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**KEY PROBLEMS OF ANALYSIS OF CONCEPT CONTROL SYSTEM
BY HIGHER EDUCATIONAL ESTABLISHMENTS IN UKRAINE
(THE LAST FOURTH OF XX IS BEGINNING OF XXI OF CENTURY)**

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Key Problems of Analysis of Concept Control System by Higher Educational Establishments in Ukraine (the Last Fourth of XX is Beginning of XXI of Century)

In the article analyses concept-category vehicle of management theory by higher educational establishments, that helped to define the key problems of analysis of the concept system of management theory higher educational establishments. The properties of a scientific theory, features of the higher education institution and the structure of the educational systems management theory are revealed. The study suggested a new understanding of the essence of the concepts of development, «management theory», «higher education institutions' management theory» and the structure of higher education institutions' management theory is determined, that makes it possible to evaluate the development of management theory. The author emphasizes that the review of these concepts requires a sound analysis, especially when it comes to the study of problems of development of higher education institutions' management theory in Ukraine last quarter of the XX century – beginning of the XXI century.

Key words: conceptual-categorical apparatus, the traditional method, theory, development, management theory structure, management theory, higher education institutions' management theory.

To master the content of science it is necessary to master certain theoretical positions. The theory is the most adequate form of scientific knowledge. It covers a set of abstract cognitive representations, ideas, concepts, concepts that serve the practical activities of people. Traditionally it contrasts with practice [1, p. 166].

Definition of the concept plays a significant role in theoretical and practical activities. By giving a compressed form of knowledge about an object or phenomenon, the concept is an essential moment in the realization of reality. This is due to the fact that the concept is not only an idealized and generalized model of

reality, but also a reduced system of practical actions that must be carried out by the scientist in order to ultimately acquire scientific knowledge [2, p. 138]. However, in any science, all the basic concepts are given definition. Moreover, in practically oriented sciences, the exact definition of concepts has not only theoretical but also practical value, because it determines the understanding of the essence of objects, phenomena and activities [Ibid.].

Different educational authorizations were issued by V. Alfimov, A. Bondap, V. Bondap, L. Burganov, L. Daniellanko, G. Yelnykova, L. Karamushko, O. Kobepnik, O. Kuzmin, V. Maclov, N. Ocppoepxo, V. Pikelna, V. Cuksomlintsy, M. Čeppincky, G. Chornyi, P. Ypeemenko and other scholars. The justification of the laws, principles, functions, methods of management of the educational process is devoted to the work of such researchers: B. Andrushkov, V. Bezpalk, E. Bpeznyak, Y. Vaseleva, L. Danilenko, G. Yelnikova, V. Panacyuk, V. Lazareva, M. Postachnik, E. Khipov and other scholars.

One of the most urgent tasks of building and developing science of management is the creation of a system of its conceptual-categorical apparatus. The creation of a conceptual-categorical system is a difficult multifaceted task that requires the solution of a number of scientific problems. The irreconcilable, substantiated and established conceptual environment is a necessary foundation for the development of a clear theory of management of a higher education institution. Due to the fact that the dissertation research is an important component of modern science, their conceptual weight is an important condition for the development of scientific knowledge. That is, the clarification of the concepts used, their interpretation is a prerequisite for a pedagogical study [3, p. 79 – 80].

In Krajewski notes that the requirement of uniqueness of terms is included in the number of indicators of scientific research dissertation [4, p. 28].

The study of the conceptual-categorical apparatus of the theory of management by higher educational institutions has helped to identify the key problems of the analysis of its conceptual system. First, the existence of a large number of

unreasonable varied definitions of the same term. Secondly, often different concepts are denoted by the same terms, or in general, the lack of terminology.

This leads both to misunderstandings in the processes of scientific research, and to the significant ambiguity in the essence and the practical use of the results obtained.

Evaluation of management theory of higher education institutions in Ukraine last quarter of XX – beginning of XXI century is impossible without clarification, elucidation of the essence of the key concepts of the study. Along with this, the established conceptual environment is a necessary basis for the development of clear management theory university. Analysis of psychological and pedagogical literature, as a rule, plays an important role in the structure of pedagogical research. The main tasks of this analysis – the study of the content of publications, the use of certain concepts.

This tool of scientific activity is called – traditional analysis of literature. Consequently, the traditional analysis is the whole variety of mental operations aimed at the interpretation of the information contained in the scientific work, as if through the prism of the purpose with which the analysis is carried out. It is based on the intuitive understanding, the synthesis of the content and logical justification of future conclusions. The traditional method of document analysis contains the perception of the text, the isolation of semantic blocks of ideas, statements in accordance with the purpose of analysis [2, p. 79].

