

Specificity of the research of education management problems

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In this article specificity of the research of education management problems is analyzed. Correlation of pedagogical, management and research activities is shown. The factors which restrain the development of education management and its scientific reasoning are examined.

Key words: scientific research, education management, research of education management problems

Formulation of the problem in general view. Recently it is the global trend of increasing the number of defended dissertations and obtaining degrees not only scientific and pedagogical staff of high school but practitioners in education as the indicator of their professional competence. This trend has affected researches of education management problems.

Research is a source of searching that helps us enrich the theory and practice. Considering the trend, we can conclude that nowadays an approximation of science and practice and development of education management science as a separate discipline are taking place. But the fact of common knowledge is that the impact of the results of these numerous researches on the theory and practice of management in the field of education is insufficient. Let us try to understand the reason for this contradiction?

Analysis of recent researches and publications the author bases on and the solution of this problem is set. Scientists concerned with the problems of scientific research methodology, analysis of quality of scientific research works (O.V. Berezhnova, S.U. Goncharenko, V.V. Krajewski, O.M. Moiseev,

M.M.Potashnik, Y.P.Surmin, N.V. Tulenkovetc .) indicate different causes of the contradiction.

Thus the reduction in the quality of research is connected with indiscriminateness of academic councils of thesis defense, lack of knowledge of a researcher, his low methodological culture, lack of calculation in research as specificity of education management as his scientific study in general. But analyzing all these reasons goes beyond the scientific article.

The aim of the article is to determine the specific of research in education management on methodological position.

The presentation of the main stuff of the research. Management in education is a subsystem of the whole system of educational (pedagogical) work, and this subsystem is a subsystem toward to the wider system, which is society as a whole.

Berezhnova O.V., Kraevskiy V.V. define such activities, each of which is just one of the subsystems of educational work in its integrity:

- practical (work of educators and practitioners; teachers and educators pass on cultural heritage of society in direct contact to students and pupils, develop their skills, influence on the development of their personality);
- administrative (work of managers and other organizers of the educational process);
- research (scientific work of staff of educational institutions to develop scientific knowledge);
- transferring the results of pedagogical science for practice (work training institutions and further education, in general, all staff who provide methodological support) [1].

It should be noted the duality of science position in the system of concepts. On the one hand, as noted by Krajewski V.V., educational and scientific work develops two equivalents. On the other hand, scientific knowledge is inside of a system of educational work and recognized as one of its aspects.

Such duality is inherent to management education activity that is built into the context of educational activities and characterized by the same features as any activity in this field; on the other hand, management education activity is outside the educational work as it organizes and directs the work for solving the problems which education faces in general.

But there is doubt as to the author's assertion that all of these activities - practical, administrative (management), research activities and transferring science into practice - fulfil the same function of preparing the younger generation to participate in society through their participation in culture and development of their personality. [1] Thus the management aims to reduce the degree of randomness and increase the degree of determinism in functioning of educational system [3, p. 36 -37].

Science carries out the tasks of justification other activities, including administrative and its ownone. But there is no doubt that these activities in their integrity and correlation are necessary to provide educational activities and achieving educational goals.

The specificity of both scientific and management activities is that both ones are an integral part of pedagogical context, at the same time they implement theses according to the general methodology of science and management theory which consider the specificity of their field of application. Thus the methods of scientific cognition are the same as in other sciences, but they are specified for a definite scientific discipline.

Manage an educational institution or realization of a research program in education is not the same thing as to manage the manufacturing company or research in the field such as physics.

Another feature of this kind is that managerial influence can be directed to education as a whole and to management as a part of the system. Such specificity in relation of subject and object is marked according to scientific activity, which pedagogical, administrative work bases on, and scientific work on methodological positions. Ignoring the specificity in management and in

scientific study can lead to serious errors, the consequences of which are removed with great difficulty.

In addition to these cases, some more factors lead to errors in management and occurring questionable results in education management researches. Such cases reduce the development in education management and its scientific basis.

Thus, as noted by M. M. Potashnik, O.M. Moiseev, E.M. Hrykov, common management rules set up in other sciences (cybernetics, economics etc.) are attempted to apply for education without considering its specificity. It is impossible to change managing of one control object for another, only guided by general principles, without regard to the specific of the object. In our case this is the knowledge about education, which is represented by pedagogy. In fact, the essence of many Ukrainian scientific works on the education management problems is to transfer the theory of general management to educational background. At the same time the specificity of schools is taken into account mainly on technological level, not at the conceptual [3, p. 30].

