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УК. ДИЛИЯ
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Tatyana PONOMARENKO

Forming Administrative Culture of Preschool Education Principals

Problem definition. Due to the reforming the national educational system an urgent necessity of deprivation of managing modern preschool education from certain disadvantages and a number of negative trends arose. The obligatory circumstance of effective managing is the changing professional minds of principals, the establishing their administrative culture, mastering the skills of certain cultural administrative activity. At the same time, the theory and methods of forming administrative culture of preschool education principals was not the subject of special scientific research. So the problem remains important.

Analysis of studies and publications. The analysis of the theoretical principles of research proves deep scientific interest to the problem of training specialists in the field of preschool education (L. Artemova, A. Bohush, H. Hrama, K. Krutiy, T. Ponimanska, T. Tanko, etc.); including preparing students for teaching management in preschool education (H. Zakorchenna, N. Kolosova, R. Shapoval, etc.) and others. Training specialist in the sphere of preschool education for obtaining educational and qualification levels according to the standards of higher education in Ukraine are considered in the works of L. Artemova, A. Bohush, V.

Bondar, H. Belenka, O. Bohinich and others. A number of scientific works (V. Areshonkov, A. Zubko, V. Kovalenko, A. Kuzminsky, T. Sorochany etc.) represent studying some aspects of training staff at the level of postgraduate pedagogical education. In a number of studies (O. Davytkina, N. Denysenko, O. Komarova, M. Molochko, T. Morozova, S. Pyeharyeva, L. Pisotska, L. Pokroyeva, O. Yanko, etc.) attention is paid to the studying certain aspects of the problem of administrative activity in the field of preschool education.

General theoretical aspects of forming administrative culture of specialists are presented in the works of such scholars as V. Alfimov, L. Karamushka, O. Marmaza, V. Semychenko, Ye. Khrykov and others. Several studies (L. Vasilchenko [1], A. Huba [3], S. Korolyuk [4], V. Medved [5], O. Khmyzova [6], M. Yakibchuk [7], A. Yarkovoy [8]) are dedicated to the forming administrative culture of various fields specialists. At the same time, the only research (by T. Horyunova) is devoted to developing administrative culture of intending teacher of preschool education [2].

So **the aim of the article** is to determine the methodological, theoretical, scientific and methodical bases of forming the administrative culture of preschool educational institutions principals during university education and postgraduate pedagogical education system.

Presenting main material. The strategic aim of specially developed and implemented in our research educational system is forming administrative culture of pre-school education principals as a holistic, integrative, complex concerning personality quality content, seen as a set of components: value-motivational (value orientations and motives of administrative activities); cognitive-activity (administrative knowledge and skills) and personal (personal and professional qualities of a principal, causing the nature of his relationships; the peculiarities of the style of managing a preschool educational establishment staff; administrative creativity).

The leading idea of the study is the assertion that the forming administrative culture of pre-school education principals is provided by the introduction integrated, multilevel, multi-component system consisting of interconnected and interdependent components: purpose predictive in the process of which the hierarchy of strategic, intermediate and tactical objectives for every stage of forming administrative culture is determined; content and context in which the content specific features of forming administrative culture in the process of university education and under conditions of postgraduate education within the term training

of preschool education principals and through various forms of self-education; process and activity component associated with the phased introducing pedagogical management technologies based on interactive teaching; reflexive and assessment aimed at determining the effectiveness of administrative culture formation of preschool education principals, their involving in professional reflection (introspection, self-learning, self-awareness, self-assessment) motivation for professional growth and improvement, at different levels of continuous pedagogical education (university, postgraduate, self-education).

Forming administrative culture of preschool education principals was carried out on the basis of principles relating to the following: developing efficiency of studied quality is provided by implementing adequate multi-component system at university (Undergraduate study – magistracy) and postgraduate (course training, the learning between courses, self-educational activity) levels of continuous pedagogical education; the content of forming administrative culture of preschool education principals should be focused on the development of value-motivational, cognitive-activity, personal components that take appropriate concretization at every level of continuous pedagogical education (university, postgraduate, self-education); the effectiveness of forming administrative culture of preschool education principals is provided with phasing implementing pedagogical managing technology that has its own specific means, forms and methods at the levels of university and postgraduate education; pedagogical conditions of realizing pedagogical managing technology are: subject-subject interaction between members of educational process; using interactive forms and methods of educational activities; forming administrative culture of preschool education principals on the basis of andragogics.

