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DEVELOPMENT OF MANAGEMENT STYLES OF EDUCATIONAL SYSTEMS FROM DIRECTIVE TO INTEGRAL AND CONSULTATIVE

Abstract. Peculiarities of management styles of educational systems have been studied, one of the most important of which is the dependence of the management style of the educational system on the level of its development. It is proposed to classify the management styles of educational systems as directive style (management of the education system is carried out only by the control subsystem, other subsystems of the education system implement the management decisions made by the former), a delegate and consultative style (a certain part of the management authority of the control subsystem is delegated to the self-governing bodies of the educational institution – methodical associations of teachers, parents', pupils'/students' committees/councils, etc.; when the control subsystem while solving management problems has to consult with the self-governing bodies of the educational institution, but the main management decisions are made by the control subsystem), a coordinative style (all basic management actions are coordinated by the control subsystem with the self-governing bodies of the educational institution), a network and consultative style (the members of the relevant communities of the educational institution – teachers/scientific-pedagogical workers, pupils/students, parents, etc.) are involved in solving management problems in the educational system through network interaction, with which self-government bodies hold systematic consultations), an integral and consultative style (all concerned subsystems of the educational system take an active part in management based on a defined system of coordination procedures).



It has been found that the peculiarities of management styles of educational systems are manifested in the fact that: the management style of the educational system should correspond to the level of its development; the management style of educational systems should ensure a gradual and consistent expansion of the use of principles, functions, and management methods that are dominant for subsequent, more democratic management styles; in different subsystems of the educational system, depending on the level of their development, the appropriate management styles should be used, directing these subsystems at the optimal pace for them to the next phases of development.

Keywords: management style of educational systems; the level of development of the educational system; principles, functions and methods of management; monitoring the levels of development of educational systems.

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РОЗВИТОК СТИЛІВ УПРАВЛІННЯ ОСВІТНИМИ СИСТЕМАМИ ВІД ДИРЕКТИВНОГО ДО ІНТЕГРАЛЬНО-УЗГОДЖУВАЛЬНОГО

Анотація. Досліджено особливості стилів управління освітніми системами, однією з найголовніших серед яких є залежність стилю управління освітньою системою від рівня її розвитку. Запропоновано класифікувати стилі управління освітніми системами як директивний стиль (управління освітньою системою здійснюється лише керуючою підсистемою, інші підсистеми освітньої системи виконують прийняті нею управлінські рішення), делегувально-консультативний стиль (частина управлінських повноважень керуючою підсистемою делегується органам самоврядування закладу освіти – методичні об'єднання педагогів, батьківські, учнівські/студентські комітети/ради тощо;



при вирішенні управлінських проблем керуюча підсистема консультиється з органами самоврядування закладу освіти, однак основні управлінські рішення приймаються керуючою підсистемою), узгоджувальний стиль (всі основні управлінські дії керуюча підсистема узгоджує з органами самоврядування закладу освіти), мережево-консультативний стиль (до вирішення управлінських проблем в освітній системі через мережеву взаємодію залучаються члени відповідних спільнот закладу освіти (педагоги/науково-педагогічні працівники, учні/студенти, батьки тощо), з якими органами самоврядування проводять систематичні консультації), інтегрально-узгоджувальний стиль (активну участь в управлінні на основі визначеної системи процедур узгодження беруть всі зацікавлені підсистеми освітньої системи).

З'ясовано, що особливості стилів управління освітніми системами проявляються в тому, що: стиль управління освітньою системою має відповідати рівню її розвитку; стиль управління освітніми системами має забезпечувати поступове й послідовне розширення використання принципів, функцій, і методів управління, що є домінантними для наступних, більш демократичних стилів управління; у різних підсистемах освітньої системи в залежності від рівня їхнього розвитку мають використовуватися відповідні їм стилі управління, спрямовуючи зазначені підсистеми в оптимальному для них темпі до наступних фаз розвитку.

Ключові слова: стиль управління освітніми системами; рівень розвитку освітньої системи; принципи, функції і методи управління, моніторинг рівнів розвитку освітніх систем.

Introduction of the issue

In the context of radical socio-economic transformations in Ukraine, revealing the democratization of social processes, modernization of education, it is important to introduce new models/styles of management in education. The main problem concerning this problem, in our opinion, lies in the fact that the management style is associated by most scientists with the features of the controlling process rather than with the systems being controlled.

