulating various relationships with it and with oneself, preserving one's own integrity, self-improvement and self-education.

*The current system of personal regulation* (personal-regulatory component) makes it possible not only to manage their behavior in accordance with the regulatory requirements of society, to achieve the necessary level of success in professional activities, but also to develop and improve oneself.

To measure the adaptive potential of an individual, a multi-level personal questionnaire "Adaptability" is used.

The adaptive possibilities of an individual are essential components of the process of social and psychological adaptation and include the ability *to resist the negative impact of the environment* in the form of stress, characterize the overall stress resistance of the individual. And resistance to stress allows you to eliminate the destruction of an individual (maladaptation) and generally speed up the process of social adaptation

## **3. The influence of personal factors on the process of students' social and psychological adaptation.**

The social and psychological adaptation is the adaptation of a person to living in society in accordance with the requirements of this society and their own motives, needs and interests; the adaptation of an individual to the group and relationships in it, the development

of their own style of behavior. The social and psychological adaptation is an integrated indicator of a person's condition and reflects his or her ability to perform certain psychosocial functions:

- the adequate perception of the surrounding reality and your own body;
- the adequate system of relations and communication with others;
- an ability to work, learn, spend leisure effectively;
- an ability to help the person themselves and the family;
- the variability of behavior in accordance with the role expectations of others.

Researchers identify 3 forms of students' adaptation to educational conditions: formal, social and didactic adaptation.

Formal adaptation is the cognitive and informational adaptation of students to a new environment, to the structure of an educational institution, to the content of training, to the requirements and their duties.

Social adaptation is the process of internal integration (unification) of students' groups and the integration of the same groups into the student environment as a whole.

Didactic adaptation is the preparation of students for new forms and methods of educational work of an educational institution (L.D. Stolyarenko).

A.I. Surygin introduced the notion "academic adaptation", which is described as the adaptation of a student to a new educational situation. In this process, primary and secondary academic adaptation are distinguished. The primary one adapts an individual to the educational team, to the educational environment at the initial stage. The secondary one involves further personal development in the study group.

The success of students' adaptation is reasoned by a combination of external and internal factors;

- internal factors include students' health state, the level of intellectual development, emotional stability, behavior self-control, working efficiency, the degree of discipline, of determination, communication skills, social courage, educational motivation, as well as the degree of educational activities formation;

- external factors of adaptation include ecology, social and economic characteristics of the family, features of the educational environment (the organization of the educational process, the strategies of pedagogical influences, the consistency of teachers' requirements, the competence of the class teacher), as well as the possibility of creative self-realization

Adaptation in the HEA (the higher education institution) is carried out in different directions. S.M. Madorskaya identifies the following ones: "...adaptation to educational process, social adaptation, moral and legal adaptation, cultural adaptation, domestic adaptation". It is particularly emphasized that adaptation is fully complete only with a simultaneous process in all these areas, and this can be achieved by the student through participation in all areas of HEI activity.

The course of the adaptation process and the result of adaptation depends on a number of factors or causes that determine them. Factors are conditions that affect the value of adaptation indicators.

The adaptive abilities of an individual largely depend on the psychological characteristics of an individual, which determine the possibility of adequate regulation of the body functional state in various conditions of life and activity. The development of students' adaptive abilities is provided both by *its adaptive potential* and by *the educational institution*.

Studying the process of students' adaptation, V.U. Khitskoi identifies four groups of factors that affect the process of students' adaptation to the university.

The first group includes factors related to the degree of students' readiness for educational activities in the HEI: first of all, it is the breadth and depth of former students' knowledge, professional orientation and interest in the process of obtaining new knowledge.

The second group of factors includes generalizing individual characteristics of adaptation, for example, the level of social and moral maturity, the level of legal awareness, the individual and personal characteristics of mental processes development.

The third group included those factors that are significant for the successful adaptation process: the presence of supervision, theoretical and methodological training of teachers, pedagogical and psychological monitoring of the educational process, personal approach to students, regardless of performance indicators.

Factors related to the conditions of study form the fourth group. These are factors of well-being of intra-group communication, sanitary and hygienic conditions of training and living, and a factor of the educational process arrangement.

## YOUNGSTERS' CONFLICTS MANAGEMENT

1. The concept of conflict in scientific literature.
2. The classification of conflicts.
3. Conflict management technologies.

