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## SPIS TREŚCI

<b>1. Valentyna Kovalchyk</b>	
Building Future Teacher's Value-Motivational Competences.....	6
<b>2. Ninel Sydorchuk</b>	
Categorial analysis of the "higher educational institution educator's professional health" concept .....	20
<b>3. Olena Antonova, Oleksii Antonov</b>	
Project method as a means of implementation of practical-oriented approach in formation of professional competence of the future teacher.....	29
<b>4. Valentyna Kovalenko</b>	
Information and communication technologies (ict) and their role in the training of medical students in the conditions of distance learning.....	41
<b>5. Valeriy Dodurych</b>	
Standardization of environmental efficiency assessment of land use management .	47
<b>6. Krukovska Iryna</b>	
The history of the Volyn paramedic school as the core fragment of the origins of Ukrainian medical education.....	56
<b>7. Liudmyla Konstantynenko</b>	
The use of innovative teaching methods in the teaching of biological sciences in higher education institutions.....	65
<b>8. Iryna Lupaina</b>	
Teacher's Self-Education as a Part of Professional Competence.....	80
<b>9. Oleksandr Mosiuk</b>	
Analysis of the software for studying three-dimensional modeling by future computer science teachers in the context of distance learning .....	90
<b>10. Oleksandr Mamaikin</b>	
Potential of mind mapping use in the process of resource-based learning of engineering specialty students.....	98
<b>11. Olha Rudnytska</b>	
Legal clinical education as an important tool for the formation of the future lawyers` professional competencies .....	106
<b>12. Maryna Patsyuk</b>	
Scientific Activity in Educational Institutions.....	116
<b>13. Oksana Potikha</b>	
Influence of military actions in the eastern Ukraine on formation of value orientations of student youth.....	122

<b>14. Svitlana Taraban</b>	
Public Administration of Education in Ukraine.....	133
<b>15. Nataliia Voitovych</b>	
Professional skills of a law teacher in pre-higher and higher education institutions with specific learning conditions.....	145
<b>16. Yuliya Shelyuk</b>	
The Research Competence Development in Students – Biology Majors of the First (Bachelor’s) Level of Higher Education .....	156
<b>17. Olena Yurchuk</b>	
Interactive Technologies of Ukrainian Literature Teaching.....	166
<b>18. Olena Makarenko</b>	
Assessing the impact of the disciplines content quality on the higher education learning outcomes .....	179
<b>19. Alona Liashevych</b>	
Psycho-emotional burnout of a teacher of a higher educational institution in the educational process.....	194
<b>20. Tetiana Babenko</b>	
Formation of research competence of students medical college in the format of distance learning.....	206
<b>21. Igor Verbovskiy</b>	
Higher education establishment management and its organizational and legal status.....	216
<b>22. Iryna Radziievska</b>	
Cluster technologies as modern educational trends in the development of medical education in XXI century.....	229
Regulamin nadsyłania i publikowania prac w Zeszytach Naukowych WSA .....	241
Wymagania wydawnicze - Zeszyty Naukowe WSA .....	243
Procedura recenzowania prac naukowych nadsyłanych do publikacji w Zeszytach Naukowych Wyższej Szkoły Agrobiznesu .....	245
Załącznik nr 1 - oświadczenie autora .....	246
Załącznik nr 2 - deklaracja konfliktu interesów .....	247

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## **HIGHER EDUCATION ESTABLISHMENT MANAGEMENT AND ITS ORGANIZATIONAL AND LEGAL STATUS**