This explains the presence in their typologies of such styles as the style of ignoring, connivance, non-interference, etc., which can be used in practice by individual managers, but which do not ensure the effective functioning and development of educational systems. At the same time, until now, the specifics of the implementation of control functions in educational systems in the process of their development have not been sufficiently studied concerning the use of synergetic – interdisciplinary – approach. The synergetic approach is also applied in educational sphere by some Ukrainian scientists (A.Evtodyuk, S.Klepko, B.Kushnir, B.Lutay, O.Pastovenskyi, S.Tsykin, I. Yershova-Babenko, O.Voznyuk, and others) [1; 2].



Current state of the issue

The analysis of scientific sources gives reason to assert that control in the educational sphere, in particular, is one of the main objects of research by both scientists and practicing managers. M. Albert, G. Yelnikova, L. Kalinina, V. Kravchenko, E. Leidner, V. Lunyachek, V. Maslov, O. Marmaza, A. Maryam, M. Meskon, O. Pastovenskyi, V. Pikelna, F. Khedouri, F. Khmil, V. Shatun, A. Shegda, and others considered the issue of control improvement in their scientific publications [3; 4]. The problem of researching management styles became relevant starting from the 30s of the 20th century. Currently, scientists distinguish four main approaches to the typology of leadership styles: characterological (C. Barnard, R. Stogdill and others); behavioral (K. Lewin, D. McGregor, V. Ouchi, R. Likert, R. Blake, J. Mouton and others); situational (F. Fiedler, T. Mitchell, R. House, P. Hersey, K. Blanchard, V. Vroom, F. Yetton, R. Tannenbaum, U. Schmidt, Ch. Argyris and others); approach from the point of view of social exchange (A. Bedeian, K. Basu, G. Yukl, R. Hackman, R. Wageman, C. Manz, M. Hayashi and others).

K. Lewin and his followers singled out three leading management styles: authoritarian, democratic, liberal [5]. R. Likert defined four management styles, based on work or person orientation: 1) exploitative authoritative, 2) benevolent authoritative, 3) consultative, 4) participative [6]. R. Blake and D. Mouton, on the basis of the grid developed by them, distinguished 5 main management styles, which to varying degrees take into account the interests of people and the interests of production: primitive management, social management, authoritarian management, production-social management, collective management. These enables them to differentiate five characteristic types of management behavior that correspond to the types of managers: dictator, democrat, pessimist, manipulator, organizer [7]. F. Fiedler, based on a comparison of such factors as the relationship between the manager and subordinates, the structure of tasks and the extent of the manager's authority, identified 8 management styles, which are oriented to various degrees to the performance of tasks and to relations with subordinates [8]. T. Mitchell and R. House considered the "Path Goal" leadership styles, which are based on the evaluation of the manager's actions regarding the motivation, satisfaction and productivity of the subordinate's work. R. House identified the following styles: directive, supportive, participative, achievement-oriented [9]. P. Hersey and K. Blanchard, depending on the level of "maturity" of the performers, identified 4 styles of leadership: delegating, participating, selling, telling ones [10]. N. Kano defines four types of management: innovative-analytical, innovative-intuitive, conservative-analytical, conservative-intuitive [11; 12].

R. Tannenbaum and U. Schmidt identified seven styles in the leadership continuum, which are determined on the basis of the superior manager's cooperation with subordinates [13]. B. Bass and D. Barrett developed the theory of participative management, which involves the manager's involvement of employees in management



[14, p. 494–510; 15]. M. Birkenbihl and F. Fiedler proposed a three-factor model of management as a combination of characterological, behavioral and situational approaches [16; 8].

At the same time, in the management of educational systems that have specific characteristics, the typology of management styles is developed rather weakly. In most works, the analysis of pedagogical leadership styles is based on K. Lewin's typology (O. Andreev, O. Bodalov, A. Maksakov, T. Malkovska, N. Maslova, P. Simonov, etc.) [5]. In particular, L. Stolyarenko defines such styles of pedagogical leadership as autocratic, authoritarian, democratic, ignoring style, condescending style, inconsistent style. O. Tunik, depending on the level of employee participation in education management, considers 7 styles of management: democratic, cooperative, limited participation, bureaucratic, non-interference, benevolent-despotic, authoritarian style [2; 4].

At the same time, the current state of education development requires new approaches to the solution of the mentioned problem.

The aim of the research is to investigate the management styles in education in the context of the development of the most effective – systemic/synergistic – style of controlling the educational systems, as well as to propose our typology of management styles.