**Conflict** (lat. *conflictus*) is the highest stage of the contradictions development in the system of relations between people, social groups, social institutions, and society as a whole, which is characterized by the strengthening of opposite tendencies, interests of social communities and individuals.

Social conflict is a struggle for values and rights to possess status, power, and resources, in which the goals of the opponents are to neutralize, damage, or eliminate each other.

The conflict has its own object. The **object** of the conflict is the true reason why the participants argue. The **subject** of the conflict is the contradictions between the parties that they are trying to resolve. The subject of the conflict expresses its essence. The object of the conflict can be explicit or hidden, and the subject always manifests itself clearly.

**Youth** is a specific socio-demographic group between the ages of 14 and 31, which has common socio-psychological characteristics due to the nature of social relations at this stage of the society development. The socio-economic and sociopolitical situation of young people, their spiritual world is in a state of formation.

As a socio-demographic group, young people are internally differentiated. Within it, there are specific age groups, socio-psychological characteristics, values and interests. Students and working youth, living in rural and urban areas, married and unmarried, etc.

Specific youth conflicts are divided into conflicts caused by the contradiction between the rights and responsibilities of youth - *status conflicts*, conflicts between needs of young people and opportunities to meet them - *institutional conflicts* and conflicts between society's expectations and willingness of young people to meet these expectations, or *socio-cultural conflicts*.

*Constructive conflict resolution* is especially important for youngsters, since it contributes to the development of constructive behavior in a conflict situation in the future. By resolving a conflict situation, a young person learns to interact, gets experience of cooperation, learns to be aware of their own interests and take into account the interests of the other.

*A destructive post - conflict situation* is certainly dangerous for young people as it contributes to the deterioration of relations, the formation of an *attitude* to aggressive behavior in the future.

**Conflict management** as a complex process includes the following activities

- conflict forecasting and assessment of their functional orientation;
- warning, or the promotion of conflict;
- conflict management;
- conflict resolution

Youngsters' conflict management technology should be designed with an understanding of conflict as a phenomenon of social life, as well as the nature of the object: young people, being very diverse in their socio-demographic characteristics, are in need of technology conflict management that is tailored to each sub- community.

### Conflict management technologies

The Name	The Discription
Information	Elimination of the information gap in the conflict; exclusion of false, distorted information from the information field; elimination of rumors, etc.
Communicative	Organization of communication between the subjects of conflict interaction and their supporters; ensuring effective communication
Socio-psychological	Working with informal leaders and microgroups, reducing social tension and strengthening the socio-psychological climate in the team.
Organizational	The solution of personnel issues; the use of methods of encouragement and punishment; changes in the conditions of employees' interaction, etc.

In the actual practice of conflict management, it is important to take into account the prerequisites, forms and methods of their resolution. Forms of conflict management:

- destruction or complete submission of one of the parties (cession);
- accommodation of the interests and positions of the conflicting parties on a new basis (compromise, consensus);
- mutual reconciliation of the conflicting parties (withdrawal);
- transfer of the struggle into cooperation for the collaborative overcoming of contradictions (cooperation).

The conditions for *successful conflict resolution* are:

- 1) finding out its true causes;
- 2) communication between the parties;
- 3) the parties' observance of the agreements reached;
- 4) localization of the conflict;
- 5) reducing the intensity of the confrontation;
- 6) conflict transformation;
- 7) development of solutions

Education is one of the main institutions of socialization, so in school, in educational institutions, conflicts are quite common. There are six main types of school conflicts:

- children' conflicts (both intra-age and inter-age);
- children and teachers' conflicts;
- teachers and parents' conflicts;
- conflicts in the teaching staff itself (inter-teacher conflicts);
- teachers and administration' conflicts;
- conflicts within the parent community (inter-parent).

Similarly, we can consider the typology of conflicts in other educational institutions.



## YOUNG PEOPLE'S SELF-PRESERVATION BEHAVIOR AS A SUBJECT OF SOCIOLOGICAL RESEARCH

*Self-preservation behavior* is a term that means a person's appropriate actions aimed at self-preservation throughout life in physical, psychological and social aspects. This is a system of an individual's actions and attitudes aimed at maintaining health during the full life cycle, at extending the lifespan within this cycle.

