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**THEORETICAL AND METHODOLOGICAL PRINCIPLES
OF MANAGERIAL CULTURE FORMATION OF HEADMASTERS
OF PRESCHOOL EDUCATION**

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Theoretical and Methodological Principles of Managerial Culture Formation of Headmasters of Preschool Education

The urgency of the problem of formation of managing culture of directors of pre-school education is revealed. The scientific fundamentals of the researched problem are determined. The managing competence is defined as a basis of managing culture of directors of pre-school education that is formed during the university period and it means the readiness for managing activity according to the specific peculiarities of a definite culture. It is stated that managing culture gains its unity in the process of a long-term professional managing activity developing from managing competence to the level of managing professionalism due to self-education and its purposeful improvement in the system of post-graduate pedagogical education. The methodological fundamentals, strategic aim, basic idea of formation of the researched quality are determined. The essence of the researched and introduced into the practice of educational activity of institutions of higher learning and post-graduate pedagogical education model of formation of managing culture of directors of pre-school educational establishments is revealed. The essence of interconnected preliminary study and predictable, course, reflexive and correctional stages of formation of managing culture of future directors of pre-school educational establishments on the beginning and final levels of university education and preliminary and predictable, course, intercourse and reflexive and correctional stages of formation of the researched quality of today's directors of nursery schools in the conditions of post-graduate pedagogical education is characterized.

Key words: managing culture, directors of pre-school education, university pedagogical education, post-graduate pedagogical education, model.

At the turn of the millennium due to the modern national educational system reformation the problem of formation of new quality managerial capacity in preschool education becomes extremely important. However, most headmasters of preschool educational institutions are not prepared enough for active managerial activities. A low level of their ideological, moral, political, legal, industrial,

economic, managerial culture is observed. Therefore, the need to prepare highly qualified headmasters who will be able to implement culture-appropriate control in preschool education is now becoming the acute state problem. However, in the integral form the system of formation was not theoretically justified and experimentally tested in terms of higher educational establishment and postgraduate pedagogical education that outlined the nature and the peculiarities of researched problems of formation the managerial culture of headmasters of preschool education.

The analysis of the theoretical foundations of scientific research demonstrates a deep interest in the training of specialists of Preschool Education (A. Bogush [1], H. Grama [4], L. Pozdnyak [10], T. Tan'ko [11], etc.), in particular, preparing students for pedagogic management in preschool education (G. Zakorchenna [6], N. Kolosova [7], R. Shapoval [13], etc.). A number of studies is devoted to the formation of managerial culture of specialists in various fields: Headmasters of School (L. Vasil'chenko) [2], teachers, as future managers of education (A. Guba) [5], the headmasters of an educational institution (S. Koroliuk [8], V. Medved [9]), primary school teachers (O. Khmyzova) [12], the leaders of trade unions (M. Yakibchuk) [14], and civil servants (O. Yarkovoy) [15]. However, only one study is devoted to the development of managerial culture of the future teacher of preschool education (T. Goriunova) [3].

Therefore, the aim of the article is to outline the fundamentals of managerial culture of headmasters of preschool education, the methodological basis, the strategic goal, the leading idea of the researched quality formation; highlighting of the model of preschool headmasters' managerial culture formation, developed and introduced into practice of educational activities of higher education and postgraduate pedagogical education.

The analysis of the theoretical foundations of the research problems made it possible to identify the management competencies as a basis of managerial culture of a headmaster of preschool education, which begins at the stage of university training and is a readiness to implement managerial activities based on culture-appropriateness. Managerial culture takes integrity in the course of professional

activities, lasting performance of management cycle, developing from managerial competence to a level of managerial professionalism through self-education and its meaningful improvement in the system of postgraduate education.

Methodological basis for the formation of managerial culture of headmasters of preschool education is a set of leading research approaches: systematic, synergetic, humanistic, competence, andragogical, axiological, cultural, acme-logical.

The strategic goal of specially developed and implemented educational system is to form a managerial culture of preschool education headmasters as a holistic, integrative, complex by its content quality of a personality, that is studied as a set of components: value-motivational (values and motives of management activities), cognitive-actional (management knowledge and skills) and personal (personal and professional qualities of the head that determine the nature of his relations, especially the style of management in the team of preschool educational establishment, managerial creativity).

The leading idea of the research is the assertion that the formation of the managerial culture of headmasters of preschool education is provided by the introduction at different levels of continuous pedagogical education (university, graduate, self-education) an integrated, multi-level, multi-component system composed of interrelated and interconnected components: *goal-prognostic*– it defines a hierarchy of strategic, tactical and intermediate goals for each stage of the formation of managerial culture; *content-contextual* that outlines the peculiarities of content of managerial culture formation in the process of university education and in terms of postgraduate education within the course training of preschool education headmasters and through a variety of forms of self-education; *operational-activity-related* component connected with phased introduction of pedagogical management technology based on interactive learning; *reflexive-assessing*, aimed at determining the effectiveness of preschool education headmasters' managerial culture forming, their involvement in professional reflection (introspection, self-knowledge, self-reflection, self-assessment), motivation for professional growth and development.