Research methods: theoretical analysis, including, synthesis, comparison, modelling, which allows to build a model of the process of synergetic control of educational systems as the most effective style in educational management.

Results and discussion

We will consider that the educational system (class, educational group, educational institution, educational branch of the administrative-territorial unit, country, etc.) functions effectively if it successfully achieves the results determined for it by the state education standards. We will call effective management such management that ensures effective functioning and development of the educational system. The principles, functions, methods of management, which are the most characteristic, typical in the management of the educational system, will be considered dominant.

In modern science, there are different interpretations of the concept of management style. Some scientists consider the management style to be the disposition of the principles and methods used by the manager to influence subordinates. Many scientists define the management style as a set of management principles and methods most often used by the manager. Many researchers consider the management style to be a flexible manner of behavior of the manager towards employees, which changes over time depending on the situation and is manifested in the ways of performing managerial work by employees subordinate to the manager [16].



Moreover, in a significant number of cases, when determining management styles, the personal traits of the manager are considered decisive. A significant part of scientists considers these features to be practically unchanged. At the same time, many researchers emphasize that in order to effectively manage the system, the manager needs to change management styles depending on the situation [16].

We suggest that the *management style of the educational system be considered a system of dominant (prevailing, typical) principles, functions, management methods, etc., aimed at solving management tasks and achieving the results defined by state education standards.*

That is, we consider management style not as a manner of behavior characteristic of a manager, but as a set of principles, functions and methods of management that should be dominant in the management of a certain educational system. At the same time, in our opinion, it is important to consider the following:

– dominant principles, functions, methods of management (management style) should always ensure the maximum efficiency of management of the educational system;

– when solving management tasks, it is necessary to use primarily the principles, functions and methods of management that are dominant for a specific educational system;

– in each specific case, management actions must be carried out based on the specifics of the situation, that is, when solving individual ("non-typical") management problems, different from the dominant ("typical") management principles, functions and methods may be used, but such exceptions will not negate the chosen style management.

In our previous studies [2], it is substantiated that in the conditions of increasing disturbances, effective management directs educational systems to development according to a synergistic scenario in a clearly defined sequence of attractors from 1) a hard system to 2) a system with delegated powers, 3) a "soft" system, 4) a system with network interaction and 5) a synergistic system: $Sr \rightarrow Sdp \rightarrow Ss \rightarrow Sni \rightarrow Ssyn$.

Brief characteristics of the phases of development of effective educational systems are presented in Table 1.

Table 1

Brief characteristics of the phases of development of effective educational systems

<i>Phases of development of the educational system</i>	<i>Marking</i>	<i>The nature of the interaction of the control subsystem with other subsystems of the educational system</i>
Rigid system	Sr	Management of the education system is carried out only by the control subsystem, other subsystems of the education system implement the management decisions made by the former.



<i>Phases of development of the educational system</i>	<i>Marking</i>	<i>The nature of the interaction of the control subsystem with other subsystems of the educational system</i>
A system with delegated powers	Sdp	Part of the management authority of the control subsystem is delegated to the self-governing bodies of the educational institution (methodical associations of teachers, parents', pupils'/students' committees/councils, etc.); when the control subsystem while solving management problems has to consult with the self-governing bodies of the educational institution, but the main management decisions are made by the control subsystem
"Soft" system	Ss	All basic management actions are coordinated by the control subsystem with the self-governing bodies of the educational institution
System with network interaction	Sni	Members of the relevant communities of the educational institution (teachers/scientific-pedagogical workers, pupils/students, parents, etc.) are involved in solving management problems in the educational system through network interaction, with which self-government bodies hold systematic consultations
Synergistic system	Ssyn	All interested subsystems of the educational system take an active part in management based on a defined system of coordination procedures

Source: developed by the authors [2].

Scientists have also analyzed the peculiarities of the use of principles, implementation of management functions and methods, management cycle in the specified phases of development of educational systems [2; 4].

In particular, it is substantiated that, depending on the phase of development of educational systems, the dominant principles of management change from such as centralization, subordination, control, discipline, leadership of the head (Sr) to such principles as the distribution of powers, democratic centralism, a combination of collegiality and single leadership, responsibility, operational regulation (Sdp); democracy, glasnost, collectivism, humanization, reconciliation of contradictions (Ss); decentralization, openness, employee involvement, public participation, feedback (Sni); subsidiarity, autonomy and self-government, freedom and self-activity, initiative, equality (Ssyn) [2; 4].

