

Part 2. Educational Management: Practical Issues

2.1. The role of educational policy in Ukrainian society transformation during an epoch of globalization changes

The national educational system receives a state order on the formation of a person with certain characteristics, which explains the increased attention of the state to the system of education. Its management is guided by the state through an appropriate educational policy. The term "state policy in the field of education" or "state educational policy" began to be used in the scientific literature since the 1960s and 1970s, when in the USSR, the USA, the European countries and in Japan as well, education began to be regarded as the most important factor of economic development and social progress as an area that needs special attention at the national level [1].

In the scientific and popular science literature, several definitions of the "state educational policy" concept are given. Here are some of them: "The educational policy is an essential component of the state policy, an instrument for ensuring fundamental human rights and freedoms, an increasing of socio-economic and scientific and technological development pace, the humanization of the society, and the growth of culture. The educational policy establishes, on the basis of public consent, the fundamental goals and objectives of the educational development, guarantees their implementation through concerted actions of the state and society. The first task of educational policy at the present stage is to achieve the modern quality of education, its conformity to actual and perspective needs of a person, society and the state "; "The state policy in the field of education is the policy based on the principle of education issues priority, the prevention of the creation and operation of political organizations and religious movements in state and municipal educational institutions, government bodies. The organizational basis of the state policy is the programs for the educational development, adopted by the highest legislative body "; "The educational policy is an integral part of the state policy, a set of theoretical ideas, goals and objectives, practical measures for the development of education. There exist other interpretations of this term [1, 5, 8].

Consequently, the very concept of «a state educational policy" implies that its subject is the state bodies governing the educational process (legislative, executive and judicial authorities, civil society institutions). At the same time, under the current political conditions, the subject of the state educational policy are both regional educational management structures and international institutions that carry out educational policy at the world level (e.g. UNESCO, the International Monetary Fund, the EU, individual international funds, etc.). The staff and competences of these educational policy institutions are specific for each state.

The objects of the education policy are actually the very national education systems, officially fixed in each state, international relations of national educational systems and structural elements. Due to the unequal level of an economic development in the modern world, states, their educational policy is aimed at developing of education systems various elements.

The state educational policy is aimed at providing the society with the knowledge necessary for a social development. To achieve this goal, the state coordinates various social processes that affect the "the production of knowledge" and "production of specialists" who apply this knowledge. These processes can take place both in the field of education and outside of it.

The educational policy is aimed at forming a model of education on a national scale that would create conditions for the disclosure of the individual creative potential and would prepare it for self-realization in the society, thereby ensuring a conscious and competent election of the life path by the individual. That education, which becomes the norm for the XXI-st century, should ensure the formation of a holistic picture of the world among the youth, the ability to adequate orientation in different life situations, including situations of uncertainty. The next task of educational policy should be to reorientation to applied areas without losing the fundamental education, finding of reasonable proportions here. The countries undergoing transformation must optimize investment in human capital development, move from a specialist training system which is based on knowledge accumulation to a system that should guarantee their successful application. The world already perceives education as a process that lasts a lifetime. This necessitates the accelerated development of national retraining and retraining programs. The interests of the state itself require the quickest adaptation to the information and computer revolution, the diversification of labor markets.

An urgent task of an educational policy is to intensify Ukraine's cooperation with other countries in the process of globalization and further integration in the field of education. Therefore, education management bodies should stimulate the exchange of higher education students, search for possibilities of future specialists' traineeship in leading universities of foreign countries in order to bring them to the most promising areas of science and technology.

Equally important task is to ensure the conditions for the acquired knowledge successful usage during the education abroad in the interests of our society, the qualification adaptation to the conditions of Ukraine. This activity has a chance to succeed only in the atmosphere of a single European and world educational space of training courses and programs interstate coordination, levels of education, legal legitimization and unification.

In order to understand how complex is the problem of the formation through the educational policy of a single educational space is in today's condition, one should pay

attention to two considerations, the importance and accuracy of which become more and more evident with each passing year.

The first of them belongs to the famous sociologist Margaret Mead, who, on the basis of many years of studying the lifestyle of various societies, came to the conclusion that "the social structure of a society and how the process of education is structured – as knowledge is transmitted from mother to daughter, from father to a son, from brother to mother, to son, to sisters, from a shaman to a new convert, from renowned specialists to beginners – to a much greater extent than the actual content of transmitted knowledge, determines both the way people learn to think and how the results of education, the total amount of individual elements of skills and knowledge are perceived and used ... [9]."

From another angle, logic and social philosopher Gregory Bateson, he created the theory of step-by-step learning. Its main point is that the decisive role in the process of learning and teaching is given not to the content of education, but to the social environment and methods through which the learning process is carried out.