The concept "self-preservation behavior" includes both the positive and the negative sides. The positive side is associated with actions aimed at preserving and strengthening health, at living a long and healthy life.

Negative forms are associated with the individuals' "self-destructive behavior", characterized by an unwillingness to take into account the norms of a healthy lifestyle, nutrition, work and rest regime, the prescriptions of medicine, sanitation and hygiene. The negative orientation of an individual's behavior and actions can manifest itself in both conscious and unconscious actions. Negative health behaviors are characterized by destructive health exploitation and deviant health behaviors.

The positive type of health behavior is characterized by:

- the need to preserve health, self-preservation motives and attitudes;
- the knowledge about a person, about their psychological characteristics, self-analysis of their own health in accordance with the lifestyle, age, etc.;
- willpower, the implementation of specific measures and actions that improve the state of health.

A *self-preserving action* is a person's choice of a particular line of self-preservation behavior.

The structure of the ideal model of self-preservation behavior, according to I. B. Nazarova, includes:

- maintaining a healthy lifestyle,
- implementation of preventive measures and timely treatment of diseases under the supervision of a medical professional,
- safe living conditions, place of residence, housing;
- adequate working conditions with the possibility of choosing jobs or minimizing the negative factors of working conditions.

The main factors that determine human health are *lifestyle, biology and genetics, the external environment* (natural and climatic, socio-cultural conditions and environmental conditions), *and health care*. According to experts of the World Health Organization, the contribution of the phenomenon of a healthy lifestyle to the overall health indicators of the population is about 70%, while other factors - genetics and medicine development - determine health by only 30%.

The health status of young people as a particularly significant social group of modern society is an indicator of the existing economic and social development of the country, as well as of the future economic, cultural, defense and civilizational potential of the society.

After analyzing the results of various sociological studies, V. A. Kiselev showed that the attitude of citizens to their health is structured, but health as a value does not always act as a value in itself. Young people often treat health as a tool for achieving other significant goals.

Studies by E. V. Veselova, O. S. Kopina, and I. V. Zhuravleva revealed a relatively low level of health care and a high level of knowledge about it among *modern Russian youth*. At the same time, in a number of works it is noted that a healthy lifestyle is a significant value for the majority of students. Modern students are characterized by attitudes towards professional and personal realization, however, the value of health is not sufficiently realized,

as evidenced by numerous facts that students who believe that they lead a healthy lifestyle, in reality do not follow its rules.

The analysis conducted by a number of researchers showed that the majority of young people perceive health at the level of physical well-being and they do not have an attitude to health as a central value in their minds and behavior. Self-preservation behavior of modern youth is based on a good awareness of the norms and rules of a healthy lifestyle, and at the same time is not sufficiently motivated to implement in practice in their own lives.

The attitude to health as a value is formed in the process of socialization. The main regulators of self-preservation behavior are certain social norms formed and assimilated by the individual in the process of social interaction. The standards of a healthy lifestyle, as well as the standards of life styles, behavior, attitude to the world, are laid down in the traditions, customs of the people, proverbs and sayings, religious teachings, in the system of education, and then passed on from generation to generation.

Health as a value in the youth environment, being transformed, is increasingly becoming only a means of achieving success in life, thereby acquiring the status of *an instrumental value*.

When studying self-preservation behavior and the peculiarities of its development in the youth environment, it is necessary to analyze at a deep scientific level the specifics of the process of socialization in this society, the state of the institutions responsible for it, and how the value of health is passed over through generations. The need to form a stable tradition and culture of self-preserving behavior among young people is urgent, but this requires a high degree of participation and control of the state - a "customer" of services for the development of the nation.

It is necessary to form a culture of self-preservation at the family, public and state levels, which is an indicator of the level of social development and a guarantee of its stability.

The formation of students' health in the learning process is influenced by many *factors*, which can be divided into two groups.

The first group consists of *objective factors* directly related to the educational process (the length of the school day, the academic load due to the schedule, breaks, the state of the classrooms, etc.).

For example, the sanitary and epidemiological requirements for the organization of the educational process in educational institutions establish the maximum weekly academic load, which is determined by the sum of academic hours for studying academic subjects, including advanced level classes, and hours for independent work.

