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порівняльної педагогіки, історії освіти та загальної педагогіки, педагогіки вищої школи.

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SUMMARY

Zagrebelnaya Elena. The results of the ascertaining experiment on determining indicators of the formation of managerial professional culture of the future education managers.

The author in the article considers the results of the ascertaining experiment on determining indicators of the formation of the managerial professional culture of the future education managers at two universities. During the pedagogical research the following methods were used: an interview (a discussion, an interview, a survey), an observation, testing, studying of undergraduates' creative works, processing and interpretation of empirical data (analytical, statistical and comparative analysis); a set of methods for psychological and pedagogical diagnostics and self-diagnostics. A set of creative tasks and tests that helped to reveal the degree of the professional competence formation among the future education managers was developed. Incoming diagnostics as the first stage of experimental work was focused on determining the level of the previously acquired level of competence in reference to its theoretically defined components, on the students' attitude towards the formation of professional competence in general, and also on the defining of a value hierarchy among the future managers. The research of competence components provided for the identification of their implementation degree (formation) and their special formation assurance in the training process for the future education managers. Knowledge and skills of future education managers are mostly general, not systematized, fragmentary, but it must be stated that future heads of educational institutions are familiar with certain managerial regulations in regard to the activities of a comprehensive school manager, and the situation with the understanding of the activity of a higher education institution manager is much worse. Thus, the experiment made it possible to verify that the competence of teachers does not have narrow professional boundaries, since they require a constant comprehension of pedagogical, social, psychological etc. problems related to education, first of all - with the issues of effective management of educational organizations.

Key words: formation indicators, education manager, managerial professional culture, leader qualities, management activity.

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MONITORING AS A MECHANISM OF ADAPTIVE MANAGEMENT OF DEVELOPMENT OF THE CHAIR SYSTEM OF THE INSTITUTES OF POSTGRADUATE PEDAGOGICAL EDUCATION

Introduction. *It is found out that transformations, taking place in the education system in conditions of European integration, considerably complicate management of a*

modern education institution and set fundamentally new tasks to its administration. Particularly acute these questions arose before the heads of institutes of postgraduate pedagogical education (IPPE). In order to improve the existing IPPE management system, appropriate legislative and scientific foundations are needed that will provide normative and methodological basis for their future development taking into account the specifics of the activity. In particular, it is necessary to substantiate the theoretical and methodological foundations of adaptive management of development of the IPPE chair system.

The aim of the article is to develop a scientifically substantiated system for monitoring of development of the IPPE chair system as a mechanism for adaptive management of development of this system.

Research methods. *The logical analysis of literary sources on philosophy, sociology, and pedagogy made it possible to develop the basic concepts of adaptive management of social-pedagogical systems; with the help of method of organizational-system modeling a model of adaptive management of development of the chair system of institutes of postgraduate pedagogical education has been developed. Empirical methods, including the study of normative legal documents, practical activities of institutions of postgraduate pedagogical education for the establishment and generalization of their managerial experience; observation, questionnaire, event analysis, mathematical and statistical processing of the received data, including Qualimetric calculations for objectification and assurance of the elements of adaptive management of development of the IPPE chair system have proved the effectiveness of the implementation of the monitoring system for management of development of institutes of postgraduate pedagogical education.*

Results and their discussion. *The basic organizational unit of the institutes of postgraduate pedagogical education is the chair. Taking into account the terminological uncertainty inherent in the system of postgraduate education, we define the chair of the institute of postgraduate pedagogical education as the basic structural unit of the institute of postgraduate pedagogical education, which conducts educational, methodological and scientific activities for certain categories of pedagogical workers (including managers), which includes at least five scientific and pedagogical workers at the main place of work, and not less than three of them have a degree or an academic (honorary) title.*

Conclusions and perspectives of further researches. *The study does not exhaust the entire diversity of problems on adaptive management in the system of postgraduate pedagogical education. So, deserve attention such issues as: training of IPPE teams for implementing the model of adaptive management of the chair system development; formation of managerial competence of heads of the chairs in the context of adaptive management of the IPPE development.*

Key words: *the chair, the chair system, adaptive management of the chair system development, monitoring, the model, factors, criterias.*