Formation of preschool education headmasters' managerial culture was carried

out on the basis of provisions relating to the following: the effectiveness of formation of the studied quality is ensured by implementation of multicomponent system in university (Specialist programme – Master's degree) and postgraduate (course preparation, intercourse work, self-education activities) by means of continuous pedagogical education; the content of preschool education headmasters' managerial culture formation should be focused on the development of value-motivational, cognitive activity and personal components that becomes of a relevant specification in each link of continuous pedagogical education (university, graduate, self-education); the effectiveness of preschool education headmasters' managerial culture formation is provided by the implementation of pedagogical management technology that in university and postgraduate education has its own specific tools, forms and methods; pedagogical conditions of implementation of educational technology management are: subject-subject interaction between participants of educational process, the use of interactive forms and methods of academic activities; andragogical principles of preschool education current headmasters' managerial culture formation.

At the forming stage of research, we proceeded with the prediction that the theoretical justification of the experimental model of managerial culture of headmasters of preschool education and its practical implementation in terms of university education and postgraduate pedagogic education based on the use of technology of pedagogical management will ensure positive movement of all parameters of the researched quality formation.

Thus, an integrated, multi-dimensional model of preschool education headmasters' managerial culture formation in terms of the continuous pedagogical education formation that is a specially created system that makes links, levels and stages of administrative culture as an integral loop was developed.

Based on the need of managerial culture formation at different levels of continuous pedagogical education, there were developed the models of its basic formation in a link of university studies and formation of its coherent state in the link of postgraduate education, characterizing elements (objects) of educational system

and their interrelationship.

Formation of the managerial culture of the *future headmasters* of preschool education was provided at the beginning (Specialist programme) and final (Master's) level of university education, each of which consisted of three interrelated steps: *forecasting, course, reflexive-correcting*. Realization of stages was implemented on the basis of pedagogical management technology, which acquired a specific content at each mentioned stage. During forecasting stage at the initial level of university education (Specialist programme), state of formation of managerial culture of the future preschool education headmasters is revealed, levels of their development are determined. The results of diagnostic analyses outline the content, forms and methods of academic activities, educational trails of personal and professional formation of future headmasters are modeled.

Course stage at the initial level of university education involves the formation of the basics of future headmasters' managerial culture at the level of administrative competence, readiness for culture-correlated management activities in the field of preschool education. Theoretical and practical training for future managers is implemented on the basis of a specially designed program of thematic author's special course "Principles of administrative culture for preschool education headmasters, for students receiving degree of "Specialist on Pedagogic Education" in the direction of training "Preschool education". Formation of the researched quality is implemented on the basis of educational management technology, the use of active and interactive forms and methods of educational activities, independent and individual work of students during the course of study.

During the *reflective and correction stage* of the first level of university education, the effectiveness of activities of each student during the studying period is given a pedagogical estimation. The dynamic of integral managerial culture formation and the peculiarities of its major components of development are analyzed. Methodological creative "product" in the form of portfolio is studied and analyzed. The results of a course study are presented. The correlation between academic work and the results is defined. The strategy for further academic and professional

development is determined.

Propaedeutic-forecasting stage of the final level of university education (Master's), on the basis of the analysis of the activities of students carried out during the previous training cycle, is aimed at determining the content, forms and methods of the educational process, the essence of lectures, seminars, workshops; a route for further education, personal and professional development of vocational students is developed.

Course stage at the final level of university education involves the formation of the basics of managerial culture at the level of management competence, readiness for the general cultural-correlated managerial activities in the field of preschool education. The practical and theoretical training of future leaders is based on a specially designed program of thematic author's course "Principles of managerial culture of headmasters of preschool education" for students receiving the degree "Master of Pedagogic Education" by the degree program "Early childhood education". Formation of studied quality is implemented on the basis of pedagogical management technology, using of active and interactive forms and methods of educational activities, independent and individual work of students during the academic course.

Reflective and correctional final stage of university education provides evaluation of each student's activity during the academic course. The study and analyses of developed creative methodical "product" in the form of a portfolio is implemented. The results of a course of study are presented. Correlation between academic work done and the results is implemented. The strategy for further managerial and professional improvement is determined.

In terms of the postgraduate pedagogical education the modeled system of managerial culture of current headmasters of preschool education is implemented in four interrelated stages (Propaedeutic and forecasting, course, interdisciplinary, reflexive and corrective) on the basis of introduction of pedagogical management technology, which takes a specific context in each of the aforementioned stages of learning.