### **Summary**

The article analyzes the modern theory of educational management based on the concept of Taylor's classical theory, on the scientific approach to management functions and on the principles of Fayol's administrative theory, who introduced five elements defining the administration functions such as commanding, planning, organization, coordination, control. The paper describes the "School of Social Systems", which considers a social organization as a complex system with a number of components of its subsystems including individual, formal structure, informal structure, statuses and roles, physical environment. The investigation reveals the task that determines the specifics of the information technologies implementation following the credit system for organizing the educational process, as well as theoretically substantiates and develops the structure of information technology for planning the educational load, taking into account the ECTS requirements. The article describes the organization of the educational process of a higher education establishment being one of the most important components and stages of higher education in general, which should ensure education correspondence to the development of social and personal needs. The definition of the management concept is revealed by such scientists as V. H. Afanasiev, L. I. Danylenko, L. M. Karamushka, O. M. Kyshkel, V. I. Maslov, V. H. Shypunov, T. M. Sorochan, and others. The research defines educational establishment management as a complex, dynamic, purposeful system of ensuring the stabilization, functioning and development of an educational establishment as a system including management based on goals, tasks, patterns, principles, content, forms and methods of functioning, which are inherent in the main system structural components. The study presents and characterizes the distribution of higher education establishment management

tasks by management levels. The paper emphasizes the regulatory framework of the presented problem.

**Keywords:** management, information technologies, higher education establishment, educational establishment management, “New School”, educational process, planning, organization of a higher education establishment educational process.

### **Introduction**

The modern period of development of a democratic Ukraine is characterized by the search for ways to consistently reform all spheres of public administration, where the education system occupies a special place in its strategic importance [9].

The modern theory of educational management is based on the concept of Taylor’s classical theory and a scientific approach to management functions. This theory was focused on stably functioning organization but studied its development. The purpose of this theory was to study ensuring high-quality work of each participant. However, the excellent work of each participant in the organization cannot generally affect its productivity if the head sets ineffective goals for the organization. A. Fayol also shared this opinion, moreover, he formulated the principles of administrative theory and introduced five elements defining the administration functions including commanding, planning, organization, coordination, control.

These elements were the basis for the management of any educational establishment. He was the first to stop considering management as an exclusive privilege of senior management. Fayol claimed that “administrative functions exist at any level of the organization but the higher management level, the higher the administrative responsibility” [18].

### **Aim, subject and research methods**

One of the strategic directions of modernizing the educational establishments’ management activities is its informatization. We are talking about the introduction of computer technologies in the higher education management process to increase its effectiveness following new conceptual approaches.

Many thorough scientific studies have been devoted to the issue of educational establishment management. Thus, the works of national and foreign scientists reflect the issues of adequate information support for educational establishment management. Studying the issue, scientific works on the definition and systematization of management information of



V. I. Bondar, L. I. Danylenko, H. V. Yelnykova, Yu. A. Konarzhevskiy, V. I. Maslov, O. A. Orlov, N. M. Ostroverkhova, V. S. Pikelna, T. I. Shamova are of great value, as well as research papers of V. Yu. Bykov, V. D. Rudenko, Yu. V. Chernov on the regulation of the collection, processing, storage of organizational and administrative data, along with the works of S. I. Arkhangelskiy, I. Ye. Bulakh, H. A. Dmitrenko on providing feedback in pedagogical systems.

The researches of V. P. Bepalko, V. V. Humeniuk, L. M. Kalinina, P. V. Khudominskiy, M. L. Portnov, N. G. Protasova, V. A. Slastonin, E. P. Smirnov, V. V. Vasyliiev, and others are important in the context of this scientific study, highlighting the problems of optimizing work with organizational and management information, ensuring the information needs of teaching staff, the formation of teachers' information culture, etc.

### **Research results**

The educational process is impossible without constantly improving the professional level of administration, methodologists, supervisors, and academic teaching staff, whose competence directly affects the quality of education results. The organization of a higher education establishment educational process is one of the most important components and stages of higher education in general, ensuring that education meets the development of social and personal needs.

The modern theory of education management is based on the concept of Taylor's and Fayol's classical theories. Fayol formulated fourteen management principles. These include division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest to general interest, remuneration of personnel, centralization; scalar chain, order, equity, stability of tenure, initiative, esprit de corps (union is strength and team spirit).

Fayol considered the principles of management multifunctional and did not limit them only to the sphere of production. In his opinion, "any social organism, included in an educational establishment, is formed in the same way as the social organism of an industrial enterprise, so that at the same stage of development all social organisms are similar to each other" [19].