In the work [2; 4], it was proved that the management cycle, depending on the phase of development of educational systems, evolves from linear/directive (Sr) to branched (Sdp), branched-cyclic (Ss), network (Sni) and network-cyclic (Ssyn), changing accordingly its attributes from command to consultative, coordinating, consultative-coordinating and integral-coordinating.

It has been established that similar attributes are acquired by management functions (diagnostic, modeling, organizational, control, corrective), which in the



process of development of educational systems also change their characteristics from consultative to coordinating, network and integral ones [2; 4].

In addition, the scientists' studies have substantiated that, depending on the level of development of educational systems, in the methods of management determined according to the traditional classification (organizational-administrative, economic, psychological and social ones), the public component grows, the conversion of dominant methods of management within individual groups and their displacement takes place from organizational-administrative (orders, instructions, resolutions, prescriptions, briefings; remarks, reprimands, dismissal, etc.) and economic (bonuses, allowances, extra payments, etc.) to psychological (advice, support, praise, the Socratic method, "brainstorming", Delphi, diaries, etc.) and social (discussion of problems and promising goals, public opinion, collective agreements, reaching compromises, exchange of experience, competitions, moral stimulation, etc.) [2; 4].

So, as the analysis shows, in each of the specified phases of the development of educational systems, certain principles, functions, management methods ensure the highest management efficiency and are dominant. That is, each phase of the development of the educational system corresponds to its own style of management, which means that when choosing a style of management, the level of development of the educational system must first of all be taken into account (and not the peculiarities of the situation or the character of the manager!).

Indeed, if a newly appointed leader of an educational system that has been governed by an authoritarian regime for a long time and where the experience of making coordinated decisions and involving members of public structures in management has not yet been gained, – so when such a leader tries to apply the forms and methods of democratic management, the collective may perceive such a leader as indecisive, weak-willed, unprofessional, who is afraid to make decisions, tries to please everyone, etc. In addition, the delegation of management decisions will not be successful enough if public structures have not gained relevant experience in such activities. Therefore, the democratic style in managing a rigid system may be ineffective.

Conversely, if an authoritarian style is used in the educational system, which has been managed democratically for a long time, the conflicts may arise between the authoritarian leadership and active members of public structures due to the reluctance of the leader to take their positions into account, which will cause a decrease in the activity and initiative of the employees and ultimately may lead to a decrease in the effectiveness of educational systems.

That is, in order to ensure the effectiveness of management processes, the manager must take into account the level of development of the educational system and apply functions and management methods corresponding to this level of development, and not reformat the specified system "for himself". It is he, as a professional, who



must possess all management styles and apply the style that provides the most effective management of a specific educational system.

So, in our opinion, one of the main features of the management style in the educational field is the following: the management style of the educational system should correspond to the level of its development.

Depending on the phase of the development of the educational system, these styles can be called as follows: rigid system – the directive management style; system with delegated powers – the delegation-consultative style; "soft" system – the coordinating style; system with network interaction – the network-consultative style; synergistic system – the network-coordinating management style.

The relationship between the phases of the development of the educational system and the corresponding management styles with the nature of the interaction of its subsystems in management activities is summarized in Table 2 (where self-governing bodies include methodical associations of teachers, student/student and parent councils/committees, and to members of the relevant communities – teachers/scientific and pedagogical workers, pupils/students, parents, etc.).

Table 2

The matrix of the connection between the phases of the development of the educational system and the corresponding management styles with the nature of interaction of its subsystems in management activities

<i>Phase of development of the educational system (S)</i>	<i>The nature of the interaction of the control subsystem with self-government bodies</i>	<i>The nature of the interaction of self-governing bodies of S with members of the respective communities</i>	<i>Management style</i>
Rigid system			directive
A system with delegated management authority	Consultancy		delegate and consultative
"Soft" system	Coordination of decisions		coordinative
System with network interaction	Coordination of decisions	Consultancy	network and consultative
Synergistic system	Coordination of decisions	Coordination of decisions	integral and consultative

Source: developed by the authors [2; 4]



It is important to note that rigid educational systems can be divided into absolutely rigid (where the leader only consults with his deputies (members of the management subsystem) regarding management decision-making) and relatively rigid, where the leader agrees with his deputies on management decisions on the main issues of institution activity.

It is also important to note that, as B.F. Lomov has shown, the relatively simple problems in managerial and labour spheres can be better solved by the groups of people with a centralized interaction grid, and the complex problems are to be solved at the absence of such a grid [17].

