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**FACTORS OF METHODOLOGY DEVELOPMENT OF RESEARCHES  
OF EDUCATION MANAGEMENT PROBLEMS AT THE MODERN  
STAGE OF DEVELOPMENT OF NATIONAL SCIENCE**

***Summary:** The article is devoted to the consideration of the factors of the methodology development of studies of education management problems in accordance with the modern tendencies in the development of science, the peculiarities of the development of national science.*

***Keywords:** tendencies in the development of science, the factors of the methodology development, education management.*

The development of scientific knowledge is impossible without the development of the methodology of science. The main objective of the methodology of science is, first of all, the study of those means, methods and techniques of scientific research, through which the subject of scientific knowledge acquires new knowledge about true reality. Today more and more often it is said that social knowledge is on the verge of a methodological revolution, which involves changing not only the methodological arsenal, but also changes in the very foundation of thinking, the formation of a new methodological paradigm [2]. The relationship between the development of scientific knowledge and methodology is usually considered within the philosophy of science. This question was reflected in the works of Dobronravova I., Belous T.,

Kokhanovsky V., Kuzmenko G., Petrushenko L., Ruzavin G., Sergienko V., Styopin V., Ogorodnikov V., Shtanko V., Yaskевич Y. and others, which addresses the philosophical aspect of this problem. However, there is still a contradiction between the perception of scientists of the transforming role of methodological knowledge in the modern educational space, its great theoretical and practical significance for the development of scientific theories, in particular the theory of education management and the lack of holistic research devoted to the methodology of studies on education management, the definition of preconditions and factors of its development, etc.

The objective of the article: to outline the factors of development of the methodology of studies on education management issues at the present stage of development of national science.

During the development of science in the last third of the XX century. the foundations for the creation of a new scientific picture of the world – evolutionary-synergetic, based on the general scientific principles of development and systemicity were discovered. The theoretical framework of this picture of the world determines the theory of self-organization (synergetics) and systems (systemology), as well as the informational approach, within which information is understood as an attribute of matter, along with motion, space and time. The new scientific picture of the world reflects and the main characteristics of modern science, which form new methodological principles, namely:

1) The principle of development (evolution) in modern science received the status of fundamental ideological and methodological constants. Now every local process of evolution, including social, is regarded as a process of development of the universe as a whole. In modern science, development is interpreted as a nonlinear, probabilistic and irreversible process characterized by a relative unpredictability of the result. In view of these circumstances, forecasting as an essential element of philosophical and scientific knowledge is embodied in the form of constructing possible models (states) of an object. One of the key methods

in this case is interactive simulation, which simulates the desired future (the idea is created) and substantiates the means of its realization (practical implementation) [2].

2) System paradigm in the second half of the XX century has acquired the status of general scientific, which provides grounds for fundamentally important in ideological and methodological terms of conclusions. From this point of view, the perspective directions of the methodology of scientific research, in particular the problems of education management, can include the use of system thinking, which studies the system as a whole with the simultaneous understanding of structure, function and process, and also as part of the environment [2].

3) Modern science becomes man-centric. The central place takes the anthropic principle, which allows a completely new interpretation of the place and role of man. Man is seen as a factor in the "controllability" of the development of educational systems. On the one hand, this factor should be taken into account in the study of scientific management education issues, on the other - the value of the influence of the human factor of the researcher increases.

4) In modern science, the idea of synergetics has become widespread, according to which the idea is formed that evolutionary processes take place in the form of self-organization of complex systems. The main result of the development of synergetics as an interdisciplinary scientific direction is that the processes of self-organization, in particular the educational systems, are inherent in the most different systems. These processes take place on the basis of the general laws for all systems, which are based on the interaction of opposite tendencies: stability - instability, chaos (disorder) - order (ordering), entropy - negentropy, necessity - chance, etc. In this case, synergetics proceeds from the fact that in the universe, the processes of development, the aspect of which is self-organization, proceed in the direction of the emergence of more complex systems.

5) Modern science is characterized by interdisciplinary, representing a general tendency, determined by the first four characteristics. This tendency leads

to the consideration of the scientific problem of education management in terms of different sciences, as well as the use in research of educational management research methods from other scientific fields (mathematical, economic, sociological, etc.).

Thus, one should expect that in the science of the XXI century the paradigm will dominate, the basis of which will be universal laws of evolution and self-organization, invariant to any level of organization of reality. This new paradigm implies the identification of a new range of scientific issues and the formation of a new methodology. German philosopher, a representative of the Frankfurt School Theodor Adorno notes that the extraordinary complexity of society as a subject of research in social sciences objectively requires complex (and, therefore, the most varied) methods of its analysis. According to the philosopher, the discrepancy between society as a subject and traditional (abstract-formal) methods is due to the wrong understanding of both. The method must correspond to its subject, "grow" out of it, a change in the object should lead to a change in the method [1]. V.Kokhanovsky highlights the following main reasons for the need to develop a new methodology of social cognition: the change of the subject of research, the aging of the previous paradigm, the development of science in general and particular scientific disciplines, the inclusion in the scientific circulation of new literary sources, the growth of the need for practical feedback from the humanitarian sciences [3].

The analysis of the subject field of research on education management issues enables us to conclude that the scientific issues are gradually expanding. So in the XX century more attention was paid to the study of the management of secondary educational institutions. In the XXI century, the management of higher educational establishments, institutions of a new type is considered. The change of the paradigm of governance from authoritarian to democratic implies the study of the management of development processes in education, informatization, democratization, and others.

As already noted, there is an aging of the previous paradigm of the socio-humanitarian methodology, its discrepancy with the new socio-historical reality, its insufficiency for expressing new patterns in the management of education, the functioning and development of educational systems. As Kochanovsky noted, changes in the methodology are due to the development of science in general and particular scientific disciplines. Research on education management issues in Ukraine was carried out and continued on the basis of the methodology of scientific and pedagogical research. The new period of research on education management problems began with the separation of a specialty in 2005, devoted to the study of methodological, theoretical and applied support for the functioning and development of all levels of management in the educational sector. Formation of the national theory of education management involves the formation of an appropriate research methodology. Significant influence on the formation of the theory of management education and the methodology of its research has included the inclusion in the scientific circulation of new literary sources. In recent years, a large number of foreign sources have been transferred, including problems of methodology of cognition, management theory, etc. We have got open access to the literature in foreign languages. Previously prohibited because of political considerations, the works of Soviet philosophers, historians, sociologists, economists, and others have appeared. The last condition for the development of the methodology is the growing need for practical feedback from science, education management, etc., the need to implement its recommendations in the management of education in the field of education involves the search for an effective system of methods on which it is based.

Consequently, the general tendencies in the development of science, the state of development of modern national science, and the formation of the national theory of education management are considered as factors in the development of the methodology of studies on education management issues.

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