Introduction. Transformations, taking place in the education system in conditions of European integration, considerably complicate management of a modern education institution and set fundamentally new tasks to its administration. Particularly acute these questions arose before the heads of institutes of postgraduate pedagogical education (IPPE). These institutions of education as an object of management differ significantly either from institutions of higher education or institutes of postgraduate education. The main functions of IPPE are the improvement of professional skills and retraining of teaching staff in Ukraine. But their experience shows that they perform the

function of regional scientific and methodological centers of the Main departments of education and science of regional state administrations that provide organizational and methodological support to the educational process in preschool, general education and out-of-school education institutions of the region. Consequently, in order to improve the existing IPPE management system, appropriate legislative and scientific foundations are needed that will provide normative and methodological basis for their future development taking into account the specifics of the activity. In particular, it is necessary to substantiate the theoretical and methodological foundations of adaptive management of development of the IPPE chair system [4].

Analysis of relevant research. The scientific literature on management of education quite thoroughly reveals the theory of social management, the methodology of scientific management of education, the theoretical basis for management of educational systems development and quality of education, management of professional development, system-targeted management of pedagogical education, etc. In recent years, the essence of adaptive management, its laws and principles (H. Yelnykova, T. Borova, H. Poliakova, L. Fesik); adaptive management of pedagogical systems (P. Tretiakov, S. Mitin, N. Boiarintseva); technologies of adaptive control (H. Yelnykova, A. Kasianova, V. Petrov, Z. Riabova, H. Sukhovych, I. Lapshyna); management of the education institution of postgraduate pedagogical education (L. Vashchenko, A. Bodnar, M. Hadetsky, H. Dmytrenko, V. Maslov, V. Oliinyk, V. Pikelna, L. Pokroieva, M. Potashnyk, T. Korochn, P. Tretiakov, Ye. Khrykov, T. Shamova); monitoring of the education quality at higher education institution (V. Zinchenko, L. Korobovych, H. Krasilnikova, S. Kretovych, H. Tsekhmystrova, N. Fomenko, Ye. Khrykov); monitoring of professional activity of scientific and pedagogical workers (T. Borova, L. Korobovych) have been considered.

Despite a wide range of researches of the scientists who consider various aspects of adaptive management of social-pedagogical systems, there is still no holistic study of the theory and technology of adaptive management of IPPE development. This has caused serious difficulties in the day-to-day management of these education institutions, especially at the level of organization of their chair systems.

The aim of the article is to develop a scientifically substantiated system for monitoring of development of the IPPE chair system as a mechanism for adaptive management of development of this system.

Results and their discussion. The basic organizational unit of the institutes of postgraduate pedagogical education is the chair. Taking into account the terminological uncertainty inherent in the system of postgraduate education, we define the “*chair of the institute of postgraduate pedagogical education*” as the basic structural unit of the institute of postgraduate pedagogical education, which conducts educational, methodological and

scientific activities for certain categories of pedagogical workers (including managers), which includes at least five scientific and pedagogical workers at the main place of work, and not less than three of them have a degree or an academic (honorary) title”.

The IPPE chair system as an integral unity consists of interdependent chairs (together with structural subdivisions) and independent methodological centers and departments of the Institute with interdependent and mutually agreed ties aimed at joining efforts in order to achieve the tasks set within the frames of the educational, methodological, scientific work.

Taking into account that different chairs of IPPE have different purposes and specifics, their integration in the chair system requires the coordination of multi-vector activities of all its subsystems. The best way to solve this problem is adaptive management, which is essentially designed to coordinate multidirectional impacts, which promotes the integration of different by nature subjects of activity into a single entity [4].

Therefore, the issues of managing adaptive systems in the field of education are important for our study, in particular: distinction of the features of adaptive school management (T. Shamova, T. Davydenko, Ye. Yamburh); formed concepts of adaptive management, its laws and principles (H. Yelnykova); study of adaptive management of pedagogical systems (P. Tretiakov, S. Mitin, N. Boiarintseva); developed technologies of adaptive control (H. Yelnykova, H. Poliakova, V. Petrov, I. Lapshyna). Significant value in the conceptual plan is the place of educational monitoring based on factor-criterion modeling (H. Yelnykova, O. Kasianova and Z. Riabova).

