SCIENTIFIC FOUNDATIONS OF MANAGING THE EDUCATIONAL SECTOR AS A SOCIAL SYSTEM

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Abstract. The article analyzes the systemic aspects of school management. It is argued that the educational sector is a system of constituents determined by componential, structural, functional and integration aspects. The author gives an overview of Ukraine’s educational institutions and outlines its philosophy of education.

Keywords: educational sector, social system, educational management, comprehensive school.

Introduction

The educational sector is a complex, multifunctional social system which can be characterized as follows: it has its goal and structural elements connected by objective factors; it is capable of transforming its elements and creating new ones; it is connected with the outer world.

The internal characteristics of the system are determined by an integration of systemic componential, structural, functional and integration aspects, with each aspect having its specific characteristics. The systemic componential aspect reveals the constituents of the system, their specific characteristics. This focuses managers’ attention on identifying the constituents of the comprehensive schooling system, their characteristics, and efficiency determinants. The systemic structural aspect of comprehensive school management has significant implications for the qualitative and quantitative analysis of the interrelations and interconnections among the constituents which determine the relative independence and stability of the system. The systemic functional aspect of comprehensive school management indicates that the comprehensive school is an active system of social order which manifests itself in management functions. The systemic integration aspect is one of the cutting-edge approaches which identifies systemic factors and mechanisms of preserving the effectiveness of the system, its operation and development (Afanasiev, 1981).

The above-mentioned social theoretic postulates are reflected in the sociology of education which researchers regard as a branch of sociology studying the development and operation of education as a social institution and its interaction with society. At the same time, the functions of education are determined by the universal human need for the social reproduction and transmission of skills and knowledge from generation to generation. In this respect, society is characterized by a continuous improvement of education standards.

Results

The humanization of education

The effectiveness of education depends of resolving the following discrepancies:

1) between the social need for developing a homogeneous society and the existing social differentiation determined by the level and quality of comprehensive and professional education;
2) between the growing need for production and the social and professional priorities of young people;
3) between the desired and actual levels of personality development.

Methodology as a branch of science is a significant component of educational management. As a science in general, it has an “activity” aspect. It is not only and not so much a system of knowledge, but it is a sphere of activity aimed at generating descriptive and prescriptive methodological knowledge.

Given that the development and operation of education is determined by a system of social relations, material and spiritual needs and interests, it is relevant to explore the methodological aspects of Ukraine’s education system. One of them is the humanistic orientation of education under conditions of dramatic changes in ideology, social life, and educational consciousness. The foundations of humanism-oriented education have always been a focus of research irrespective of whether there were favorable conditions for its implementation or not. The goal of current education is developing those personality traits which are
significant for both the person and society; engaging the person in active life; combining everyday activities with cultural life. Such educational paradigm is aimed at eliminating manipulation of scholars’ conscience, abandoning the practice of indoctrination (imposition of stereotypical perception).

Humanitarization is an important aspect and part of humanizing education. In theory and practice, there are two aspects of humanitarization. One of them can be identified as accumulation of knowledge about man, humanity, humanism, which refers to increasing the role of humanitarian education. This goal is achieved in the process of curricula development and teaching certain academic courses.

One of the aspects of socializing education and its management refers to raising the teaching standards of the Humanities, abandoning the science-oriented approach to teaching certain courses. To illustrate, if teaching literature is reduced to literary criticism, it will not foster the ability to appreciate fiction. In addition, humanization should be applied to teaching natural sciences.

Therefore, the humanization of education is implemented through the content of academic material, organizational mechanisms at every stage of education and in educational institutions, research and development establishments; this process must be regulated by state and local education authorities.

**Foundations of educational management**

Axiology is a major component of the theoretical and methodological foundations of educational management in general and an educational institution in particular. The main purpose of axiology is to show the role of values in human existence and their relation to reality. In this respect, axiology posits that educational management should stem from the necessity to train an erudite, cultured and competitive school graduate.

The management of an educational establishment depends largely on the country’s economic development, living standards, on the logistic support of the educational sphere, and so on. Thus one of the goals of this paper is to explore the economic component of managing a comprehensive educational establishment.

Being part of certain social relations, the educational system builds the society’s major workforce. By means of education, the state performs some of its main functions – economic and cultural development. All branches of education, especially the comprehensive school, have a great impact on teaching spiritual values (Szczepanski, 1969, p.40).