Despite the multitude of works on this problem, there is no unity among scientists in the views on the essence of defining the concepts of «development», «theory», «management», «theory of management». As for the definition of the concept of «theory of management of higher educational institutions», it is generally absent.

Based on our previous studies on the development of the theory of management of higher educational institutions in Ukraine (the last quarter of the twentieth century – the beginning of the XXI century), based on the conceptual and terminological analysis of the content of the definitions of the concept of «management theory» of

different authors, the systematization of elements, features of a higher educational institution allowed giving more extended definition of the concept of «theory of management». It is expedient to consider as a set of scientific knowledge about the principles, methods and methodology of management activities that allow to explain the management phenomena and on the basis of the implementation of managerial functions directs the activities of the institution (organization).

It is a holistic system of reliable knowledge, all the provisions and conclusions contained in the theory are well-founded and proven. However, A. Mashkov notes, one should not even equate the theory with science – there are many significant differences between them. If theory is opposed (albeit relatively) to practice, then science combines both theory and practice. Theories can change one another, and science remains one and the same. Within the limits of one science often coexist, competing several scientific theories, which offer a variety of methods and practical recommendations [5].

The main categories of the theory of management we include: content management, system, subject, object, purpose and principles of management, management relations, methods, laws and laws, functions, process of management, laws and laws.

However, the science of management should consider the managerial existence of any sphere, that is, the management process for the implementation of which, in turn, requires a mechanism for the implementation of management. The management process and management mechanism must be in line with each other and the purpose of management as a special type of human activity. Therefore, the object of the control theory is both the management process and its mechanism (see Fig. 1.) [6, p. 43].

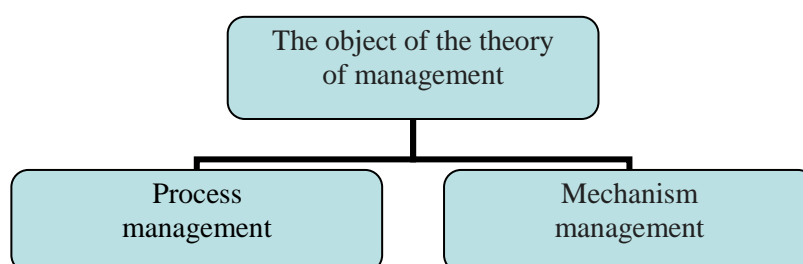


Fig. 1. The object of the theory of management

If the control theory has knowledge of the principles and methods of managing different systems, processes and objects, then it is safe to say that educational systems are also the object of studying the theory of management.

By systematizing the aforementioned concepts and theses, based on the peculiarities of a higher educational institution, combining the views of various scholars and their own reflections on the study of the problem of the development of the theory of management of higher educational institutions in Ukraine, it is proposed to understand the notion of the theory of management by higher educational institutions as a system of scientific knowledge of principles and methods, laws and regularities, scientific approaches that direct the activity of the institution to solve practical problems, optimize management activities and influence on the dynamics of the educational institution.

Hence, the structure of the theory of management in higher educational institutions is determined by the set of basic components of this theory and the connections between them (see Fig. 2).

