THE EVOLUTION OF MANAGERIAL ACTIVITY OF EDUCATION MANAGERS

A EVOLUÇÃO DA ATIVIDADE GERENCIAL DOS GERENTES DA EDUCAÇÃO

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Abstract: The scientific novelty of the article lies in the fact that in the process of work, the features of the managerial activity of education managers are determined; clarified the essence of technologization of management in the education system; substantiated and experimentally - experimentally tested a set of pedagogical conditions (the formation of a technological mentality, the evolution of the status of education managers, the implementation of the program-target model, the provision of managerial activities with program-targeted resources), which contributes to the successful improvement of the managerial activities of education managers in the context of technologization. The theoretical significance of the study lies in the fact that the theory of technologization of management has been enriched, which contributes to the improvement of the management activities of education managers. The practical significance of the study lies in the implementation of the principle of technologization in the activities of heads of educational institutions, the introduction of a program-target model (static and dynamic aspects) into the education system, which contributes to the improvement of the activities of education managers, the creation of a set of methods for retrospective and diagnostic analysis of technological mentality, professional qualities managers of education, the development of scientific and methodological materials, regulatory documents for managing the improvement of the activities of managers in the municipal education system, specific technologies for managing educational activities at the municipal level.

Keywords: Higher education. Education system. Management technologies. Technology.

Resumo: A novidade científica do artigo reside no fato de que no processo de trabalho são determinadas as características da atividade gerencial dos gestores da educação; esclareceu a essência da tecnologização da gestão no sistema educacional; fundamentada e experimentalmente - testou experimentalmente um conjunto de condições pedagógicas (a formação de uma mentalidade tecnológica, a

evolução do status dos gestores educacionais, a implementação do modelo programa-alvo, a oferta de atividades gerenciais com recursos programáticos), que contribui para o aperfeiçoamento exitoso das atividades gerenciais dos gestores educacionais no contexto da tecnologização. A significância teórica do estudo reside no fato de que a teoria da tecnologização da gestão foi enriquecida, o que contribui para o aprimoramento das atividades gerenciais dos gestores educacionais. O significado prático do estudo reside na implementação do princípio da tecnologização nas atividades dos diretores das instituições educacionais, na introdução de um modelo de programa-alvo (aspectos estáticos e dinâmicos) no sistema educacional, o que contribui para a melhoria do atividades dos gestores educacionais, criação de um conjunto de métodos para análise retrospectiva e diagnóstica da mentalidade tecnológica, qualidades profissionais dos gestores educacionais, desenvolvimento de materiais científicos e metodológicos, documentos normativos para gestão do aperfeiçoamento das atividades dos gestores da educação municipal sistema, tecnologias específicas para gestão das ações educativas no nível municipal.

Palavras-chave: Educação superior. Sistema educacional. Tecnologias de gestão. Tecnologia.

1. Introduction

The current situation in the development of the education management system in Ukraine is characterized by the search for a new philosophy of social management. This process is due to the changes in economic relations, social consciousness, human values and orientations taking place in our country.

The society's need for a highly qualified leader in the education system increases as social and moral problems become more acute.

In this regard, the problem of improving the management activities of education managers is being updated, the solution of which will make it possible to ensure in practice the coincidence of the goals of management and the results achieved.

Modern pedagogical science has a sufficient fund of scientific facts, patterns, ideas necessary to improve management activities in accordance with the theory and practice of management (Asarta,C.J., & Schmidt,J.R., 2020). Currently, among the organizers of education, there is a rethinking and reassessment of their own management activities, analysis, evaluation and adaptation of world management experience by bringing together the main ideas of management in business and education: management decisions are significantly improved when they are made technologically and at a specific level of the management hierarchy.

The influence of technologization on the improvement of the managerial activity of managers in the education system contributes to an expedient change in the entire system of activities leading to a qualitatively new state, adequate both to the general objective

trends in the development of education in the world community and to the socio-pedagogical originality of the development of the educational system of Ukraine.

The generalization of scientific knowledge and world management experience at the organization level allows us to consider technologization as a factor in improving the management activities of education managers.

World scientists and specialists in the field of education management are investigating a wide range of issues related to the development of education. Development problems were studied most thoroughly educational institution (Asarta,C.J., & Schmidt,J.R., 2020), (De Guzman,M.J.J. (2020). The problems of creating new opportunities and innovative approaches to the organization of the educational process and its management in domestic science are investigated by (Dang,Y. M., Zhang, Y. G., Ravindran, S., & Osmonbekov, T.,2016).

Theoretical and practical aspects of the use of marketing in the market of educational services are highlighted in the scientific works of (Graham,C.R., 2009), (Kim,C., Kim,M.K., Lee,C., Spector,J.M., & DeMeester,K., 2013), (Kirkwood,A., & Price,L., 2013).

