

The development of national education management theory as a criterion of the development of education management research methodology in Ukraine

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Science is the cultural dominating idea of our time, which has a strong potential for the qualitative transformation of reality. The further development of society and quality of life, competitiveness of the country and so on depend on the level of development of science in the country. One of the trends of modern science is the integration of knowledge, comprehensive analysis of phenomena of objective reality, intensification the links inter different scientific fields where methodology plays an integral role. Another trend in the development of modern science is creation new scientific fields in education management, which were actively developed at the end of the twentieth century. However, the emergence of a new scientific field can lead to rise such research tasks that are not possible to solve with the old methods. This requires scientists to search for new ways of approach to solving scientific problems and methods, borrowing methods from other sciences or developing new ways of research. So, methodological knowledge has transformative role in modern educational space, great theoretical and practical importance for the development of the theory and practice of management education. Although in scientific literature there are a number of works devoted to research methodology (O. Adamenko, Yu. Babanskyi, L. Vahovskyi, B. Hershunskyi V. Zahvyazynskyi V. Kokhanovskyi, W. Krajevskyi, N. Kuzmina, V. Kurylo, P. Obraztsova, Vladimir Sadovskyi, M. Skatkyn, V. Slastyonin, Yu. Surmin, V. Polonskyi, Ye. Hrykov G. Schedrovitskyi, G. Tsehmistrova, Ye. Yudin etc.), the criteria of analysis of its development are not worked out. Scientifically based definition for the criteria of the development of research methodology is essential for the efficiency of research and obtainment of new knowledge. This is due to the fact that criteria can not only assess the state of scientific methodology in a particular area, identify the characteristics of development in certain periods, but highlight trends, ways of its further development.

The aim of the article is a review of the national education management theory as one of the criteria of the research methodology problems of management education in Ukraine and determination of its indexes.

In determining the structure of research methodology in education management, we rely on the structure of methodology of pedagogy, stated by B. Krajevskyi and M. Danilov as a system of knowledge about principles and structure of educational theory, principles and approaches to gaining knowledge about educational reality, as well as activities for obtaining this knowledge and supporting the program and research logic [5, p. 23]. Thus the structure of education management research methodology consists of knowledge on the principles and structure of the theory of education management, principles, approaches and methods of obtaining knowledge in management education (methodological theory in this area), as well as the system of research activities, included supporting the program and research logic (implementation of methodological theory in practice).

We observe development of research methodology education management problems as:

- a process that takes place in a certain period of time, which determines stages of methodology development,

- a result, disclosing through research methodology components (methodological basis), which are the subject to changing. This result is characterized by the level of education management theory, theory of research methodology in the field of education and efficiency of implementation the methodology in the practice of scientific research. Many scientists engaged in issues of research methodology (Obraztsov P., Skatkin M. Surmin Yu., Tulenkov M., Hrykov Ye., etc.), mark that one of the trends of science development is theorizing of knowledge: development of theories and improvement of theoretical level of research [4]. Theoretical knowledge is a methodological guide for studying scientific problems, paving the way for the formation of scientific hypotheses, selecting techniques and research methods. The development of theoretical knowledge in a particular scientific field contributes to the development of research methodology. There is no doubt that they are interrelated and interdependent processes. Ye. Hrykov identifies the rule of conditionality in the development of science as the development of methodology of science [6, p.141]. According to this rule it can be affirmed that education management science is determined by the development of methodology. Due to methodology the subject of science management education is grounded; the development of conceptual principles and approaches to the arrangement of research in this scientific field, relevant research methods; procedures for research evaluation and overall evaluation procedures of science education management, finding the patterns and determination the prospects of its development in theory and practice are carried out

Consequently, the theses provided an opportunity to consider the development of the theory of management education as a result of development in education management research methodology and as the criteria for its development.

