

THE THEMES OF SCIENTIFIC RESEARCH AS A FACTOR OF INFLUENCE ON THE DEVELOPMENT OF EDUCATION MANAGEMENT THEORY AND RESEARCH METHODOLOGY

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Resume

The article deals with the problem of determining and approving the topics of research on education management as a factor influencing the development of the theory of education management and research methodology. The author has considered the factors influencing the choice of topic; analyzed the focus of research topics in the field of education management on the actual problems from the position of modern science, taking into account the trends of education and the theory of education management. The state mechanisms for determining actual directions of research in the scientific field, the results of the analysis of scientific complex topics of research, which led to the defense of the dissertation works on the specialty 13.00.06 theory and methods of education management over the last 10 years are outlined. The author describes the negative traditions in national practice of determining the topics of research and substantiates the necessity of modernization of the management mechanisms of the process of forming the topics of dissertation works in the national science.

Keywords: management of education, development of the theory of education management, research methodology, a topic of research, actual research directions.

One of the tasks of methodology in any scientific research is to determine the purpose of the study, taking into account the development of science in the relevant field, the needs of practice, social significance and real possibilities of the researcher. This task is realized in the formulation of the topic of research. It is the theme itself that outlines the direction of scientific research, characterizes scientific work and focuses on its result. The value of the choice of the research topic cannot be diminished. In a broad sense, the topic of dissertation work is means of managing the development of not only science but also national education. In the narrow sense, the effectiveness of the study depends on the definition of the topic.

Therefore, in works on the methodology of pedagogical research (O.V. Berezhnova, S.V. Goncharenko, V.I. Zagvyazinsky, V.V. Kraevsky, V. M. Polonsky, Yu.P. Surmin, N.V. Tulenkov, Ye.M. Hrykov etc.) a considerable attention is devoted to this issue.

Scientists identify flaws in certain research topics, distinguish requirements for the formulation of topics, provide recommendations on the choice of topics.

In the national scientific practice, certain state mechanisms of coordination of scientific research and approval of the topics of dissertations, which should ensure the rapid development of pedagogical science, the education management theory, etc., are developed and implemented. But, despite the large number of dissertations that are annually defended in specialized councils, **this does not work**. According to the report of the National Academy of Pedagogical Sciences of Ukraine, 556 dissertations (124 doctoral, 432 candidates) were defended in specialized scientific councils in the field of pedagogical sciences for the period of 2012-2016 [2, p. 265].

The purpose of the article is highlighting the current problems in determining and approving the topics of research on education management issues that influence the development of research methodology and the theory of education management.

The choice of the topic of a thesis is a very important moment for a scientist, since it not only determines the effectiveness of work, but also determines the occupation of a person for a significant period of life. Let's consider what factors influence the choice of research topic. Indeed, the first is the subjective factors: the scientific outlook of the researcher, his place of work, personal experience. However, there are objective factors: social needs; practical problems that require a scientific solution; development of scientific theories, which indicate relevant issues; modern trends in the development of education, etc.

S.U. Goncharenko distinguishes three types of topics:

1) topics that arise as a result of the development of problems over which this research team works;

2) initiative;

3) "invited" [3, p. 47].

Indeed, the first kind of themes contributes to deepening the study of a particular problem, and is most recommended to scientists. Initiative themes, as pointed out by S.U. Goncharenko, can occur in two situations: either with good scholarly training of the researcher, or with his inadequate qualifications and narrow scientific outlook. In this case, a significant role is assigned to a scientific supervisor or consultant who needs to understand the situation and support the learner's initiative or direct his activity to another thematic area.

"Invited" topics are topics related to the basic plans of research in the scientific field or association. According to the relevance and importance, such topics have certain advantages, but they need to be analyzed from the standpoint of reality and possibility of creating a theoretical basis. One of the modern requirements for a thesis is the connection of its theme with the plan of research work of the organization or institute, as indicated in the "Regulations of the Higher Attestation Commission of Ukraine". That is, the topic of each scientific study should be linked to a purposeful integrated program to solve the most important scientific and technical problems of the national economy or particular branches. This requirement is valid at the present time too.

One of the mechanisms for determining the actual directions of research in the scientific field is the making-up of passports of scientific specialties.