Methodological basis of the research are systemic, synergistic, humanistic, competence, axiological, acmeological, cultural, andragogical scientific approaches; philosophical ideas of humanism and the modern concept of education humanization; the principles of the theory of scientific cognizing about the unity of processes, mutual influences, interdependence of phenomena of objective reality, real and ideal; philosophical, sociological and psychological foundations of the activity theory; principles of science, historicism, integrity of researching pedagogical phenomena, systems and processes, the relationship of theoretical and empirical aspects of administrative activity etc.

Theoretical research principles are fundamental ideas, concepts,

scientific concepts and postulates: theories of a personality and her/his developing in the activity (L. Vyhotsky, H. Kostiuk, O. Leontyev, B. Lomov, A. Petrovsky, S. Rubinstein); humanistic paradigm considering many variations of its appearing in educational activities (K. Abulkhanova-Slavska, Sh. Amonashvili, H. Ball, M. Yevtukh, V. Zahvyazynskyy, I. Zyazyun, V. Kremen); pedagogy of higher education, including the organization of educational process in a higher educational establishment (A. Aleksyuk, S. Arkhanhelsky; V. Bepalko, V. Haluzynsky, O. Hluzman, S. Savchenko); continuous, including continuous postgraduate pedagogical education, its personal orientation (S. Vershlovsky, A. Kuzminsky, Yu Kulyutkin, V. Maslov, N. Nychkalo, N. Protasova, T. Sorochan, T. Sushchenko, Ye. Tonkonoha); managing theory (V. Afanasiev, B. Hayevsky, P. Drucker, T. Piters and R. Waterman); pedagogical management (V. Bondar, H. Yelnykova, L. Karamushka, Yu. Konarzhevsky, V. Kryzhko, V. Luhovy, Ye. Hrykov); pre-school education managing (L. Artemova, A. Bohush, N. Havrysh, N. Denysenko, O. Kononko, K. Krutiy, T. Pirozhenko); vocational and pedagogical training of educational principals for different levels of continuing education in Ukraine (H. Zakorchenna, Yu. Manylyuk, R. Shapoval).

Basing on the necessity of forming administrative culture at different levels of continuing pedagogical education, the models of forming its bases at the level of university education and forming its integral state at the level of postgraduate pedagogical education, characterizing elements (objects) of educational system and their interconnectedness are developed.

The model of forming administrative culture of preschool education principals at different levels of continuing pedagogical education is given in the figure (Fig. 1.)

So, the forming administrative culture of intending preschool education principals was at the initial (Undergraduate study) and final (Magistracy) levels of university education, each of which includes three interconnected stages: propaedeutic and predicting; course; reflective and correctional. Realizing the stages was carried out on the basis of implementing the educational managing technology, which acquired a specific meaning at every mentioned stages of teaching.

During propaedeutic and predicting stage at the initial level of university education (Undergraduate study) the formation of administrative culture of intending principals is found out; the levels of its development are determined. On the basis of analysis of diagnostics