The key is the understanding that the first degree education ("proto-teaching") can be designed and planned; its results are monitored and fixed.

The second degree education ("secondary education") is a mysterious process that is unlikely to be realized, is rarely tracked by its participants and is almost unrelated to the problem of proto-teaching. However, it is in this process, which remains beyond the conscious control of the educational organizers of, learners who acquire skills that are much more important for their future life than carefully selected elements of knowledge that are invested in deliberately constructed curricula. As a result, G. Bateson came to the conclusion that the secondary education is an essential complement to any "proto-learning".

Subsequently, these ideas were enriched by the concept of the third degree teaching ("the tertiary education"), in the process of which the skills of rapid deprivation of habits and prevention of accustoming, the ability to turn some individual elements of experiment into new samples. The current world situation makes the teaching of the third degree a higher adaptive value, the central element of the preparation for life and retraining in the life-process.

All the politicians (state, unions of states, political parties, nations, classes, people's movements, etc.) can conduct the educational policy. However, the fact that under the democratic political regime the main subject of the educational policy goal is the state, as it integrates and accumulates the interests of all the social society forces.

The purpose of the education policy is formulated by the educational and political leadership of the country and reflects the vital interests of the nation and the state as a power institution.

It is important to note that the educational policy, although it flows from the general policy, is consistent with its nature, but due to the realm of implementation. It

is constantly complicated, requiring significant material, spiritual and human forces, the integration of society's life various spheres. In today's democratic states, the main task of the educational policy is the providing national interests with specific educational means.

The development of education in Ukraine must not be considered only in relation to the needs of a modern, transforming society. Reformation should take place in the direction the new century the model and taking into account both national traditions of culture and education, and modern positive world trends in the development of education [3, p. 385-388].

Ukraine's aspiration to be an equal member of the European educational space implies systematic educational transformations both in formal and informal terms, the use of the proved experience, norms and standards of European partners' education.

Educational standards must be enriched by differentiating of the participants in the educational process due to the level of training. The traditional approach to the content component of educational standards is oriented towards certain unification, a certain averaging of intelligence. An innovative approach requires both an average level of intelligence and a simultaneous deepening and extension of the training program for "advanced" and the creation of individual high-level programs for the most gifted.

The education in the 21st century is not only the provision of knowledge and education of the individual. The education in the era of globalization and high technologies is a factor of social stability, economic well-being of the country, its competitiveness and national security. Therefore, the education cannot be stereotypely included in the sphere of departmental or sectoral policy, but it should be considered as a nationwide, strategically important problem.

"The deep peculiarity of the educational policy," as V.Kremen emphasizes, – lies in the fact that it organically combines the political, social, economic and the actual educational aspects. Only in this approach to education, we will be able to bring it to the departmental-sectoral barriers and give it a modern essence as a sphere of integration and implementation of national interests and priorities of our state» [7, p. 168].

The goals of the state educational policy are determined by the values that point to the structure of the higher education concept, to which the state orients. First of all, these are the state-building goals, the raising of the cultural level of society, the development of the political, legal, and moral culture of the Ukrainian population [2, p. 461-466].

The educational activity involves the mandatory organization and conducting of educational work in universities of all levels of accreditation on the basis of a number of conceptual provisions – the Constitution of Ukraine, the Law of Ukraine "On Education", the Concept "New Ukrainian School", the Concept of National-Patriotic

Education of Children and Youth. But today, the organization and the conducting of educational work in higher educational institutions is complicated by the socio-cultural crisis of education in Ukraine[4].

Old forms and methods of upbringing do not work. The spiritual priorities of a personality formation have not been determined yet. The education is often separated from the system of moral values, fundamental ideas, cultural landmarks, and then the educational stamps, the worst values of mass culture begin to operate.

The study of the processes of state educational policy formation shows that in the general context, politics can be considered as forms, tasks, content of the state activity, the implementation of its own authority. That is why the formation of the state educational policy covers the following stages: 1) definition of the principal tasks; 2) the drawing of perspective and immediate goals to be achieved at a specific time; 3) the development of methods, means, forms of activity; 4) the choice of organizations (institutions), through which the activities will be carried out and the goals can be achieved; 5) the selection and the placement of a personnel capable of understanding and fulfilling the tasks outlined. Undoubtedly, these positions involve the analysis of a particular situation, the review (selection) of possible options for solving the tasks.

The formation and implementation of state the educational policy should also determine the principles on which the state policy of education is based.