Research methods. The logical analysis of literary sources on philosophy, sociology, and pedagogy made it possible to develop the basic concepts of adaptive management of social-pedagogical systems; with the help of method of organizational-system modeling a model of adaptive management of development of the chair system of institutes of postgraduate pedagogical education has been developed. *Empirical methods*, including the study of normative legal documents, practical activities of institutions of postgraduate pedagogical education for the establishment and generalization of their managerial experience; observation, questionnaire, event analysis, mathematical and statistical processing of the received data, including Qualimetric calculations for objectification and assurance of the elements of adaptive management of development of the IPPE chair system have proved the effectiveness of the implementation of the monitoring system for management of development of institutes of postgraduate pedagogical education.

Thus, the results of the analysis of theoretical and methodological foundations of adaptive management (AM) allowed to distinguish its peculiarities and features.

Adaptive management is a process of mutual influence, which causes mutual adaptation of the behavior of subjects of activity on the dia(poly)logical basis, which is ensured by a common definition of a realistic goal, with the subsequent combination of efforts and self-direction of actions for its achieving [3].

The leading feature of adaptive management is mutual adaptation and organic combination of the manager's goal and the pursuit of the performer based on the development of flexible models of activity [3].

The appearance of adaptive management was caused by directed self-organization of a person, which ensured its conscious self-development using the natural mechanism. It can be specially organized on the basis of creation, support and expansion of the conditions of self-development of management objects within the limits established jointly with the subject and their perceived requirements, but always arises arbitrarily at any transitional stage as an objective need, which combines evolutionary and revolutionary ways of development [2].

If directed self-organization realizes self-development of a person within the established limits of the requirements which he understands, then adaptive management provides conditions for self-development of a person by combining his needs with the requirements of the environment. That is, with the help of adaptive management there is a combination, mutual harmonization, harmonization of the needs of man, society and state that determine their co-evolution [3].

Adaptive management is a kind of situational management. It always coordinates two opposite in nature phenomena, and therefore its systematization can be specified in the following way: *according to the subject of management* – combines administrative and party-related (with the participation of employees) management; *according to the nature of influence* – external management with internal (self-management); *according to the orientation* – process-target, because it focuses both on the process and on the result [3].

According to the direction of mutual influence, adaptive management is both vertical and horizontal, and *according to the order of interaction* – both subordinate and distributed. The driving factor of the development of such a management system is the balance of interests of all its participants and substructures. This management system ensures harmonization and adaptation of the cross-cutting goals of the management of the IPPE chair system at all its levels: student – teacher; teacher – teacher; teacher – head of the chair; head of the chair – head of the chair; head of the chair – head of the methodological subdivisions; head of the chair – vice-rector/deputy director; vice-rector/deputy director – rector/director [4].

Unlike traditional, adaptive management determines the priority of development, which is carried out through self-organization processes. This

fact determines the specifics of the *functions of adaptive management* of the IPPE chair system, namely: joint development of the realistic goal, criterial modeling, cooperation of actions and self-direction, self-monitoring of the process and monitoring of the result, predictive regulation of the result.

The realization of the function "*joint development of a realistic goal*" is carried out by matching the goals of the departments and methodological units that make up the chair system, making an informed decision on the realization of the set goals. The function "*criterial modeling*" is carried out through the selection of criteria and creation of flexible models of the activities of the structural units of the chair system. The function "*cooperation of actions and self-direction*" involves eliminating inconsistencies and divergence on the basis of dialogical adaptation; cooperation of actions and self-direction to achieve a common goal through the development of partnership relations between all the subjects of management process, managers and subordinates (direct interaction within the team), combining the efforts of all the subsystems of the chair system for the implementation of the tasks. The function of "*self-monitoring of the process and monitoring of the result*" is carried out by converting the control function through the coordination of external and internal influences, conducting external monitoring by the managers at the "input", etc.

The identified features of adaptive management have allowed to substantiate the concept of "*adaptive management of the IPPE chair system development*" as an interaction of managing and managed subsystems, which takes place on the basis of coordination with the help of coaching of the strategic goal of the institution development and specific goals of its divisions, motives and opportunities of participants of the educational process, coordination of requirements of the educational services market, inquiries and professional experience of students with the content of providing educational services and mobile transformation of the leading (producing) chairs to improve the professional competence of students/trainees and ensure their competitiveness at the labor market" [4].