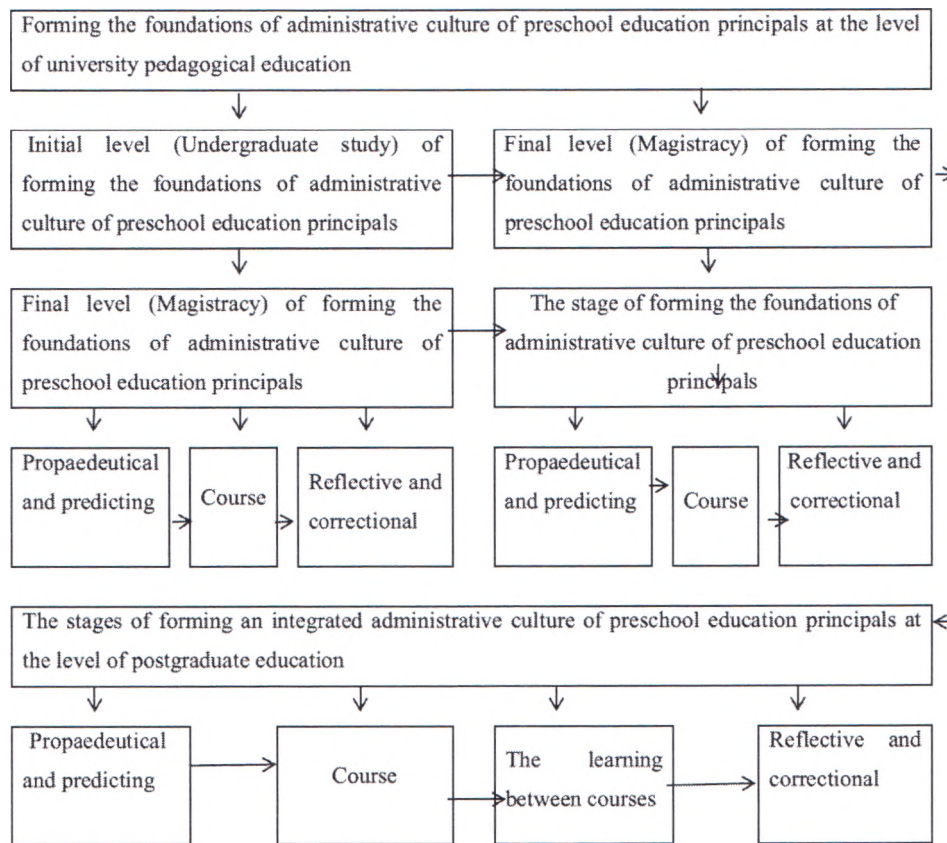


Fig. 1. The model of forming administrative culture of preschool education principals at different levels of continuing pedagogical education

results the content, forms and methods of educational activities are outlined; the educational ways of personal and professional becoming of intending principals are modeled.

Course stage at the initial level of university education includes forming the basics of administrative culture of intending principals at the level of administrative competence, willingness to certain cultural administrative activities in preschool education. Theoretical and practical professional training of intending principals is carried out on the basis of specially developed syllabus of the authorial thematic special course.

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Active and interactive forms and methods of teaching, independent and individual students' work are applied.

At the reflective and correctional stage of the initial level of university-education teaching evaluation of the results of every student's activity is carried out during the academic cycle. The correlation between the completed academic work and the obtained results is defined. A strategy for further administrative and professional development is determined.

During propaedeutic and predicting stage at the final level of university education (Magistracy) on the basis of the analysis of the students' activity results which was carried out during the previous academic cycle, the content, forms and methods of the educational process, the content of lectures, seminars, practical classes are determined; educational way of further personal and professional students' developing is simulated.

Course stage at the final level of university education includes forming the basis of students' administrative culture at the stage of managing competence, willingness to general cultural administrative activities in preschool education. Practical and theoretical training of intending principals is carried out on the basis of specially developed syllabus of authorial thematic special course. Active and interactive forms and methods of educational activities, independent and individual students' work are used.

At the reflective and correctional stage of the final level of university education the studying formation of administrative culture of preschool education intending principals is determined at the level of its development. The dynamics of forming an integrated administrative culture, developing peculiarities of its components is analyzed. The correlation between completed academic work and the obtained results is defined. A strategy for further administrative and professional development is determined.

The model of course stages of forming the foundations of the administrative culture of intending principals of preschool education at the final level of university education (Magistracy) is schematically shown on the figure (Fig. 2).

In the process of postgraduate pedagogical education, the modeled system of forming administrative culture of acting preschool education principals is implemented at four interrelated stages (propaedeutic and predicting, course, the learning between courses, reflective and correctional) based on the implementing pedagogical managing technology, which acquire specific content at every mentioned stages of teaching.