The topics of research in the field of education management should correspond to the research areas determined by the passport of specialty 13.00.06 - "Theory and Methods of Education Management". It is valid at present and determines 19 areas of research. A number of normative and recommendatory documents have been developed, in which the leading directions of research were redefined, namely: the Law of Ukraine "On Priority Areas of Science and Technology Development" dated January 16, 2016 [9]; A list of priority thematic areas of scientific research in the new edition (from 10.10.2015) [8]; "The main scientific directions and the most important problems of fundamental research in the field of natural sciences, technical sciences and humanities of the National Academies of Sciences of Ukraine for 2014-2018" [7]; "The main directions of research of pedagogical and psychological sciences in Ukraine for 2013-2017" [6], which have been developed in accordance with the National Strategy for the Development of Education in Ukraine [5]. Also, an effective state mechanism for determining the actual directions of research in the scientific field is the financing of scientific projects, complex topics, etc.

We have analyzed the focus of research topics in the field of education management on topical issues from the position of modern science, taking into account the trends of education and the theory of education management. Considering more than 120 theses defended in Ukraine during the last decade on the specialty 13.00.06 "Theory and Methods of Education Management", it has been discovered that most of the research is aimed at addressing the leading areas identified in the National Strategy for the Development of Education in Ukraine and in the works of national scientists. There are insufficiently developed areas such as democratization of management of educational institutions, strategic management, increasing of the autonomy of educational institutions, management of educational institutions according to market conditions and on the basis of creative comprehension of advanced foreign experience [10].

Hrykov Ye.M. gives results of the analysis of the topics of more than 200 theses on the theory and methodology of education management in his monograph. The scientist notes that among 52 doctoral studies, 44 works (85%) are devoted to theoretical problems (theory and practice, theoretical and methodological bases, pedagogical bases, scientific principles,

acmeological principles, theory and methodical bases, socio-pedagogical principles), 5 topics are devoted to solving practical problems (management, management training, pedagogical management, system of formation), 3 works - historical problems of the scientific branch. Among 153 Ph.D. theses, 99 (65%) are formulated as practically oriented (71 for solving management problems, 15 for development problems, 3 for support, 4 for training, 4 for training and managementsystems). 40 works (26%) consider theoretical problems, 14 works (9%) study the history of the theory and practice of education management [11]. Among the analyzed topics there are no fundamental themes; all topics have only a local logic that inhibits the development of science.

Our research showed that all the works defended in Ukraine during the last decade in the specialty 13.00.06 "Theory and Methodology of Education Management" are devoted to certain types of educational institutions, rather than to the general principles of science. It has been established that most of the research is devoted to the management of higher educational institutions (16 doctoral and 30 candidate's), these secondary educational institutions (6 doctoral and 29 candidate's), postgraduate education management (4 doctoral and 12 candidate's). The management of vocational education is considered in 1 doctoral and 7 candidate's theses, preschool education management - in 6 master's theses, the management of extracurricular education - in 4 candidate studies, 1 doctoral and 6 candidate studies consider other levels of education management (educational district, regional education system, Department of education of the District State Administration, scientific and methodological institutions).

The national theory of education management has been developing for a long time in accordance with the types of educational institutions, namely: management of preschool institutions, general educational institutions, vocational schools, and higher educational establishments. However, the development of science involves the formation of a general theory of education management. This tendency requires revision of approaches in certain topics of dissertation research, especially doctoral studies, which should be devoted to substantiation of the general principles of management of educational institutions [11].

We conducted an analysis of the scientific complex topics of research which were the topics of the theses defended on specialty 13.00.06 "Theory and Methods of Education Management" over the past 10 years. It should be noted that, as a general rule, a complex topic is not completely uncovered by the dissertation research carried out in accordance with it. It was revealed that the following topics were covered with the greatest coverage:

Modeling of professional activity of a
future specialist in conditions of Ukraine's integration into European space,
Theoretical and methodical principles of modeling professional competence of educational institutions managers,
Organizational and pedagogical conditions for quality management of education in secondary educational institutions, Quality management of educational activity in the higher educational institution,
Modernization of the activity of a
higher education institution in the context of European integration, Theoretical basis of management of educational institutions of different types.