Propaedeutic and forecasting stage involves determination of the level and the peculiarities of the managerial culture of current headmasters. On the basis of analyzing the results of diagnosis, it is aimed at determining the content, forms and methods of the educational process, an individual educational route for each stage of personal and professional development is developed.

The course stage includes formation of the integrated managerial culture of headmasters of preschool education in Postgraduate Education on the basis of existing principles of a definite quality in terms of higher education. Personal-creative and theoretical and practical training on the basis of a specially designed program of thematic author's course, studying which stimulates the comprehension of the essence and peculiarities of culture-correspondent management based on updating of the studied quality. The content and features of the independent and individual work during the course of study are outlined. Active psychologically-educational assessment of the impact of the managerial culture formation is made. A methodical creative "product" in the form of a portfolio, created by the audience, is studied and analyzed. The results of a course of study are presented at the final conference. The correlation between academic work done and the results obtained is outlined. The strategy for further culture-correspondent management and professional development is determined.

Intercourse stage provides the formation of managerial culture by each headmaster through creation and implementation of culture-correspondent model of their personal preschool institution on the basis of knowledge obtained during the course of studying of culture-correspondent management experience, its system of accumulation, updating, enriching, expanding, strengthening of practically-oriented direction during five years in the process of using different forms of professional development (self-education, research and search, practical and experimental, control and assessment activities, etc.). Current headmasters implement, develop, and realize their own program of personal and professional self-improvement.

Reflective and correctional stage includes self-assessment by each head of their own activity during the academic course. Analyses of work results, personal and

professional achievements, shortcomings, forecasting methods of fuller self-realization and self-improvement, continuous professional development are performed. The strategy of further individual and personal, administrative and professional development is determined. The results of the academic period are reported on the pedagogical council, methodical association. The methodological creative "product" in the form of portfolio (original, unique, professionally significant statutes, concepts, programs, plans, technologies, etc.) is proposed for study and analysis.

Thus, during the formational stage of our research, we modeled and implemented into practice of educational activity of higher education establishments and postgraduate pedagogic education a system of formation of managerial culture of future and current headmasters in order to identify the formation of their managerial culture and witness the goal – the dynamics of the components of managerial culture development at the sufficient and the high level. The questions of providing the system of continuous education by development of managerial reflection of preschool headmasters, the formation of readiness to use informational and communicational managerial technologies, as well as the formation of interdisciplinary competence of higher school teachers and andragogical competence of teachers of Postgraduate Education need further research.

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Пономаренко Т. О.

Теоретико-методологічні засади формування управлінської культури керівників дошкільної освіти

Визначено актуальність формування управлінської культури керівників дошкільної освіти. Простежено наукові засади проблеми дослідження. Розкрито основи управлінської культури керівників дошкільної освіти. Окреслено методологічне підґрунтя, стратегічну мету, провідну ідею формування досліджуваної якості. Розкрито сутність розробленої й запровадженої в практику освітньої діяльності вищого навчального закладу та післядипломної педагогічної освіти моделі формування управлінської культури керівників дошкільних навчальних закладів. Схарактеризовано сутність взаємопов'язаних пропедевтично-прогнозувального, курсового, рефлексивно-корекційного етапів формування управлінської культури майбутніх керівників дошкільних навчальних закладів на початковому (спеціалітет) і завершальному (магістратура) рівнях університетської освіти та пропедевтично-прогнозувального, курсового, між курсового й рефлексивно-корекційного етапів формування досліджуваної якості чинних керівників дитячих садків в умовах післядипломної педагогічної освіти.

Ключові слова: управлінська культура, керівники дошкільної освіти, університетська педагогічна освіта, післядипломна педагогічна освіта, модель.

Пономаренко Т. А.

Теоретико-методологические основы формирования управленческой культуры руководителей дошкольного образования.

Определена актуальность формирования управленческой культуры руководителей дошкольного образования. Прослежены научные основы проблемы исследования. Раскрыты основы управленческой культуры руководителей дошкольного образования. Очерчены методологические основы, стратегическая цель, ведущая идея формирования исследуемого качества. Раскрыта сущность разработанной и внедренной в практику образовательной деятельности высшего учебного заведения и последипломного педагогического образования модели формирования управленческой культуры руководителей дошкольных учреждений. Охарактеризована сущность взаимосвязанных пропедевтично-прогнозирующего, курсового, рефлексивно-коррекционного этапов формирования управленческой культуры будущих руководителей дошкольных учреждений на начальном (специалитет) и завершающем (магистратура) уровнях университетского образования и пропедевтично-прогнозирующего, курсового, межкурсового и рефлексивно-коррекционного этапов формирования исследуемого качества действующих руководителей детских садов в условиях последипломного педагогического образования.

Ключевые слова: управленческая культура, руководители дошкольного образования, университетское педагогическое образование, последипломное педагогическое образование, модель.

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