The principles and the objectives of educational policy are the most static, their change is usually the result of a change or a serious adjustment of the policy course. And the actions of society and the state in the relation to the development of the education system in achieving the declared goals should change dynamically enough, responding adequately to various factors. Therefore, characterizing the educational policy, it is important not only, to study the declared goals, but to analyze the real actions and the concrete results of the educational system development.

In this context, it is important to continue the reform in teaching the disciplines of the social and humanitarian cycle, as the specified disciplines, without any exaggeration, play a significant role in shaping the valuable world of school and student youth [6, c 296-298].

The new view on the humanization and humanitarization of a high school has been carried out; it is reflected in the following solutions:

- the unification of the disciplines cycle of the humanitarian direction, which is enriched by a number of actual training courses and contemporary philosophical concepts;

- the diversification of studying social and humanitarian disciplines methods through the abandonment of a narrow circle of established dogmatic techniques (for example, compulsory and large in terms of summarizing primary sources); instead, a facilitated, fictitious style of most these disciplines teaching is formed;

- Higher educational institutions receive more freedom in defining programs of social and humanitarian disciplines; author methods of their teaching are encouraged.

The above-mentioned decisions contribute to the increase of the educational policy effectiveness, the growth of the humanitarian knowledge role as an important factor in the formation of the school children and students value world [3, p. 56-89].

As in modern conditions, humanitarian knowledge directly influences the formation of the young people spirituality, their ideological and valuable orientations, and is widely used in the development and implementation of political, economic, social and other programs.

The focusing on pragmatism and utilitarianism of educational process by domestic scientists O. Sydorenko, B. Yudin, V. Mezhujev, A. Zinoviev, J. Toshchenko and others is estimated as negative – especially at the university level. The tendency is obvious when there is a lack of a common culture, and this generates the phenomena of functional illiteracy of diplomas holders about higher education and their professional incompetence. The task of increasing the moral culture of students, according to leading figures in science and culture is extremely relevant today.

The goals of the state educational policy are determined by the values that determine the structure of the higher education concept, on which the state is oriented. First of all, these are the state-building goals, the raising of the cultural level of society, the development of the political, legal, and moral culture of the Ukrainian population.

The conceptual foundations of the state educational policy, which include the ensuring of the principle of anthropology and observance of ideological pluralism, aimed at creating conditions for the implementation of the personal potential of each person by means of education in the discourse of ensuring of the constitutional rights and freedoms of the individual to information and equal access to education. State educational policy is defined primarily as a field of relations between different social groups and individual through the use of government agencies in order to realize their interests and needs in one of the most important areas of social life – education. The strategic goal of public information and education policy of Ukraine is to develop an open information society on the basis of a common information space as the space of an integral state, its integration into the global educational and informational space, taking into account national peculiarities and interests while ensuring information activities inside the state and on the and international level.

Modern society needs constant updating of technologies, and therefore, a rethinking of the system of reproduction and retransmission of knowledge, a new paradigm of education. In this case, the educational policy plays a leading role in the process of systematic implementation of educational transformations, and so it directly influences on a general process of sustained society development in Ukraine.

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2.2. Teacher-educator's personal ideal in the statement of basic concepts of Polish pedeutologists

2.2. Ideal osobowy nauczyciela – wychowawcy w zestawieniu bazowych koncepcjach polskich pedeutologów

Wprowadzenie. Pedeutologia¹ obok filozofii, pedagogiki, psychologii i socjologii stanowi jedną z naukowych dyscyplin, w której temat osobowości stanowi centralny punkt wokół którego koncentrują się wymiary sfery duchowej oraz procesy tworzące i modyfikujące struktury poznawcze a zwłaszcza inteligencji, temperamentu, charakteru i inne esencjonalnie tworzące ludzką godność osobową. Ilustracyjnie, z inteligencją pojawia się szacunek, zaufanie, nadzieja, miłość a więc wszystkie różnobarwne możliwości ludzkiej osoby. Na wyjątkowy jednak komentarz zasługuje tu określenie *sfera duchowa*, która niekiedy przekracza granice ludzkiego intelektu. W niniejszym zaś studium użyto ją w dwóch znaczeniach: *wrażliwości* na to, co w człowieku jest niewidzialne, jak myśli i przeżycia oraz *otwartości* na marzenia, aspiracje, ambicje

¹ **Pedeutologia** (gr. *paideutes* – nauczyciel–wychowawca, *logos* – nauka) – dział pedagogiki zajmujący się głównie strukturą cech osobowości nauczyciela wraz z jego powołaniem, misją oraz predyspozycjami, uzdolnieniami, autorytetem, jakością wykształcenia a także z funkcją i wymogami społecznymi.