The *subjective* group of factors includes *personal* characteristics (diet, physical activity, leisure activities, the presence or absence of bad habits, etc.). In the real conditions of education and everyday life, it is the second group of factors that characterize the lifestyle of students that has a greater impact on health.

## LISTS OF BASIC AND ADDITIONAL LITERATURE

### Basic literature

Tikhonova E. V. Sociology of education: a textbook for students of higher educational institutions studying in the areas of training 03/39/01 "Sociology", 03/44/01 "Pedagogical education" (qualification (degree) "bachelor"). - Moscow: INFRA-M, 2020. - 229 p.

Osipov, A. M. Sociology of Education: Textbook and Workshop for Bachelor's and Master's Degrees / ed. A. M. Osipova. - M.: Yurayt Publishing House, 2022 - 367 p.

Sociology: a textbook for students of higher education institutions / A. N. Danilov [etc.]; under general ed. A. N. Danilova. - Minsk: RIVSH, 2023.- 307 p.

### **Additional literature**

Book of modules. Training and advanced training of specialists in the field of educational management = Modulhandbuch. Konsekutive Aus- und Weiterbildung in Bildungsmanagement: in 2 hours. Part 1 /, I. V. Aleksashenkova; [under general ed. I. V. Aleksashenkova] ; EE "Brest State University named after A.S. Pushkin". - Brest: BrGU named after A.S. Pushkin, 2013.- 260 p. - (Tempus. Europäische Kommission).

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## KNOWLEDGE CONTROL UNIT

### DISCIPLINE TEST QUESTIONS:

1. Sociology of education as a special branch of sociological knowledge.
2. Sociology of education: the object and the subject.
3. The functions of education in the economic sphere.
4. The functions of education in social - political and cultural spheres.
5. Main methodological paradigms of the sociology of education.
6. Social information and its features.
7. Information base of the sociology of education.
8. The essence of the socio - cultural situation of personality development.
9. Education and the tendencies of current socio-cultural situation.
10. Social and cultural conditions for effective education.
11. Sociological research and its types.
12. Stages and program of sociological research.
13. The main research areas of sociology of education: structural- functional and socio - cultural ones.
14. Adaptation as a specific feature of a living self-regulating system.
15. The adaptive potential of an individual: the bioplastic, biographical, mental potential, the system of personal regulation.
16. The influence of personal factors on the process of students' social and psychological adaptation.
17. The typology of personal values.
18. Students' value orientations ideal model.
19. Classification of youth conflicts and the ways to resolve them.
20. Conflict management technologies.
21. The concept of self - preservation behavior.
22. The structure of the ideal model of self - preservation behavior.

### CRITERIA FOR ASSESSING THE RESULTS OF EDUCATIONAL ACTIVITIES

#### **10 (ten) points, credited :**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

accurate use of scientific terminology , competent, logically correct presentation of the answer to questions;

impeccable mastery of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;

expressed ability to independently and creatively solve complex problems in non-standard situations;

complete and deep assimilation of the basic, additional literature on the academic discipline being studied;

the ability to freely navigate theories, concepts and trends in the academic discipline being studied ;

creative independent work in practical and laboratory classes, active creative participation in group discussions, high level of culture in completing tasks.

#### **9 (nine) points, passed :**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;

accurate use of scientific terminology ;  
possession of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;  
the ability to independently and creatively solve complex problems in a non-standard situation within the framework of the curriculum of a higher education institution in an academic discipline;  
complete assimilation of basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;  
the ability to navigate theories, concepts and trends in the academic discipline being studied and give them an analytical assessment;  
systematic, active independent work in practical and laboratory classes, creative participation in group discussions, a high level of culture in completing tasks.

**8 (eight) points, credited :**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in an academic discipline within the scope of the curriculum of a higher education institution in an academic discipline;  
use of scientific terminology , competent, logically correct presentation of answers to questions, the ability to draw reasonable conclusions and generalizations;  
possession of the tools of the academic discipline , the ability to use them in setting and solving scientific and professional problems;  
the ability to independently solve complex problems within the framework of the curriculum of a higher education institution in an academic discipline;  
mastering basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;  
the ability to navigate theories, concepts and trends in the academic discipline being studied;  
active independent work in practical and laboratory classes, systematic participation in group discussions, a high level of culture in completing tasks.