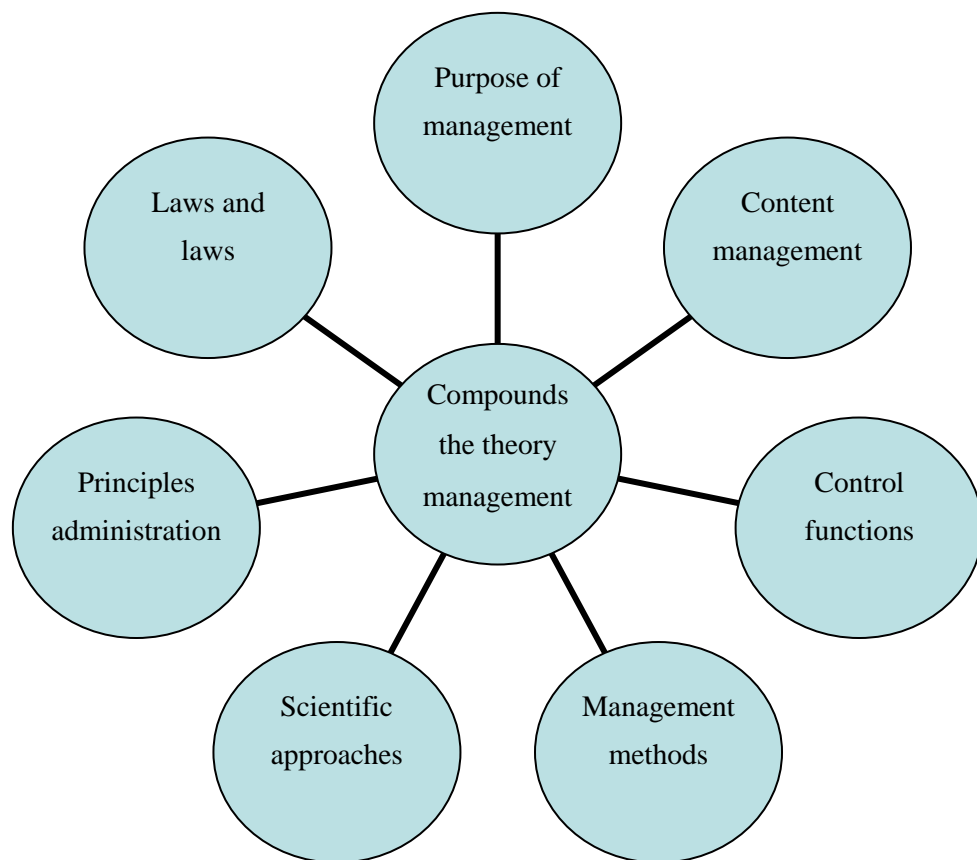


Fig. 2. Structural components of the theory of management

It is composed by the author on the basis of the notion «theory of management of higher educational institutions». Therefore, the analysis of the conceptual-categorical apparatus of the theory of management by higher educational institutions has helped to identify the key issues in the analysis of the conceptual system of the theory of management by higher educational institutions. On the basis of the traditional method of analysis of documents and conceptual-terminological analysis, the use, essence of concepts of «development», «theory», «management» and «theory of management» are analyzed.

As a result of the study, a new understanding of the essence of the concept of «theory of management» was obtained and the actual scientific vision for the definition of «the theory of management of higher educational institutions» was proposed.

Summing up all the above, we came to the conclusion that it is necessary to further study the problem of the development of the theory of management of higher educational institutions in Ukraine in the last quarter of the 20th – the beginning of the XXI century and consider it expedient to carry out an analysis of the development of the theory of management of higher educational institutions of the specified period in different historical times.

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Васиньова Н.С.

Ключові проблеми аналізу понятійної системи теорії управління вищими навчальними закладами в Україні (остання чверть ХХ – початку ХХІ століття)

У статті проаналізовано понятійно-категоріальний апарат теорії управління вищими навчальними закладами, що допомогло визначити ключові проблеми аналізу понятійної системи теорії управління вищими навчальними закладами. За допомогою традиційного методу аналізу документів, що містить сприйняття тексту, виокремлення смислових блоків ідей, тверджень проаналізовано вживаність, сутність та структуру понять «розвиток», «теорія», «управління» і «теорія управління». З’ясовано властивості наукової теорії, особливості вищого навчального закладу та структуру теорії управління освітніми системами. У результаті проведеного дослідження запропоновано нове розуміння сутності понять «теорія управління», «теорія управління вищими навчальними закладами» та визначено структуру теорії управління вищими навчальними закладами, що дає можливість оцінити розвиток теорії управління. Автор наголошує, що розгляд зазначених понять потребує обґрунтованого аналізу, особливо коли йдеться про дослідження проблеми розвитку теорії управління вищими навчальними закладами в Україні останньої чверті ХХ століття – ХХІ століття.

Ключові слова: понятійно-категоріальний апарат, традиційний метод, теорія, розвиток, структура теорії, управління, теорія управління, теорія управління вищими навчальними закладами.

Васинёва Н.С.

Ключевые проблемы анализа понятийной системы управления высшими учебными заведениями в Украине (последняя четверть ХХ – начала ХХІ века).

В статье проанализировано понятийно-категориальный аппарат теории управления высшими учебными заведениями, что помогло определить

ключевые проблемы анализа понятийной системы теории управления высшими учебными заведениями. С помощью традиционного метода анализа документов, который включает восприятие текста, выделение смысловых блоков идей, утверждений проанализировано применяемость, сущность и структуру понятий «развитие», «теория», «управление» и «теория управления». Выяснено свойства научной теории, особенности высшего учебного заведения и структуру теории управления образовательными системами. В результате проведенного исследования предложено новое понимание сущности понятий «теория управления», «теория управления высшими учебными заведениями» и определена структура теории управления высшими учебными заведениями, что дает возможность оценить развитие теории управления. Автор подчеркивает, что рассмотрение указанных понятий требует обоснованного анализа, особенно когда речь идет об исследовании проблемы развития теории управления высшими учебными заведениями в Украине последней четверти XX – начала XXI века.

Ключевые слова: понятийно-категориальный аппарат, традиционный метод, теория, развитие, структура теории управления, теория управления, теория управления высшими учебными заведениями.

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The article was received by the Editorial Office on 27.02.2018

The article was put into print on 30.03.2018

Reviewer – O. L. Karaman, Doctor of Pedagogical Sciences, Professor