On the basis of theoretical analysis, studying the experience of managing municipal education systems, own experience in management activities, a research problem was identified, which was determined by a contradiction, consisting, on the one hand, in the ever-growing need of society to improve education management, and on the other hand, in insufficient efficiency of improving managerial activity of education managers in the conditions of technologization. The contradictions that have arisen are due to the discrepancy between: the objective need for the technologization of education management and the insufficient development of this problem in pedagogical science; organization of technological management and insufficient theoretical substantiation of the essence of technologization, provision of management technologies with program-target resources; an increase in society's requirements for the profession of an education manager and the methodological underdevelopment of indicators of the quality of managerial activity.

The Aim of the study: to substantiate the pedagogical conditions for improving the management activities of education managers in the context of technologization.

Object of study: managerial activity of education managers.

Subject of study: the process of improving the managerial activity of an education manager in the context of technologization.

Research hypothesis: technologization is a factor in improving the management activities of an education manager if: a technological mentality of education managers is formed, a program-target model of management activity is implemented; management activities are provided with program-targeted resources; the evolution of the status of the education manager.

2.   Methodology

The methodological basis of the study at the philosophical level is the following fundamentally significant philosophical ideas: contradiction as a source of development, technology as a way of interaction between civilization and culture, the cultural vector of history, patterns of probabilistic modeling.

Studies of this problem contributed to the development of mechanisms for transferring management activities to the mode of technologization, which ensures its improvement. The following system of methods served to solve the research problems:

a) scientific methods: informal (writing an experiment scenario), diagnostic (questionnaires, testing, polling, interviewing, mono-conference, collective discussion), graphic (decision tree, dichotomous goal division), modeling (descriptive and normative models, imitation), formally - logical (analysis, synthesis, retrospection, abstraction, forecasting);

b) empirical methods (study of school documentation, observations, conversations, precedents, correlation, interpolation and extrapolation, experiment);

c) statistical methods for processing experimental data.

3.   Results

Based on the analysis of theoretical sources in the course of the study, general approaches to understanding the features of managerial activity of education managers are outlined, its technological nature is identified, axiological orientation is determined, managerial approaches are disclosed, and styles, functions and methods of management are classified. The extrapolation method made it possible to correlate the concept of

management with the concept of management and make a number of conclusions. In management theory, management is seen as a community of managers, a science, art and professional activity to mobilize intellectual, material and financial resources for the effective and efficient functioning of the organization. Management has essential characteristics: managerial activity, orientation to the ultimate goal, human-centric approach to management.

The generalization of theoretical sources and world management experience at the organization level made it possible to draw up the following idea of the concept of an education manager (Kopcha,T.J., Ding,L., Neumann,K.L., & Choi,I., 2016). This is a professional leader whose management activities ensure effective problem solving, achievement of results and improvement of the management system. The activities of the education manager are carried out in a specially organized system of external conditions created for the development of a person; is considered as a dynamic system of professional interaction with the world, designed to concentrate advanced ideas in management and transform them into technology (Iasechko S., Pereiaslavska S., Smahina O., Lupei N., Mamchur L. and Tkachova O., 2022).

An analysis of pedagogical and philosophical literature made it possible to draw an important conclusion for the study. The integration of the concepts of technology as the art of activity and management as the art of managing gives rise to a qualitatively new intellectual product - the culture of management. In the context of management, culture is an indicator of the quality of management, a product of development, a way of activity, the reason for the emergence of management traditions, customs, rituals, values and conditions for matching the cultural vector of history.

The study determined the essential properties, criteria, structure, levels, classes, types of technology. The generalization of pedagogical literature on technology and technologization contributed to the definition of the essence of technology: being the concentration of management activities, technology includes advanced ideas, a system of information resources and modern management tools. It was found that the technologization of management qualitatively affects the change in the management activities of education managers. The essential properties of technology are adequate to the essential properties of activity. As a result of the application of technology, a development effect arises, which contributes to a qualitative change in management activity - its effective improvement. Technology indicators (diagnostic goal setting, controllability, correctability,

effectiveness) correspond to the essential properties of activity (goal setting, transformative nature, conscious nature, objectivity). Here, the effect reappears, which entails a sharp increase in qualitative changes in the activity of the education manager in accordance with the level of managerial activity. This is the essence of improving management activities (Kuderska N., Ksenziuk A., Kuryliuk Y. et al. 2022).

The experience of theoretical research made it possible to substantiate the characteristic features of the managerial activity of education managers, which are indicators of improving management: manufacturability is an indicator of development (level changes), the quality of education is an indicator of management effectiveness, management culture is an indicator of management quality. Manufacturability - the ability of management activities to show the properties of technology. The quality of education is the degree of satisfaction of the expectations of consumers of education (students, their parents, society, state) from the provided educational services. Management culture is a system of developing management programs of activity, behavior and communication that ensure the social development of the individual and the assignment of universal human values to them in the conditions of school life (child and adult in interaction and offline). Theoretical research contributed to the identification of the technological nature of management culture: management traditions, customs, rituals, values of education managers, the standard of their behavior, activities, communication, etc., clarification of the functions and tasks of management in accordance with the cultural vector of history.