The most effective mechanism for assessing development of the IPPE chair system is *monitoring*. It is a complex hierarchical system, within which a certain set of dynamic processes is realized. Therefore, it is advisable to use simulation to reproduce it. The model of the system of monitoring of the IPPE chair system development is a systemic unit and reveals its originality and self-sufficiency. It consists of methodological, content, technological, result and regulatory components [5].

The methodological component of the model of the system of the chair system development monitoring includes the purpose, the main approaches, laws and principles of monitoring.

The purpose of the monitoring of the IPPE chair system development was to provide information-regulatory support of the IPPE chair system development.

In the course of the study it has been determined that the theoretical-methodological basis for monitoring of the IPPE chair system development constitute the main provisions of the leading scientific approaches, namely: anthropological-social, where the attention in management is focused on a person; systemic, that allows to explore the elements of the system in order to maintain its functioning in a definite state; synergetic, the basis of which are the processes of self-organization and interaction in conditions of instability; personally oriented, which directs the processes of educational activity in accordance with the individual peculiarities of the professional activity of scientific and pedagogical workers and the educational needs of students/listeners; qualitative, which gives the possibility of quantitative definition of qualitative changes in the development of all subsystems of the chair system.

Integration of these approaches made it possible to formulate conceptual provisions for the IPPE chair system *development* monitoring, namely: monitoring of *development* of the chair system is a subsystem of a complex open synergetic system of education quality management that is subordinated to the hierarchical linkages of the educational system of the IPPE; the goal in the model of monitoring of the chair system *development* appears as a system-forming and system-integrating factor and defines the tasks, functions, principles, the nature of the interconnections of the elements of the monitoring structure, a set of methods, means, participants that implement it; objects of monitoring are in constant development, exposed to external and internal influences, which can cause unwanted changes in the functioning of the object; monitoring of the IPPE chair system *development* should provide constant feedback, prognostic information on the dynamics of the quality of educational activities (results and processes) within a specified time, the continuity of management activity, the consistency between levels of the management structure, the account of changing conditions, updating of goals and priority directions of development, timely regulation and correction, as well as self-regulation and self-correction of the activities of participants in management and educational processes.

On the basis of the analysis of the specificity of manifestation of the laws of unity and struggle of opposites, mutual transition of quantitative changes to qualitative, negation, systemic, cyclicity, it is determined that monitoring of the development of the IPPE chair system is a cyclically repeating hierarchical system: the unit system – the multiple system – the unit system. Its development is due to contradictions between integrity and addiction, entropy and non-aggressive trends, orderliness and chaos, divergence and convergence, quality of received information and the costs of obtaining it, timeliness and usefulness of the information received, theory and practice of monitoring, etc.

The monitoring cycle is conditioned by the cyclical nature of the educational process in the IPPE and the cyclicity of its quality management.

Based on the analysis of the classifications of the laws presented in the works of V. Volkova, A. Denisova, N. Diatchina, N. Yakovleva, as well as laws of education quality management, distinguished in the works of O. Vasilieva, O. Hranichenko, S. Trapitsyna, E. Yakovleva, we will present a classification of the laws of monitoring of the IPPE chair system development, in which, based on the state of the studied object, three groups of regularities are distinguished: construction (or existence), development and functioning. *The first group* – the patterns of construction – is divided into two subgroups: patterns of interaction of the part and the whole: the pattern of integrity (the emergence), the law of addition, progressive systematization, progressing factorization; patterns of hierarchical orderliness: the pattern of communication, pattern of hierarchy. *To the second group* – the patterns of development – belong the laws of: historicity; self-organization; unity and inter-conversions of order and chaos; oscillatory (pulsating) evolution; uneven development and inconsistency of the pace of performance of functions by the elements of the system; increase in the degree of perfectness. *The third group* – the functioning of the systems – includes the following laws: dependence of the effectiveness of monitoring on the completeness of its scientific basis; the law of “necessary diversity” by W. Ashby; equivalence; potential effectiveness of B. Fleischman; the dependence of monitoring effectiveness on the transparency of the monitoring process and its results.