The mentioned above allows us to briefly analyze the main characteristics of the management styles of educational systems.

The main characteristics of a directive management style

Dominant principles: centralization, subordination, control, discipline, leadership of the manager.

Dominant functions: diagnosing, modeling, organizational, control, corrective.

Peculiarities of the management cycle: linear, directive.

Dominant managerial methods: instructions, resolutions, prescriptions, instructions.

Organizational methods: laws, decrees, regulations, statutes, instructions, rules, requirements, acts, protocols, etc.

Disciplinary methods: remarks, reprimands, transfer of the officials, dismissal, etc.

Methods of psychological influence: demand, coercion, command, prohibition

The diagram of the linear/directive management cycle is shown in Fig. 1, where S' is the control subsystem.

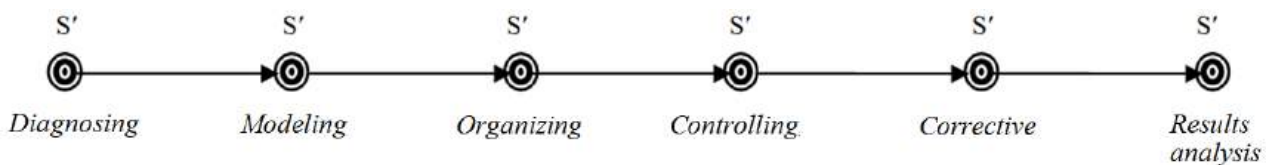


Fig. 1. Diagram of a linear/directive management cycle.

Source: developed by the authors [2; 4]

The main characteristics of the delegate and consultative style of management

Dominant principles: distribution of powers, democratic centralism, combination of collegiality and single leadership, responsibility, operational regulation.

Dominant functions: consultative-diagnosing, consultative-modeling, consultative-organizational, consultative-controlling, consultative-corrective.



Peculiarities of the management cycle: extensive, consultative

Dominant managerial methods: decisions of the meetings with the manager, coordination of decisions of public associations, recommendations based on the results of interviews and consultations, etc.

Economic methods (the nature of implementation is consultative one): distribution of the educational load, bonuses, payment of monetary rewards, allowances, optional extra payments, material assistance, etc.

Methods of psychological influence: request, persuasion, reinforcement, repayment.

The scheme of the branched consultative management cycle is shown in fig. 2, where S' is the controlling subsystem, S_i'' are self-governing bodies of the educational system.

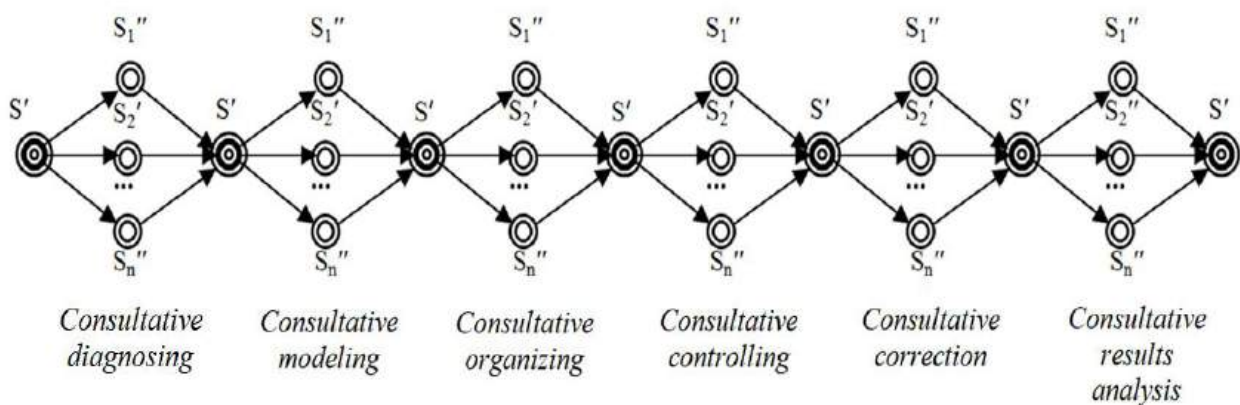


Fig. 2. Scheme of a branched consultative management cycle.

Source: developed by the authors [2; 4]

The main characteristics of the coordinative style of management

Dominant principles: democracy, glasnost, collectivism, humanization, reconciliation of contradictions.

Dominant functions: coordinating-diagnosing, coordinating-modeling, coordinating-organizational, coordinating-controlling, coordinating-corrective.