**7 (seven) points, credited :**

systematized, deep and complete knowledge of all sections of the curriculum of a higher education institution in the academic discipline;  
use of scientific terminology , competent, logically correct presentation of answers to questions, the ability to make reasonable conclusions and generalizations;  
possession of the tools of the academic discipline, the ability to use them in setting and solving scientific and professional problems;  
mastering basic and additional literature recommended by the curriculum of a higher education institution in the academic discipline;  
the ability to navigate the main theories, concepts and trends in the academic discipline being studied and give them an analytical assessment;  
independent work in practical and laboratory classes, participation in group discussions, high level of culture in completing tasks.

**6 (six) points, credited :**

sufficiently complete and systematized knowledge within the scope of the curriculum of a higher education institution in the academic discipline;  
use of necessary scientific terminology, competent, logically correct presentation of answers to questions, the ability to make generalizations and reasonable conclusions;  
possession of the tools of the academic discipline, the ability to use them in solving educational and professional problems;  
mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

the ability to navigate basic theories, concepts and trends in the discipline being studied and give them comparative assessment;

active independent work in practical and laboratory classes, periodic participation in group discussions, high level of culture in completing assignments.

**5 (five) points, credited :**

sufficient knowledge in the scope of the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, competent, logically correct presentation of answers to questions, ability to draw conclusions;

possession of the tools of the academic discipline, the ability to use them in solving educational and professional tasks ;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

independent work in practical and laboratory classes, fragmented participation in group discussions, a sufficient level of culture in completing tasks.

**4 (four) points, credited :**

a sufficient amount of knowledge within the educational standard of higher education;

mastering the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, logical presentation of answers to questions, ability to draw conclusions without significant errors;

ability to solve standard (typical) problems under the guidance of a teacher;

the ability to navigate the basic theories, concepts and trends in the academic discipline being studied and evaluate them;

work under the guidance of a teacher in practical and laboratory classes, acceptable level of culture in performing tasks.

**3 (three) points, not accepted :**

insufficiently complete amount of knowledge within the educational standard of higher education;

knowledge of some of the basic literature recommended by the curriculum of a higher education institution in the academic discipline;

use of scientific terminology, presentation of answers to questions with significant, logical errors;

poor knowledge of the tools of the academic discipline, incompetence in solving standard (typical) problems;

inability to navigate the basic theories, concepts and directions of the academic discipline being studied;

passivity in practical and laboratory classes, low level of culture in completing tasks.

**2 (two) points, not accepted :**

fragmented knowledge within the educational standard of higher education;

knowledge of individual literary sources recommended by the curriculum of a higher education institution in the academic discipline;

inability to use the scientific terminology of the academic discipline, the presence of gross, logical errors in the answer;

passivity in practical and laboratory classes, low level of culture in completing tasks.

**1 (one) point, not credited :**

lack of knowledge and (competencies) within the educational standard of higher education, refusal to answer, failure to appear for certification without a good reason.

Students can familiarize themselves with the criteria for evaluating forms of control in newsdo by.

## SUPPLEMENTARY UNIT

### Guided independent work

#### Topic 1.

#### Sociology of education as a branch of sociological science.

**Tasks that form sufficient knowledge of the studied educational material at the level of recognition.**

1. Who is considered the first theorist of the sociology of education?  
( L. Ward , E. Durkheim , J. D. Lewis , W. Harris , E. Ross )
2. To which of the three levels (upper – the level of general sociological theories, middle – the level of sectoral and special sociological theories; lower – the level of specific sociological research) does the sociology of education belong?

#### Tasks that form competencies at the reproduction level.

1. What is the essence of the sociological approach to education?
2. Correlate the basic categories of the sociology of education and the corresponding approach from which they stand

An approach	Basic categories
Sociocultural approach	social system, social institute, functions of education
Functional-institutional an approach	culture, upbringing, education, teaching
Sociological vitalism	social subject of education, educational behavior, educational potential

#### Tasks that form competencies at the level of application of acquired knowledge

1. Give and analyze examples of effective social interactions in the educational field.
2. Expand the meaning of “ education as an essential characteristic of a person’s vital forces” and justify it with practice.