On the basis of the analysis of monitoring laws, we have identified five subsystems of the principles on which the system of monitoring of the IPPE chair system development is based, namely: the first subsystem has a general scientific character and includes the principles of scientific character, perspective character, efficiency, feedback, cyclicity, adaptability, evolution; the second subsystem consists of the principles that reflect anthropological-social approach: humanistic orientation, publicity, confidentiality, normality, graduality; the third subsystem reflects the systemic approach and includes the principles of integrity, purposefulness, stability, manageability, non-addiction; the fourth subsystem reflects the qualimetric approach and includes the principles of informality, optimality, reliability, technology, unity, accessibility; the fifth subsystem reflects the process approach and consists of the principles of the role of senior management, employee involvement, employee training, employee loyalty, focus on continuous improvement of quality and customer satisfaction.

In the basis of the content component of the developed model has been laid the content of activity of the structural units of the IPPE chair system.

The disclosure of the content of the technological component of the model made it possible to determine the stages, methods, conditions for monitoring of the IPPE chair system development, and to develop its toolkit.

On the basis of generalization of the results of the theoretical analysis of the monitoring methods presented in scientific sources on the pedagogical management by T. Bainazarova, O. Vasilieva, I. Drach, T. Lukin, V. Prikhodko, to the methods of development of the chair system we refer: methods of information collection: observation, questionnaire, analysis of documents, results of activity; methods of processing and analysis of information: quantitative and qualitative methods, namely: pedagogical analysis, factor analysis, pedagogical diagnostics, evaluation, method of expert assessments, pedagogical examination, method of pair comparisons, methods of classification, etc.; methods of presentation and accumulation of monitoring results: charts, analytical certificates, conclusions about the quality of activities of scientific and pedagogical workers, computer databases, certification sheets, etc.; methods of verification of the probability of the monitoring results: expert method, statistical methods of analysis, correlation analysis, etc.; methods of using monitoring results: methods of making managerial decisions, methods of structuring, characterization and optimization, methods of social forecasting, methods of socio-psychological management, morphological analysis, method of extrapolation of trends, etc. [1].

The proposed classification of the system of monitoring methods reflects its internal logic and essence and is based on the criteria of the stage of development and implementation of monitoring of the chair system development.

It is important for implementation of the model of monitoring of the IPPE chair system development to determine the quality of the final result on the basis of quantitative criteria and objective assessments. Qualitative approach is the most effective and rational way to achieve the goal and to solve the problems of monitoring.

Based on the main directions of the organizational, personnel, educational, methodological, scientific and consulting-marketing activities of the chairs, we have developed a factor-criterial model that can be used in control-evaluative and monitoring procedures, investigating the dynamics of the IPPE chair system development. Parameters for the analysis of the IPPE chair system development have determined the *level of organization of educational activities of the structural units of the chair system and the level of effectiveness of the educational activity of the institute*.

The *factors* determining the content of organization of the educational activities of the structural units of the chair system include the following: creation of a management system of structural subdivisions; organization of educational activities of chairs; personnel support of the chairs; material and technical support of the educational activities of the chairs; establishment of relations between chairs with the internal social environment; establishing connections between the chairs with external social environment. The *criteria* for goal oriented and self-

regulatory activities of the chairs of IPPE include: availability of a long-term plan for the development of the chairs; planning of measures of joint work of the chairs with methodological units; staffing of the qualitative composition of the chair by scientific-pedagogical workers; planning of measures for professional development (self-development) of scientific-pedagogical personnel; creation of conditions for social and professional mobility of scientific-pedagogical workers; compliance of the HEI's standards of training and professional development of the teaching staff with the requirements of the labor market and the market of educational services; presence of dynamism of the variational component of professional training of students and improvement of the skills of students in accordance with changes in demand at labor markets and educational services; introduction of modern teaching technologies; conformity of the system of assessment of academic achievements of students/listeners to state and international requirements; effectiveness of the work of the chairs, methodological units, educational-methodological department, scientific-methodological council for the scientific and methodological provision of the educational process of advanced training courses; scientific and methodological provision of laboratory and practical classes, course design, independent work of students/listeners, including those involved in distance learning; integration of scientific inter-departmental studies; realization of program-targeted projects; introduction of educational marketing technologies; publication of educational, methodological and scientific products, etc.