Peculiarities of the management cycle: branched, cyclic, coordinating.

Dominant managerial methods: decisions of pedagogical councils, resolutions of pedagogical conferences, recommendations of round tables, thematic discussions, etc.

Methods of psychological influence: advice, support, praise, compliment, Socratic method.

Psychological methods of developing managerial decisions: the methods of "good idea", "brainstorming", "reverse brainstorming", role-playing, etc.



The scheme of a separate stage of the branched-cyclic coordinating management cycle is shown in fig. 3, where S' is the control subsystem, S_i'' are self-governing bodies of the educational system.

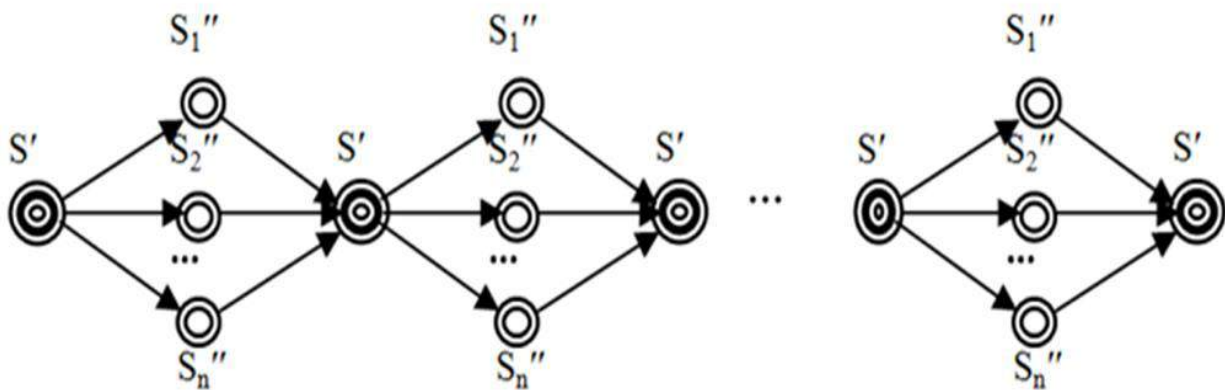


Fig. 3. Scheme of a separate stage of the branched-cyclic coordinating management cycle.

Source: developed by the authors [2; 4]

The main characteristics of the network and consultative style of management

Dominant principles: decentralization, openness, employee involvement, public participation, feedback.

Dominant functions: network diagnosing, network modeling, network organizing, network controlling, network correcting.

Peculiarities of the management cycle: network, consultative and coordinating

Dominant managerial methods: decisions of collective conferences, recommendations of Internet forums, conclusions of public expertise, resolutions of scientific and practical conferences.

Methods of psychological influence: encouragement, approval, suggestion, condemnation.

Psychological methods of developing managerial decisions: the methods of "good idea", "brainstorming", synectics, "reverse brainstorming", Delphi method, diaries, role-playing, etc.

Methods of social regulation: collective agreements, agreements, contracts, mutual obligations, development of traditions, reaching compromises, exchange of experience, competitions, moral stimulation, etc.

The scheme of a separate stage of the network consultative and coordinating management cycle, where S' is the control subsystem, S_i'' are self-governing bodies of the educational system, S_j''' are members of the relevant communities (teachers, students, parents, citizens), is shown in fig. 4