It has been established that the evolution of the status of managers is the unity of gradual qualitative and quantitative changes in managerial activity that contribute to the development of the public image of the leader, the acquisition of the official status of an education manager (obtaining a special higher education manager) or increasing the unofficial status of an education manager (manager functions and recognition in public and state level: raising the qualification category, conferring a scientific degree, appointing the director of a school with in-depth study of subjects, the director of a gymnasium, a lyceum, the General Director of a complex of educational institutions, receiving government awards) (Park, J. Y., Byun, C. G., Sung, C. S., & Choi, D. S., 2018). A quantitative indicator of the evolution of the status of education managers in the municipal education system is the instability of management personnel during the experiment. It has been established that over a long period of time (in the second year of the experiment and until its end), changes in the managerial activities of the heads of educational institutions were carried out

gradually, with a "quality increase", without much stress on the staff and disturbances in the productivity of the managerial process, that is, evolutionarily. The acquired unofficial status of an education manager made it possible to solve the problems of management and its improvement in a corporate manner (Tsilmak, O., Iasechko, S., Poplavska, M., Motlyakh, O., & Kabanets, O., 2022).

It has been established that the program-target model contributes to the transfer of managerial activity to the technologization mode and provides the conditions for development. The results of experimental work are given: qualitative changes in the managerial activity of education managers are traced, transformations of management functions into management functions, transformation of the status of leaders of an educational institution into the status of education managers are revealed. The fact of the presence of the essential properties of technology in the management activities of education managers has been established. The originality of management technologies and cultural management environment is shown on the example of management activities of heads of educational institutions of the municipal educational space.

4.   Discussion

Thus, the main principles of the study are derived in the article:

1. An education manager is a professional leader whose management activities ensure effective problem solving, achievement of results and improvement of the management system. The managerial activity of an education manager is designed to concentrate advanced management ideas and transform them into technology.

2. The features of managerial activity of education managers are: a) manufacturability as an indicator of development (level changes) of managerial activity; b) management culture as an indicator of the quality of managerial activity of education managers; b) the quality of education as an indicator of the effectiveness of management activities.

3. Technological mentality is a collective socio-psychological state of the community of managers, which exhibits the properties of a certain archetype (stability and recognizability of integrity) and acts as a set of qualities, traits, emotional reactions of managers aimed at accepting and implementing the principles and methods of management technologies.

4. Technologization in our study is a factor in improving the management activities of education managers. Its influence on this process is based on the recognition of the following regularity: the more effective the activity, the more its essential properties correspond to the essential properties of technology (operationality, economy, modernity, integrativity, integrity, self-sufficiency of methods, transformative nature, guarantee of achievement and reproducibility of results). The essence of technologization of management is to provide all the functions of managing the properties of technology.

5. The means of transferring the managerial activity of education managers to the mode of technologization is the program-target model (static and dynamic aspects). The model is based on the integrity, completeness, consistency, interdependence and subordination of its constituent aspects and ensures the improvement of the management activities of education managers.

6. A set of conditions for the implementation of the principle of management technologization (development of the technological mentality, evolution of the status of an education manager, software-targeted support for management activities) is necessary and sufficient. Of the three productogenic factors that make up the technologization factor, the technological mentality has the most productive effect on the technologization of management, which contributes to the improvement of the managerial activities of the education manager.

5.   Conclusion

Thus, the results of the study confirmed the correctness of the proposed hypothesis and made it possible to draw the following conclusions:

1. Technologization is a factor in improving the management activities of education managers. The essence of technologization consists in equipping the management functions with the properties of technology, the dynamics of the essential properties of managerial activity of managers in accordance with the dynamics of the essential properties of technology.

2. The program-target model of managerial activity of education managers (static and dynamic aspects) is a means of technologization of management, which ensures the transfer of managerial activity to the development mode.

3. Scientific and methodological support of the program-target model of managerial activity of education managers (programs, local acts, methodological manuals, etc.) contributes to the implementation of the model as a means of technologization.

4. Features of management activities of managers: manufacturability, management culture, quality of education - serve as indicators of improving the management activities of education managers.

5. A set of pedagogical conditions (software-targeted support for management activities, the formation of a technological mentality, the evolution of the status of education managers) is a necessary and sufficient condition for the technologization of management, a factor influencing the development of management activities of education managers.

Thus, the work aimed at the technologization of management has made it possible to qualitatively change management activities in the municipal educational space. A technological mentality has emerged in the community of heads of educational institutions, prompting managers to transfer all management functions to the technologization mode; a program-target approach to management is being implemented. The managerial activity of education managers is provided by program-targeted resources. Technologization is a factor in improving the management activities of education managers.

The influence of technologization on the improvement of the managerial activity of education managers in the municipal education system contributed to the expedient change in the entire system of activity, leading to a qualitatively new state, adequate both to the general objective trends in the development of education in the world community and to the socio-pedagogical originality of the development of the educational system.

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