Selected criteria are mobile, adjusted in accordance with the changing situation or regulatory requirements of the state, institute and chair levels.

The advantage of the developed qualimetric model in comparison with the existing methods of assessing the level of development of all structural units of the chair system is the integral representation of the development of the chair system as a system of interconnected components (subsystems), which can be considered as a standard. The selected parameters, factors and criteria of development contribute to solving the main tasks of monitoring, which, on the one hand, is to ensure optimal activity of all the structural units of the chair system, increase its intensity and, on the other hand, to create, maintain and expand the conditions for their directed self-organization and self-development.

Result component. It has been established that the results of monitoring can be either direct or indirect. Direct – positive dynamics of the level of development of the IPPE chair system, indirect – improving the quality of management of the IPPE chair system, professional and personal development of scientific-pedagogical workers, developing their motivation, improving the quality of students/listeners' training, positive dynamics of satisfaction of students/listeners, teachers, heads of the chairs and methodological structural

subdivisions, administration, substructures of the external management of the process and the result of IPPE development.

The regulatory component provides for the publication of information on the state of activity of the chairs, sections, independent methodological units on the site (portal) of IPPE, meetings of the Academic Council of the education institution, structural units and receiving feedback; development of a program of measures for the improvement of monitoring procedures based on the analysis of feedback information.

An annual evaluation of the level of development of the chair system of the institutes of postgraduate pedagogical education with the help of an appropriate qualimetric model shows a general increase in its indicators (Table 1).

Table 1

Generalized data on the monitoring of the effectiveness of the level of development of chairs activity of the institute of postgraduate pedagogical education

Factor – F	Partial evaluation of factors				
	2012–13 a.y.	2013–14 a.y.	2014–15 a.y.	2015–16 a.y.	2016–17 a.y.
1. Organizational work	0,13	0,15	0,16	0,16	0,16
2. Personnel support	0,24	0,24	0,25	0,25	0,26
3. Educational work	0,10	0,12	0,14	0,15	0,16
4. Methodological work	0,09	0,12	0,14	0,14	0,15
5. Scientific work	0,06	0,08	0,10	0,14	0,15
6. Consulting and marketing activity	0,01	0,03	0,06	0,09	0,10
Overall rating in units	0,63	0,74	0,82	0,93	0,98

Analyzing the generalized indicators of the level of development, it can be noted that the largest increase (9 %) was obtained in the areas of scientific work and consulting and marketing activities. The organizational work had an increase of 3 %, academic work – 6 %, methodological work – 6 %. The analysis of the given data on all directions of work as a whole shows the obtained gain of 35 %, which testifies to the positive influence of the introduction of the developed model for determining the level of development of sections in the activity of the institute of postgraduate pedagogical education.

Conducting analysis with the help of qualimetric models allows carrying out the current tracking and timely adjustment of the development process of the chair system.

Therefore, in order to ensure a high level of performance of institutes of postgraduate pedagogical education in relation to the fulfillment of their main functions (educational, methodological and scientific), it is necessary to

optimize their organizational structure. Since the main structural unit of the IPPE is the chairs, first of all, it is necessary to ensure the development of the chair system of this institution.

The best result of management activity, taking into account the reform of the national education system, shows adaptive management that is essentially intended to reconcile opposite effects, which promotes integration of the different in nature stakeholders into one integrity. The most effective mechanism for assessing the development of the IPPE chair system is *monitoring*. The effectiveness of the developed model of the system of monitoring of the IPPE chair system development is the unity of methodological, content, technology, result, and regulatory components that ensure the integrity of the model and reproducibility in its functioning.

Conclusions and perspectives of further researches. The study does not exhaust the entire diversity of problems on adaptive management in the system of postgraduate pedagogical education. So, deserve attention such issues as: training of IPPE teams for implementing the model of adaptive management of the chair system development; formation of managerial competence of heads of the chairs in the context of adaptive management of the IPPE development.

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РЕЗЮМЕ

Кравченко Анна, Анненкова Ирина, Почуева Ольга. Мониторинг как механизм адаптивного управления развитием кафедральной системы институтов последипломного педагогического образования.