Noteworthy is the "School of Social Systems" creating its own "management theory", considering the social organization as a complex system with a number of its constituent subsystems including individual, formal structure, informal structure, statuses and roles, physical environment. School representatives try to investigate a person's motives in the organization,

identify their value orientation, and the motivation system for activity. The main factors are the goal and optimal ways to achieve it. The material motivation is important but not the only one.

The “New School” provides for the widespread use of cybernetics and the automatic control theory in the management process. The main aim is to improve the efficiency of solutions.

Taking into account the expediency of developing and implementing new approaches to the process of applying management technologies at the higher education establishments, in particular, the creation of information technologies for planning students’ education and teachers’ academic affairs, there arises a task to determine the specifics of fulfilling information technologies following the credit system of organizing the educational process, as well as to theoretically justify and develop the structure of information technology for planning the educational load, taking into account the ECTS requirements.

Constant professional level improvement of administration, methodologists, and academic teaching staff is an integral part of the educational process, moreover, their competence directly affects the quality of education results. The organization of a higher education establishment educational process is one of the most significant components of higher education in general ensuring that education meets the development of social and personal needs.

As V. I. Putsov claims, “despite the essential role of education in society, today it needs a systematic reform based on the fundamental changes taking place in the world education sphere, meet the today’s realities and are focused on the implementation of advanced education tasks, such as mastering the computer, the Internet, purposeful self-study, learning the positive experience of others, openness in achievements evaluating, developing and protecting their innovative projects, free choice of place, forms and terms of education” [15].

In modern conditions, management activity acts as one of the most substantial factors in the functioning and development of organizations in general and, especially, higher education establishments.

As H. V. Yelnykova points out, “there is no exact definition for the management concept in the literature. Different authors reveal this concept, emphasizing different aspects of management” [23]. For example, V. H. Afanasiev understands management as an internal property of society, which it has at all stages of its development [1] and indicates that management is a set of certain actions (operations) performed by management entities in order to transform it and ensure movement towards an established goal [2]. At the same time,

V. H. Afanasiev notes that the subject can be not only one person but also a group of people. V. H. Shypunov and O. M. Kishkel [12] define the concept of management as a continuous process of influencing a group of people to organize and coordinate their activities in order to achieve the best results at the lowest cost. T. M. Sorochan emphasizes that establishment management “can be defined as the act of creating favorable external and internal organizational conditions for effective people’ synergy” [16]. The encyclopedia provides the following definition “management is an objective process of ordering systems, the essence of which is to ensure their integrity, maintain a given mode of activity, and achieve the goal by exchanging information between their subsystems (control and managed systems) by means of direct and feedback channels. Social management influences society in order to arrange it, preserve its qualitative specifics, as well as improve and develop it” [17].

Considering the higher education establishment management as the supervision of a social and pedagogical system, we can use the definition of management formulated by L. I. Danylenko for an educational establishment “management of social and pedagogical systems is the purposeful administration influence on the mechanisms of bringing the system in line with its inherent laws, principles and functions” at the same time, it is the administration influence on the establishment’s staff activities and the educational process “in order to ensure the most positive result” [7, p. 7].

Traditionally, in the theory of educational establishment management, there is a key definition of the management process as a set of functions corresponding to a consistent change in the management cycle stages [24]. According to V. I. Maslov’s definition, “management is a set of interrelated, interacting elements, coordinated activities aimed at achieving a certain goal” [13], where “activities” are formative elements of the management system, as a rule, are general management functions. In turn, L. M. Karamushka describes more than 20 management functions including prediction, planning, management, organization, coordination, control, decision-making, recruitment, staff training, ensuring the employees’ professional career and the mental health, prevention and overcoming stress in the organization, connecting people, forming employees’ loyalty to the organization, creating a favorable psychological climate in the organization, motivation, assessment, communication, solving financial problems, representation, negotiating, signing contracts, etc. and suggests highlighting the main management functions and combining them into conceptual blocks [10, p. 8-9].

Following L. M. Karamushka, who uses the approach of American scientists M. Mescon, M. Albert, F. Hedory, described by R. Daft [6] we can differentiate the next groups of functions [10]:

- prediction and planning (determining the organization’s goals and action plan for achieving it);
- organization (creation of a certain structure providing an opportunity to work effectively to achieve set goals);
- motivation (encouraging members of the organization to work for achieving personal goals and the goals of the organization);
- control (providing the achievement of the organization’s desired goals).