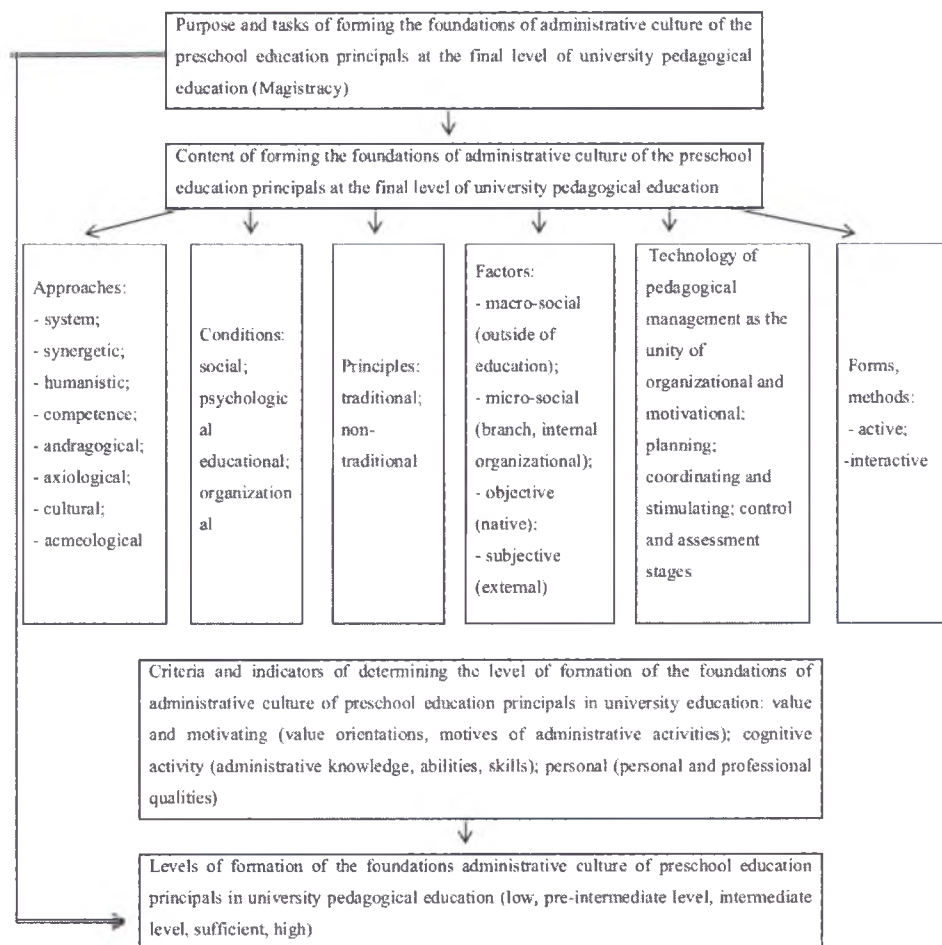


Fig. 2. The model of course stage of forming the foundations of the administrative culture of intending principals of preschool education at the final level of university education (Magistracy)

During the propaedeutic and predicting stage identifying the level and features of developing administrative culture acting principals is expected. Based on analysis of results of diagnosing the content, forms, methods of training activities are defined; individual and educational way of individual and personal, professional growth is modeled at every stage.

Course stage includes forming an integral administrative culture

of preschool education principals in postgraduate education on the ground of the formed principles of the mentioned quality in the terms of higher education. Personality and creative, theoretical and practical training of acting principals on the basis of a specially developed syllabus of authorial thematic special course is carried out. The content and features of independent and individual work during course study are outlined. Psychological and pedagogical estimating the results of forming administrative culture is made up. The correlation between completed academic work and the obtained results is defined. The strategy of further certain cultural administrative and professional development is determined.

At the learning between courses stage of forming administrative culture every principal creates and implements his/her own model of certain cultural model of his/her own preschool educational establishment activity on the basis of learned during the course teaching the experience of certain cultural management, its system accumulating, updating, enriching, expanding, strengthening practice-oriented direction for five years in the process of using different forms of advanced training (self-education, research and search, practical and experimental, control and assessment activities, etc.). That acting principals make effective developing and implementing their own program of personal and professional self-improvement.

Reflective and correctional stage includes self-analysis by every principal of their own activities during the academic cycle. The analysis of the effectiveness of their work, their own personal and professional achievements, disadvantages, predicting methods of fuller self-realization and self-improvement, continuous professional development is carried out. An exact strategy for further individual personal and professional administrative professional growth is determined.

Models of course and the learning between courses stages of forming an integral administrative culture of acting principals of preschool education in postgraduate education are represented in the scheme (Fig. 4.3).