Статья посвящена проблеме адаптивного управления развитием кафедральной системы институтов последипломного педагогического образования (ИППО). На основании анализа состояния разработанной проблемы в научной литературе осуществлено теоретическое и методическое обоснование адаптивного управления развитием кафедральной системы ИППО. Определено, что наиболее эффективным механизмом оценивания развития кафедральной системы ИППО является мониторинг. Дано его теоретическое и методическое обоснование. Выделены закономерности и принципы системы мониторинга развития кафедральной системы ИППО. Научно обоснована ее структурная модель. Создана факторно-критериальная модель развития кафедральной системы ИППО.

Ключевые слова: кафедра, кафедральная система, адаптивное управление развитием кафедральной системы, мониторинг, модель, факторы, критерии.

РЕЗЮМЕ

Кравченко Ганна, Анненкова Ірина, Почуєва Ольга. Моніторинг як механізм адаптивного управління розвитком кафедральної системи інститутів післядипломної педагогічної освіти.

Статтю присвячено проблемі адаптивного управління розвитком кафедральної системи інститутів післядипломної педагогічної освіти (ІППО). На підставі аналізу стану розробленої проблеми в науковій літературі здійснено теоретичне й методичне обґрунтування адаптивного управління розвитком кафедральної системи ИППО. Визначено, що найбільш ефективним механізмом оцінювання розвитку кафедральної системи ИППО є моніторинг. Подано його теоретичне і методичне обґрунтування. Виділено закономірності та принципи системи моніторингу розвитку кафедральної системи ИППО. Науково обґрунтовано її структурну модель. Створено факторно-критеріальну модель розвитку кафедральної системи ИППО.

Ключові слова: кафедра, кафедральна система, адаптивне управління розвитком кафедральної системи, моніторинг, модель, фактори, критерії.

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TRAINING TEACHING AS AN INSTRUMENT FOR INCREASING QUALITY OF EDUCATION IN CONDITIONS OF EUROINTEGRATION

Розглянуто можливість реалізації положень міжнародних стандартів забезпечення якості вищої освіти шляхом широкого впровадження інструментів

ЗМІСТ

РОЗДІЛ I. ПРОБЛЕМИ ПОРІВНЯЛЬНОЇ ПЕДАГОГІКИ

Карпусь Ольга Змістові засади здоров'язберезувального виховання учнів у загальноосвітніх школах Фінляндії	3
Комочкова Ольга Розвиток лінгвістики у другій половині ХХ – на початку ХХІ століття у Великій Британії.....	12
Тарабан Юрій Характеристика моделей релігійної освіти України та країн Європи.....	25

РОЗДІЛ II. ПРОБЛЕМИ ПЕДАГОГІКИ ВИЩОЇ ШКОЛИ

Білецька Ірина Полікультурна освіта студентів у процесі вивчення іноземної мови	38
Гаврилюк Оксана Психолого-педагогічні аспекти професійної готовності майбутніх учителів музичного мистецтва до художньої творчої діяльності.....	48
Дружченко Тетяна Організація навчання англійського усного монологічного мовлення на засадах диференційованого підходу в умовах експерименту.....	58
Загребельна Олена Результати констатувального експерименту щодо визначення показників сформованості управлінської професійної культури майбутніх менеджерів освіти.....	71
Кравченко Ганна, Анненкова Ірина, Почуєва Ольга Моніторинг як механізм адаптивного управління розвитком кафедральної системи інститутів післядипломної педагогічної освіти	83
Лола Юлія Тренінгове навчання як інструмент підвищення якості освіти в умовах євроінтеграції	95
Міровська Маріола. Кейс-менеджмент (ведення випадку) як технологія майбутнього у вищій школі	108
Полякова Анна. Маркетингово-моніторингові та соціально-психологічні дослідження в управлінні розвитком освітнього середовища вищого навчального закладу	117
Приймак Сергій Фізична працездатність студентів, що займаються в групі спортивно-педагогічного удосконалення з боксу.....	130
Семенов Олена Підготовка майбутніх учителів-словесників до позакласної діяльності з патріотичного виховання: лінгвоаксіологічний контекст	142
Сергієнко Тамара Підходи до навчання української мови як іноземної в медичних університетах.....	153

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