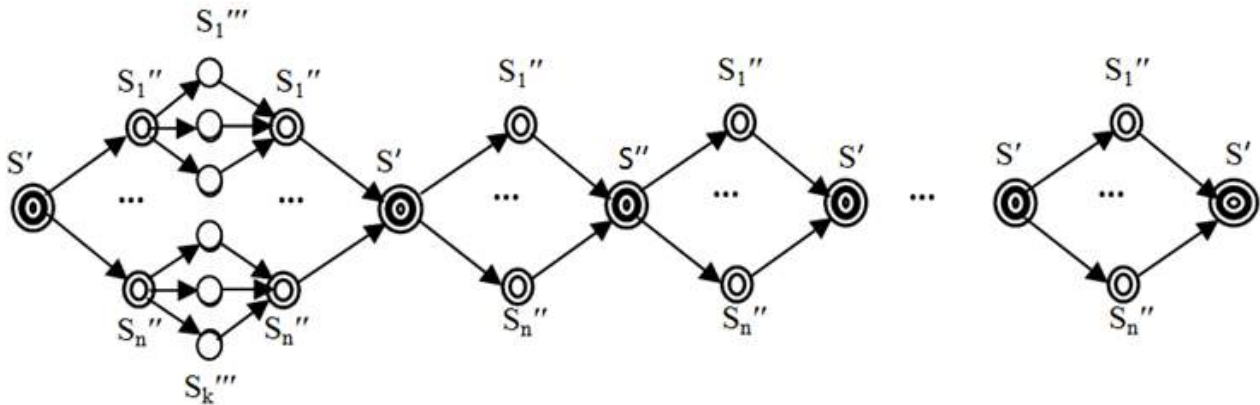


Fig. 4. Scheme of a separate stage of the network consultative and coordinating management cycle.

Source: developed by the authors [2; 4]

The main characteristics of the integral and consultative style of management

Dominant principles: subsidiarity, autonomy and self-government, freedom and self-activity, initiative, activity, equality.

Dominant functions: integral-diagnosing, integral-modeling, integral-organizational, integral-controlling, Integral-corrective.

Peculiarities of the management cycle: network, cyclic, integral-harmonizing.

Dominant managerial methods: the decisions of general meetings of the institution, public mandates, recommendations of public hearings (discussions), program and target methods.

Methods of psychological influence: involvement, imitation, infection, recognition.

Methods of social normalization: value orientations, public opinion, rules (codes) of behavior and professional etiquette.

Methods of social regulation: collective agreements, agreements, contracts, mutual obligations, development of traditions, reaching compromises, exchange of experience, competitions, moral stimulation, etc.

The scheme of a separate stage of the network-cyclic integral-coordinating management cycle, where S' is the control subsystem, S_i'' are self-governing bodies of the educational system, S_j''' are members of the relevant communities (teachers, students, parents, citizens), is shown in fig. 5

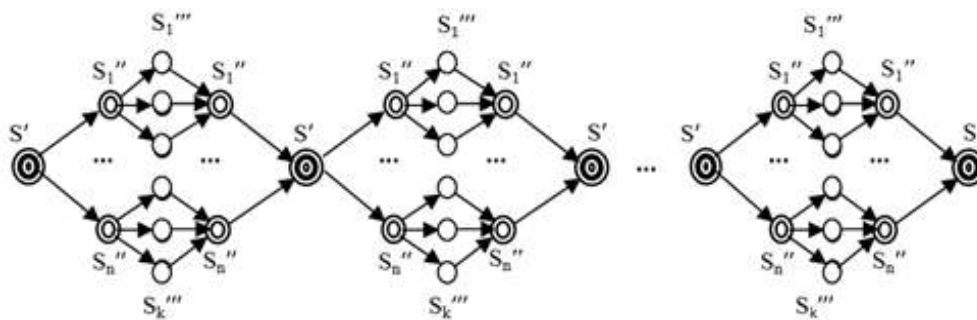


Fig. 5. Scheme of a separate stage of the network-cyclic integral-coordinating management cycle.
Source: developed by the authors [2; 4]

Figure 5 in abstract and schematic way represents the highest – *synergetic* – phase of the development of educational systems corresponding to integral and consultative management style. Let us present a contextual picture of synergetic (integral and consultative) style of management activity. In fact, the implementation of this style can solve the so called problem of "*specialization and differentiation in labour/managerial activities*" which reveals a serious problem for the sphere of professional education, which cannot adequately respond to the rates of technological development of modern world, since the content of education undergoes fundamental changes over the course of five-ten years of professional training, revealing the problem of the "*half-life of specialist's competence*": the average annual growth rate in new knowledge on our Planet is 4-6%, therefore, a specialist should receive about 50% of professional knowledge after graduating from relevant educational institution. At the same time, the amount of time required to update professional knowledge for specialists with higher education is 28% of the total amount of time that an employee has at his disposal during the entire working period [18].

This problem can be solved by using the mechanism of self-management realising the self-regulative processes "from below" since the excessive specialization in managerial activity is quite detrimental from the point of view of psychology of labour as well as labour productivity. In this respect, we can mention the principle of "diffused" specialization which has been realized in the book *Range: Why Generalists Triumph in a Specialized World* by David Epstein [19].

It is very important to note that according to cyber-law of correspondence of the diversity of the controlling element (the controller) to the diversity of the element being controlled (W. R. Ashby's *law of necessary diversity*), the diversity (or information uncertainty) in a controlled element can be decreased due to corresponding increase in the diversity of the controlling element [20]. So, the management efficiency can be achieved when the information diversity of the controlling subsystem is no less than the information diversity of the controlled subsystem [21; 22].