#### Topic 3.

#### Modern theoretical sociology as a conceptual basis for studying educational problems.

**Tasks that form sufficient knowledge of the studied educational material at the level of recognition.**

1. At what level (theoretical, practical) is the collection of social facts, their processing and empirical generalization characteristic?
2. At what level (theoretical, practical) is the creation of hypotheses and theories based on empirical research typical?

#### Tasks that form competencies at the reproduction level.

1. List the main characteristics of the information

2. How you can structure information
  - a) according to the degree of publicity
  - b) according to the method of distribution
  - c) by storage method

**Tasks that form competencies at the level of application of acquired knowledge**

Visit at least three websites of sociological institutions (see lecture materials for topic 3) in order to familiarize yourself with the information presented on them on the sociology of education. Select the data needed for your research.

**Topic 4.**

**Organization of a sociological study of current problems in the educational sphere**

**Tasks that form sufficient knowledge of the studied educational material at the level of recognition.**

1. By what criterion (depending on the stated purpose of the study, the object of the study, the scale of the study) are international, national, regional, sectoral, and local studies distinguished?
2. What studies are based on a comparison procedure, which can take various forms (comparative, monographic).

**Tasks that form competencies at the reproduction level.**

1. List and reveal the main stages of sociological research
2. What functions does a sociological research program perform?

**Tasks that form competencies at the level of application of acquired knowledge**

1. Using Internet resources, get acquainted with an example of a sociological study of the educational sphere and analyze it.
2. Propose a problem, a topic for current sociological research in the educational sphere. Determine the object, subject, purpose and objectives of the study

**Topic 6.**

**The state and dynamics of the values of modern students**

**Tasks that form sufficient knowledge of the studied educational material at the level of recognition.**

1. What values do students focus on when choosing a future profession and options for acquiring it?
2. What professions are most popular among young people today?
3. What motives for learning activities prevail among students and why?

**Tasks that form competencies at the reproduction level.**

1. In what situations in a person's life do values play a decisive role?
2. Using Internet resources, familiarize yourself with the diagnostics of a person's value orientations (Methodology of M. Rokeach, value questionnaire of S. Schwartz, etc.)
3. List the components of the model of value orientations of modern HE students.



### **Tasks that form competencies at the level of application of acquired knowledge**

1. Based on conversations and observations, identify 3-5 priority values students you work with.
2. What value orientations, in your opinion, are not sufficiently developed in a particular group of young people and require attention in the educational process?

All tasks are completed in writing.

#### **Level assessment criteria**

<b>Grade</b>	<b>Scope of Execution</b>
4-5	Completing level 1 tasks
6-7	Completing level 2 tasks
8-10	Completing level 3 tasks

#### **List of diagnostic tools**

To assess the achievements of master's students, the following diagnostic tools are used:

- protection of completed individual tasks;
- performing test tasks;
- defense of the project by undergraduates and development of its multimedia support; passing an exam in an academic discipline.

## EDUCATIONAL AND METHODOLOGICAL MAP OF THE ACADEMIC DISCIPLINE

" Sociological aspects of education "

DFPO

Section number, topic	Title of section, topic	Number of classroom hours					Number of hours USR	form of control
		Lectures	Practical classes	Seminars classes	Laboratory classes	Other		
1	2	3	4	5	6	7	8	9
	<b>Module 1.</b>							
1	Sociology of education as a branch of sociological science	2	2					Essay
2	Social functions of education in modern conditions	2	2					Analysis of ped . situations
3	Modern theoretical sociology as a conceptual basis for studying educational problems	2	2					Discussion
4	Organization of a sociological study of current problems in the educational sphere	2	4					Written report
	Modulo control							Written survey
	<b>Module 2.</b>							
5	Sociocultural situation of student personality development in the Republic of Belarus	2	4					Discussion

6	The state and dynamics of the values of modern students	2	4					Interview
7	Features of socio-psychological adaptation of students to learning							Discussion
8	Conflict management among youth as a social problem		4					Performing differentiated tasks
9	Self-preservation behavior of young people as a subject of sociological research		2					Test control
	Modulo control							Written survey
	Intermediate control							Exam/test

Educational publication

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EDUCATIONAL MANAGEMENT IN AN INTERNATIONAL  
AND INTERCULTURAL CONTEXT  
SOCIOLOGICAL ASPECTS IN EDUCATION  
FOR THE SPECIALTY OF ADVANCED HIGHER EDUCATION  
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