Lack of understanding the specifics of education management as an independent scientific discipline leads to a number of errors in research of management problems (in the opinion of M.M. Potashnik and O.M. Moiseev). The scientists emphasize the most common errors: it is often spoken just about managed object, not the management work; management issues are considered without regard to management objects; the object and management are considered, but their interaction, the mutual development of educational systems and management is not shown [2, C.43-44].

V.V. Krajevskiy continues this list of errors: random selection of key definition for the research and its proving on the level of personal opinion; the effectiveness of the proposed management system is characterized by results of educational activities, particularly, pupils' learning skills; the research results project on education from other sciences directly and others. [1].

The lack of actuality of research issues should be added. The essence of the scientific problem consists in reflecting objectively existing contradictions, which can be solved only by means of science. The source of the problem is usually contained in practice. And solving any practical problem by means of science is to determine its correlation with the unknown part in scientific knowledge and replenishment by new knowledge, which can be used in practice, as a result of the research. Although formal feature of actuality of research issues is the dissertation topic complying with the scientific research plans of educational organization, young scientists often examine problems from subjective positions, not having ideas about practice, or the fact that this problem has already had a solution in science.

Thus, the study can be considered urgent objectively in the case when its subject corresponds to the urgent practice needs and fills the gap in science, which has no scientific means to solve urgent scientific challenges today. Therefore the process of definition of topical issues in management education research is necessary to discuss. And the approval of research themes should become more principled and avoided of formalism, which hinders science development.

Another factor that hinders the development in the field of education management is the researching of education management problems in the context of the methodology of natural-science knowledge not considering the specifics of cognition of humanitarian sphere it relates to.

V.V. Krajewski indicates that in this case the using of statistical methods is not corresponding to the nature of the research object, which refers to humanitarian sphere. Also, the scientist points to the fact that the specific of humanitarian cognition is still not defined completely, the methodology of humanitarian cognition is in the process of the statement of the problem in Ukrainian science that makes it harder to obtain objective knowledge on which effective solutions in the field of education would be taken.

The scientist points to the complexity of the subject-object relations between people in the management sphere, in particular, relations within the

educational process (teacher-pupil); the relations between the subject and the object of the management, in other words, the educational process and its providing; the relations between the subject and the object (the management itself) of study. In the opinion of the scientist the difficulty of formalizing this relations, the necessity of considering their value aspect case the application of qualitative methods in contrast to studies of other objects' management, where mathematical models and methods are widely used [1].

M.M. Potashnyk and A.M. Moiseev pointed to the specificity of research methods in education management, along with the other signs of its independence as a scientific discipline: the presence of a separate subject; existence of a specific conceptual and categorical apparatus; specificity models of the world [2].

These statements are not in doubt. But, to our mind, it should not deny the application of statistical methods in management problems researches. Educational system and management as its subsystem should be described with qualitative as well as quantitative indicators. Therefore it is necessary to combine the use of quantitative and qualitative methods and ground their choice methodologically according to the aim and tasks of the study.

In determining the specificity of the research in the field of education management it makes sense to take into account the components of the essence of the concept "subject of science" distinguished by E.G. Yudin [4, p. 60]. According to these components, researches in the field of education management have a specific object of study as an area of reality (management and its results); have their own empirical domain, i.e. a set of different empirical descriptions that reflect management education at different levels; objectives of the study (scientific support of management) and cognitive techniques (methods and specific conceptual apparatus).

E. G. Yudin maintains that none of these components creates the subject matter by itself. As a scientific reality it is formed only with the integrity of all components and it describes the specific character of this scientific discipline. Taken as a whole, the subject matter constitutes a mediator between the

subject and the object of research, the subject deals with the object within the framework of the subject matter.

Conclusions. Scientific knowledge which is used by different teaching specialties includes the theory and methodology of education management, makes up a coherent picture that reflects all aspects of educational reality. Objectively, there is a managerial aspect of educational activities and, most importantly, the pedagogical aspect of management education. The integration of ideas about these activities and the aspects should be admitted the most important factor that could contribute to the development of education management research. Justification of practice in education management cannot be reduced to a simple application of the theory of general management to such a specific object as education. Researches in education management should be carried out considering specificity of management in education.

It is necessary to carry out further investigation of features of using methods in research of education management problems, find the ways of estimation of the current research problems, and form the methodological culture of a researcher.

Sources

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