For definition of indicators of education management theory development we used indicators of pedagogical science, identified by Ye. Hrykov and O. Adamenko, namely "the emergence of new ideas and theories, expanding research perspective, the differentiation of science, international recognition of its achievements, the development of conceptual apparatus, institutionalization of science, congruence of science development to its internal logic, the development of multivariate ways of solving educational problems, the implementation of integrated collective research, the development of pedagogical study technologies, coherence studies and practical needs, improving quality of education, perfecting tools and techniques of scientific and educational communication, increasing in the number of scholars. "[3, p. 147]. O. Adamenko analyzed the theme and problems of scientific papers, methodological approaches to research and research technologies in her dissertation aimed at studying the development of management theory of secondary school [1]. It is also advisable to rely on a complex-criteria approach to the analysis of educational thought developed by V. Kurylo. The scientist defines 12 criteria and appropriate indexes of educational thought, namely:

- 1) the methodological principles of pedagogical search (according to the methodology levels by Ye. Yudin);
- 2) orientation of pedagogical search and investigation as a "vector" of educational thought;
- 3) formation of research issues (empirical, subjective, directive, empirically-epistemology, prognostic means);
- 4) characteristic of the procedure of pedagogical search (kind of information sources, a variety of methods of acquisition of information, their adequacy to the purpose, objectives, hypothesis of research, characteristic of methods for refining, processing, organizing and presenting information and the character of the survey results interpretation and measure of the validity of the conclusions);
- 5) the development of scientific and educational communication;
- 6) scientific novelty of pedagogical searches (results of investigations repeat or confirm certain issues, make specification or specify the available scientific position

within the existing paradigm, bring new significant elements to existing theories and concepts and improve existing paradigm, justify innovative ideas, concepts, theories and lead to a new paradigm);

7) compliance of educational thought and internal logic of pedagogy (link to previous achievements of pedagogical science, consistency in the development of educational theory, extraordinary results, matching progressive trends of science);

8) the nature and effectiveness of coherence of educational thought and practice (level of creative collaboration of scientists and practitioners in obtaining new knowledge, the level of implementation the ideas in teaching practice, the level of gap between the educational thought and practice, the level of conflict between them);

9) the level of educational research (basic, applied, local studies, guidelines, a description and analysis of experience, only a description of experience);

10) the nature of scientific production (quantitative characteristics of scientific production, its diversity, distribution);

11) a circle of scientists (the total number of scientists, correlation theoretical and practical activity of scholars, their academic qualifications, dissemination of scientists' opinions and ideas in the region from local to international levels);

12) forms of organization educational searches, research (classified by the number of participants, funding and duration) [2, p 219 - 224].

It may be noted that the above criteria reflect the development of educational theory, methodology and development of educational research as interdependent components of pedagogy.

Analysis of the criteria and indicators allows us to identify indicators of education management theory as a criterion of education management research methodology, namely:

- the emergence of new ideas, concepts, approaches to scientific problems in the theory of education management;
- expansion issues in research problems of education management;

- availability of complex research problems of education management;
- compliance of management theory to objective social needs, strategy of education development;
- international recognition of theoretical attainments of national scientists in management education;
- formation of the conceptual apparatus of education management science;
- institutionalization of education management science;
- development of the system of scientific and educational communication (conferences, scientific publications, etc.);
- development of technologies in education management studies;
- improvement of efficiency in education management.

These indexes complete the evaluation system of education management theory. Some of them need comments. For instance, the effectiveness of education management depends on various factors, one of which is the development of the theory of education management. In science there is a rule of depending the efficiency of school management on how management activities based on the base science issues [7, p. 110]. The indicator "international recognition of theoretical developments of national scientists on education management" also needs clarification. Recent years to determine the effectiveness of research in Ukraine citation index has been spread. This global practice of scientometric indicators as the instruments for determining of scientific contribution of scholars into science. It is necessary to take into account, that due to the fact that national science has been isolated from world science for many years, works of our national outstanding scientists underrepresented in international scientific journals. But in modern conditions of development of national science and economics, publications in international journals are not always available for Ukrainian scientists. However, this indicator corresponds to modern trends of scientific development, European integration processes, which take place in society, education, etc., and should be taken into account when analyzing the development of national education management theory. Regarding the institutionalization of education management

science it should be noted that since independence Ukraine has created an extensive system of research institutes, three specialized councils of thesis presentation on specialty 13.00.06 "Theory and Methods of Management Education," public association of research in this area. This process continues and promotes the development of national theory in the field of education management. Compliance of the development of management theory to objective social needs, education development strategy as an indicator of education management theory is quite substantial. Without a doubt, the theory should be directed at solving practical needs. The theory divorced from practice is abstract. Theory can outstrip practice when it determines current issues and trends, but theoretical studies that are not implemented in practice, have not made a positive impact on solving practical problems are unimportant. These studies do not affect the development of science and useless for public importance.

Therefore, given system of indexes of development of national education management theory can be used to estimate it as one of the criteria of the research methodology problems of management education in Ukraine.

Literature

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