It should be noted that “an indispensable scientific management condition is the high-quality performance by educational establishment management of all the listed functions without any exception” [5, p.14].

Today, an educational establishment has a complex infrastructure associated not only with the educational process but also with economic, finance and economics, material and technical administrative activities. In general, as V. I. Maslov notes, an educational establishment is “a complex multi-level system education, the management of which is based on the provisions of philosophy, psychology, law, economics and finance, sociology and occupational health” in their integration combination and connection [13]. The development of a market economy requires adequate adaptation to it, corresponding changes in the management system affecting not only the improvement of the organizational structure but also the redistribution of management functions by levels of responsibility, forms of interaction, etc. First of all, we are talking about such a management system (principles, functions, methods, organizational structure), which can quickly and flexibly adapt to situational changes in the internal and external environment, through the use of the latest scientific and technical achievements. In general, the meaning of management activity is to ensure effective relationships between the management system elements [22].

Among the management areas of higher education establishments, we can distinguish the main (functional) one related to the scientific and pedagogical process providing a certain type of product as the growth of the state intellectual potential, as well as auxiliary ones that provide the main one including financial, economic, social and household [4]. Moreover, it should be

emphasized that all types of management activities are interrelated and exert varying degrees of influence on each other.

Complementing the definition of management given by V. I. Maslov [13], we can determine *educational establishment management as a complex, dynamic, purposeful system of ensuring the stabilization, functioning and development of an educational establishment as a system including management based on goals, objectives, patterns, principles, content, forms and methods of functioning, which are inherent in the main structural components of the system.*

With this approach, management as a process takes place in stages, following the sequence of functions of the so-called universal management cycle based on the development of a management decision (modeling of further activities), organization and regulation of decision execution, evaluation of results and correction. At each of these stages, specific methods are used, which generally make up the technological process of management activities. Educational establishment management as a component of social management takes into account socio-psychological, economic, legal and ethical aspects [13, p. 39].

Considering the complex of management tasks in the higher education establishment activities, we hold a brief of T. M. Boholib and A. H. Huraliuk, who conclude that it can be presented in the form of a three-dimensional pyramid, the levels of which are temporary groups of tasks, and vertical layers are functional branches of management. Concerning higher education establishment, this pyramid can have the form shown in Fig. 1.1, where management tasks are combined, highlighted by T. M. Boholib [3, P. 72] and A. H. Huraliuk and the management levels that we identify:

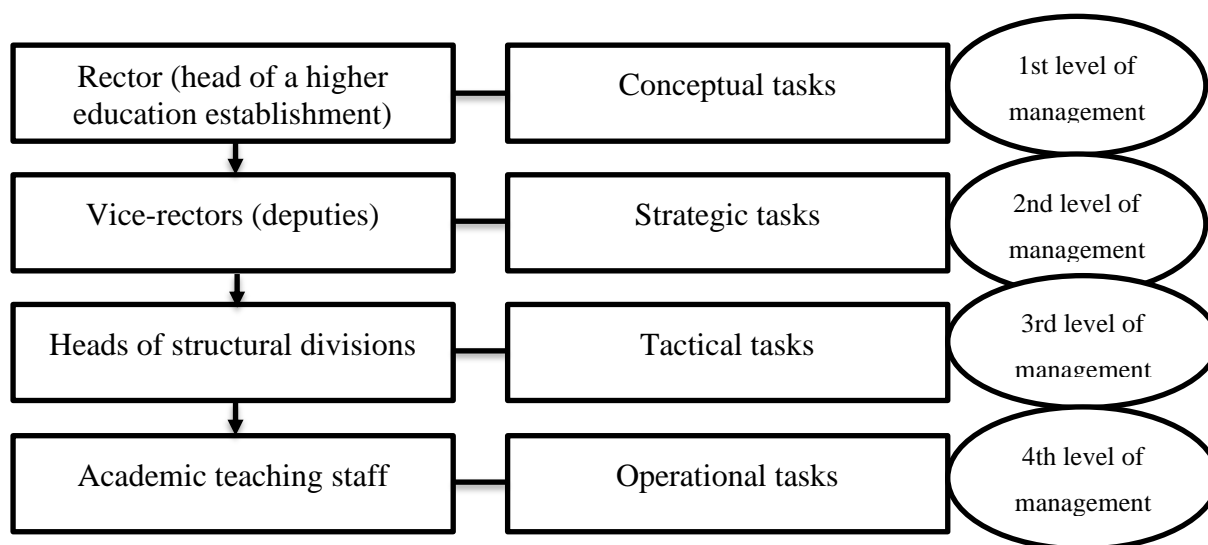


Fig. 1.1. Distribution of higher education establishment management tasks by its levels

Higher education establishments management fully corresponds to the scheme shown but requires some clarification.

We should pay attention to the regulatory framework for this problem. According to the decree of the president of Ukraine dated September 9, 2010, On Measures to Ensure the Priority Development of Education in Ukraine, the Cabinet of Ministers of Ukraine decided to create a Unified State Electronic Database on Education by January 1, 2012, for the Ministry of Education and Science of Ukraine.

The unified state automated electronic on education (USEDE) is an automated system for accumulating, processing, storing and protecting data, including personal data, involving establishments providing educational services in Ukraine.

Data from this database is used during manufacturing:

- state-issued educational documents;
- documents on academic titles and academic degrees;
- licenses for the educational services and accreditation certificates;
- student ID card;
- for obtaining other information and processing statistical data in the interests of educational establishments, educational establishments for monitoring and making management decisions.

According to the current legislation of Ukraine [14] one can include personal information in the electronic database only after obtaining their consent. The educational establishment

should provide an administrative and organizational mechanism for collecting and storing documents as well as personal consent to the processing of relevant data in USEDE.

The development of the higher education management system at the present stage, its further improvement is possible based on a system approach. At the same time, we underline that any scientifically based system, in particular the higher education management system, should have a methodological basis. Its foundation is principles determined by the laws inherent in a particular object, and synthesizing theoretical provisions, practical experience and functions allowing us to see its essence, structure, main directions and system-forming connections.

Higher education modernization is becoming significant in the process of reforming education in Ukraine. The strategy of the higher education system is changing, educational establishments of this system are faced with the need to work not so much for the functioning of the education system, but for development, which involves changing relay tasks to research ones, identifying educational needs, studying the specifics of educational processes in the higher education system, participating in the education development programs, etc. [11]. Conceptual directions of higher education modernization are defined as:

- the regulatory framework improvement;
- development of methodological recommendations for the educational process organization in higher educational establishments;
- the material and technical base improvement of higher educational establishments, etc.

The development of the higher education system is a strategic direction for reforming society since higher education directly affects the person's formation. The higher education system will be able to make an effective impact only if it can systematically and purposefully orient the activities of the entire employees' corps of the industry (administration, academic teaching staff, methodologists) to proper efficiency such as the preparation of high-quality final products, namely a specific, educated, creative, person's wellbeing. In other words, it is necessary to take decisive steps towards radical management improvement of the entire education sphere in general, higher education in particular, in each of its establishments (educational ones, institutions, state educational management bodies), considering them as elements of the social system "person-to-person" [8].

Further development of higher education requires legal regulation of a number of regulatory documents at the state level affecting the educational process organization of the

higher education establishments, the provision of both high-quality educational services and education.

### **Conclusions**

The article determines organization as one of the significant management functions, conducts a theoretical analysis of the management formation of both a separate science and the higher education establishment management.

Higher education establishments provide following the rights of the educational process participants based on the mutual respect and understanding of differences between participants including discrimination based on the race, gender, language, religion, political or other beliefs, national, ethnic or social origin, physical or mental health, sexual orientation, and other aspects. What is more, the educational process participants are provided with academic freedom and rewards for success in their work. The administration of the higher education establishment provides an opportunity for students to freely express their views, participate in the life of the higher education establishment, as well as expand interaction with the broader student and scientific community, public organizations.

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