In modern educational systems the information diversity of a controller (a manager) cannot be more than the information diversity of manager's subordinates. This problem can be solved by a such *synergetic coordination of the management activity*.

CONCLUSIONS

Management style, as noted, should ensure the development of the educational system [23]. At the same time, it cannot change suddenly, for example, from directive to conciliatory. New management functions and methods should be developed and implemented in the process of practical management activities gradually over a certain period of time (days, weeks and even years). That is, the management style should ensure gradual and constant updating of management functions and methods. Therefore, another property of management styles in the educational field is as follows: the management style of educational systems should ensure a gradual and consistent expansion of the use of management principles, functions and methods that are dominant for subsequent, more democratic management styles.

For example, besides certain orders in the process of developing a rigid educational system, to increase the efficiency of its management, it is possible to use more and more often the decisions made by the meetings with the head, as well as with the help of coordination of decisions of public associations, in the next phase of its development – the decisions of pedagogical councils and conferences, still later – the recommendations of round tables and thematic discussions, the conclusions of public expertise, the recommendations of public hearings, etc.

In addition, we should note that different subsystems of the educational system may differ in levels of development, so management styles corresponding to them should be used in their management. That is, different subsystems of the educational system should use such management styles that correspond to their phases of development and ensure the further development of these subsystems. Therefore, another important property of management styles in the educational field is this: in different subsystems of the educational system, depending on the level of their development, appropriate management styles should be used, directing these subsystems at the optimal pace to the next phases of development.

Hereby we can consider the relationship between the phase in which the educational systems are transformed in the process of their development, with some aspects of their study (table 3).

In particular, in an educational institution, the management style for the subsystem of pedagogical workers can be conciliatory, for the subsystem of technical workers – delegate and consultative, and for certain groups of applicants for education – rigid.

These styles should undergo democratic changes over time and direct these subsystems at the optimal pace for them to the next areas of their development.

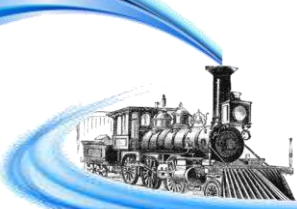


Table 3

The relationship between the phase of educational systems' development with some aspects of their study

<i>Type of educational system</i>	<i>Levels of systems diversity</i>	<i>Scientific theories of system management</i>	<i>Education management model</i>	<i>The main way of system development</i>
Rigid systems	Low	General systems theory	State model	Increasing in system's Diversity
Systems with delegated management authority	Average	The law of required diversity for subsystems management	State and public model	Delegation of powers to officially recognized public structures
"Soft" systems	Sufficient	Soft systems methodology	State-public, public-state model	Development of "soft" interaction of official structures concerned in modernizing the Ukrainian education
Systems with network interaction	High	Scattered information theory, network paradigm of education management	Public-state model	Development of interaction of the educational system with network structures
Synergetic systems	High	Synergetics as a new scientific paradigm	Public model	Development of self-organization educational system within the temporary self-ruled managerial target teams

Source: developed by the authors [1; 2; 4]

Moreover, in some cases, as a result of a sharp renewal of the personnel of the educational subsystem and the unpreparedness of new employees for democratic styles of management, it is even possible to return to a directive style of management, but at the same time, the focus of management on the development of the subsystem and the gradual and consistent expansion of the use of principles, functions and methods remains unchanged. which are dominant for more democratic management styles.

We have determined the features of management styles of educational systems, which are manifested in the fact that: the management style of the educational system should correspond to the level of its development; the management style of educational systems should ensure a gradual and consistent expansion of the use of principles, functions, and management methods that are dominant for subsequent, more democratic management styles; in different subsystems of the educational system, depending on the level of their development, appropriate management styles should be



used, directing these subsystems at the optimal pace for them to the next phases of development.

The article outlines the main characteristics of management styles regarding the use of dominant principles, functions, and management methods depending on the level of development of the educational system.

The above gave reasons to classify management styles depending on the level of development of educational systems as follows: absolutely directive management style, relatively directive, delegation-consultative, coordinating, network-consultative, integral-consultative (synergetic) styles. The latter reveals the highest phase in the development of educational systems, thus being the most effective.

At the same time, the methods of monitoring the levels of development of educational systems, determining the readiness of controlling and controlled subsystems for development and transition to higher levels, etc., require further scientific research.

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