In correlation with the directions on the passport of specialty 13.00.06 it is possible to note that not all the directions are highlighted in the complex subjects evenly. The following topics are not sufficiently developed in the complex subjects: civil governance in the system of education management, students' self-governance in the system of management of educational institutions, standardization in the field of education management, research of the system of state attestation and accreditation of educational institutions, theoretical and methodological principles of state policy in the field of education management, informatization of management and the application of communication technologies in the management of education. The last three directions cross the passports of other specialties and can be developed within the framework of research on other codes. But the first three areas belong to this specialty only and relate to the providing democratic basis in the management of educational institutions. These directions are very important in today's conditions of development of Ukrainian society, education, management theory, etc. Based on the

paradigmatic approach to the development of science by T. Kuhn [4], it can be claimed that these directions are transitional to the new paradigm. Therefore, the development of topics in these areas requires a new outlook and new methodological approaches.

Indeed, research activity is characterized by reliance on previously developed knowledge, scientific ideas and theories that serve as a methodological benchmark; scientific problems statementst, caused by the previous development of the theory and the objective needs of practice within the framework of the current paradigm; the use of research tools and methodologies formed in the current paradigm. However, this does not allow us to reach beyond this paradigm.

At the present stage of the development of national science, the issue of granting autonomy to higher educational institutions is raised, one of the elements of which is independence in the formation of research topics. However, we have rather stable traditions of authoritarian management. Approval of the research topics in order to coordinate them is carried out by the Interdepartmental Council for the Coordination of Research in the Field of Education, Pedagogy and Psychology, which has been established and is functioning at the National Academy of Pedagogical Sciences of Ukraine since 1995. The members of the Interdepartmental Council are the scientists from all regions of Ukraine, the actual members and correspondent members of the National Academy of Pedagogical Sciences of Ukraine, heads of specialized councils of scientific institutions and higher educational establishments. Undoubtedly, they are leading scientists. But in this scientific community traditions as for the definition and formulation of the theme have already been formed. These traditions appear in stable phrases, certain limitations and correspondences, for example, the ratio of the work place of the scholar with the focus of research on a particular type of educational institution, formed stamps on the structure of work, research methodology, etc.

Undoubtedly, the remark by S.U. Goncharenko, that the low level of identification of the work with existing approaches and traditionsinpedagogical work leads to "amateurism" and "clan" self-consciousness of an author,makes sense, [3, p. 18]. However, if one does not deviate from existing approaches and traditions, it is difficult to make a truly significant scientific discovery. In our opinion, this problem is hampering the development of pedagogical science, the theory of education management, etc. In connection with this, it is necessary to give more freedom to researchers in choosing and formulating topics whose worldviews may not be sufficiently narrowed down by the existing paradigm, so that they can intuitively allocate for research a truly important scientific problem. Therefore, it is not always appropriate to restrict the choice of a researcher to the complex topics identified by the institution, and to adjust the work to existing templates.

There are examples in the history of the development of the national management theory, when scientists went beyond the existing paradigm. Thus, in the 50's and 80's of the twentieth century, the authoritarian paradigm of management, with the scientific works focus on the synthesis and dogmatization of existing management experience, the rejection of innovative ideas, and the isolation from world developments in the field of education management prevailed in national science. Almost all scientific works were focused on the problems of content, forms and methods of management of certain heads of educational institutions. Scientific research was aimed at a narrow circle of the same issues, empirical knowledge prevailed over the theoretical. Only two scientists – V.O.Sukhomlynsky and M.V.Cherpinsky - worked in those daysbeyond this paradigm. V.O.Sukhomlinsky substantiated and implemented the democratic-humanistic model of management of a comprehensive school, and M.V.Cherpinsky made a significant contribution to the substantiation of the essence of school science [1].

Consequently, the problem of determining the themes of dissertation research is poorly studied, and the statements of the general scientific methodology for this task are not used sufficiently. The existing system of approval of the topics fortheses does not contribute to the intensive development of pedagogical science and the theory of education management in particular, the national practice of determining the subjects of research is influenced by traditions, which are not always positive. The given statements stipulate the necessity of modernization of the management mechanisms of the process of formation of thesestopics in national science.

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