Naturally, the economic support of the educational sphere influences spiritual life since education is the tool of developing spiritual values in a generation under current social conditions. At the same time, education has an indirect influence on the society’s spiritual culture in general by transmitting all that was created by previous generations and by building a new basis for the society’s spiritual development.

The economic function of the educational system contributes to the development of moral values in young people. Therefore, it should be regarded as a process of developing a social personality. According to the Polish sociologist J. Szczepanski (1969), one is not born a person but becomes one as a result of upbringing. As a biological being, a child turns into a person capable of working and creating only by being brought up, educated and introduced to a system of values and behavioral patterns. J. Szczepanski states that socialization, therefore, is a process of introducing the younger generation to the system of social phenomena determined by the society’s economic and social order by learning and developing the current system of values and behavioral norms.

The positive experience of economic education entails that scholars can freely operate economic terms and figures, use economic calculations and analyses, do assignments involving economic and industrial data. Economics is an important part of education. Teaching economics and moral values develops students’ diligence, respect of spiritual values, thrifty attitude towards material values such as school equipment, textbooks, visual aids (Conception 12/7-4, 2004).

Therefore, the concept of education should be regarded as a relatively independent system aimed at preserving and transmitting spiritual wealth including skills and behavioral norms whose significance is determined by the society’s economic, social and political conditions.

**Ukraine’s educational system**

In order to explore the above mentioned problem, it is necessary to analyze Ukraine’s many-faceted and diverse educational system in terms of its structural organization. According to the Ministry of Education and Science of Ukraine, the country’s system of education comprises preschool education, comprehensive
secondary school, post-secondary school, technical school, higher education, graduate school (master’s
program, doctoral program), self-education (Decree 778, 2010).

Preschool education and attitude development is acquired at a preschool institution or at home and is
aimed at promoting children’s physical and mental development, teaching the skills and knowledge which are
necessary for further education. Preschool institutions include nurseries, kindergartens, schools for children
with special needs, day-care centers, round-the-clock nurseries, orphanages, and so on.

Comprehensive secondary education is aimed at promoting a scholar’s all-round development as a
personality; revealing their inclinations and talents; helping them in choosing a career; fostering moral values;
acquiring knowledge about man, society, nature, the world of business and industry; promoting environmental
consciousness and good physical health. In Ukraine, comprehensive education is mandatory and can be
obtained at various types of institutions. The main type is the three-tier comprehensive school: tier I - primary
school (grades 1-4); tier II – middle school (grades 5-9), which provides basic secondary education; tier III –
senior school (grades 10-11), which provides full comprehensive secondary education.

Specialized education is meant for developing children’s inclinations and talents; it includes specialized
classes, schools, lyceums offering various activities for those who wish to acquire more profound knowledge
of a subject or need career counseling.

Extra-curricular education is aimed at satisfying students’ needs for spiritual, intellectual and
professional development. It includes various types of workshops, clubs, societies and libraries engaging
students in art, sports, outdoor pursuits, and so on.

Professional-technical education is aimed at retraining, career development, preparing students for
vocational jobs. It includes vocational technical schools, art schools, social rehabilitation schools, farming
schools, high vocational schools, production-and-training centers, and so on.

Higher education provides fundamental theoretical and practical training and academic degrees, as well
as opportunities for retraining and career enhancement. It includes colleges, institutes, universities,
conservatories, academies, and so on. Higher educational establishments have three accreditation levels: level
I – technical school and other institutions of the same level; level II – colleges and other institutions
belonging to this category; levels III and IV (depending on accreditation) – institute, university, academy,
conservatoire.

Post-degree education (internship, medical residency, career enhancement, retraining) provides
opportunities for obtaining a new qualification on the basis of previous training and professional experience,
as well as for improving professional knowledge and skills. It comprises academies, institutes for career
development and retraining, higher education departments, technical schools, on-the-job training centers.

In order to provide opportunities for self-education, local authorities, business organizations and public
organizations create open universities, libraries, educational centers, clubs, television and radio programs, and
so on.

Discussion

Therefore, the purpose of school management is to resolve certain tasks aimed at achieving the ultimate
goal of a comprehensive educational institution – building socially significant effective interaction among all
the participants of the educational and upbringing process which would result in the good qualification and
competitiveness of its graduates. These achievements are possible only on condition of a rational organization
of labor, high professionalism, and an optimal psychological and physiological climate at a comprehensive
educational institution.

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