At course stages of university education and postgraduate education the forms and methods of interactive teaching are used: problem lectures, which allowed not only to receive the information, but also to encourage students and trainees to realize the objective contradictions of scientific learning and the ways of its solving (lecture-conversation – «Organizational function of administrating preschool educational establishment activity»; lecture-discussion – «Administrating as a function

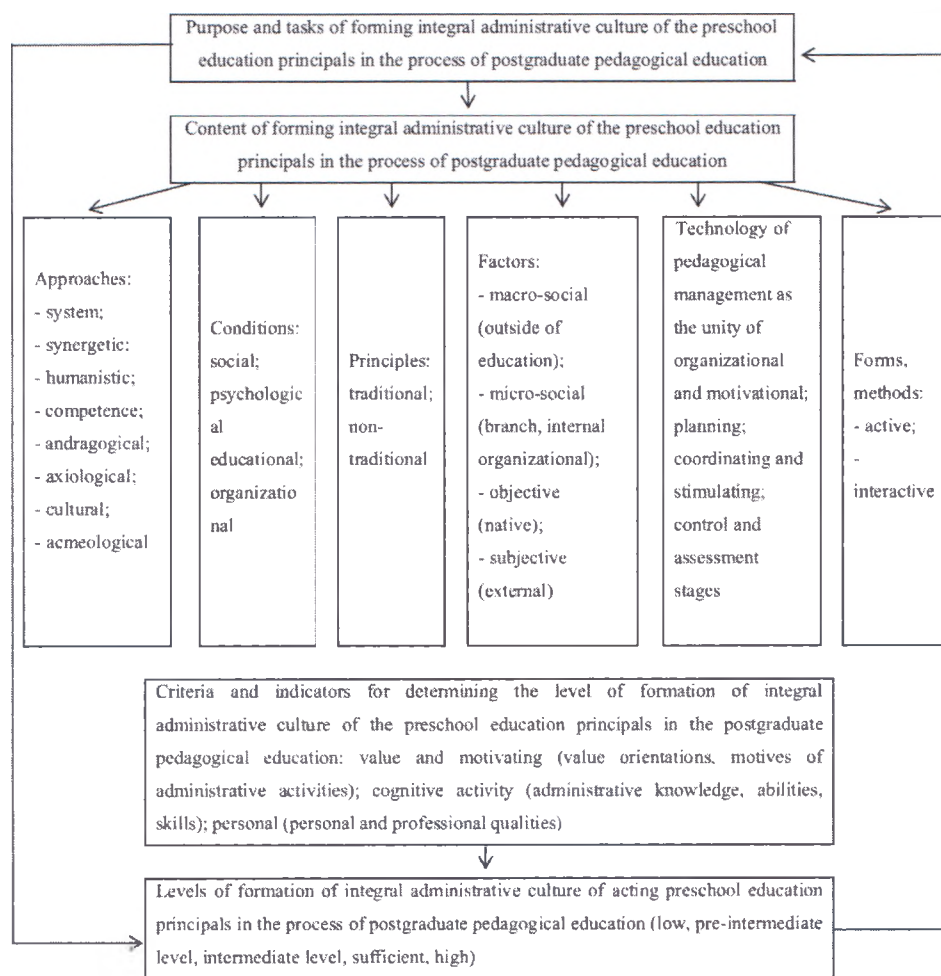


Fig. 3. The model of course stage of forming the integral administrative culture of acting preschool education principals in the process of postgraduate pedagogical education.

of managing preschool educational establishment activity»; lectures with elements of «brainstorming» – «Theoretical and methodological, scientific and methodical principles of administrating preschool educational establishment activity»; lectures including analysis and discussing certain situations from real administrative practice – «Pedagogical analysis

and planning as a function of administrating preschool educational establishment activity»; «Control as a function of administrating preschool educational establishment activity»); problem seminars and practical classes (classes – business games (educational, situational and role, role), conference meetings involving acting principals – «Business activity in preschool education», classes using case method, trainings, etc.).

When conducting training classes on the topics «Prevention and resolution of conflicts at preschool educational establishment», «Implementing algorithm of administrating innovational activity at preschool educational institution», the following interactive forms and methods as group discussion, situational and role-playing exercises, «jigsaw», «aquarium» and others are used. Discussions are used for the purpose of comprehensive awareness of nature of certain problems by students and trainees.

Conclusions and prospects for further researches. So, the presented research lays the foundation for scientific developing the problem of forming administrative culture of preschool education principals. The theoretical and methodological, scientific and methodical principles are determined. The questions of developing administrative reflection of preschools education principals, readiness to using information and communication administrative technologies, etc., and forming interdisciplinary competences of higher education teachers and teachers' andragogic competence require further scientific researches in the system of postgraduate education.

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Abstracts

TATIANA PONOMARENKO. **Kształtowanie kultury administracyjnej u kierowników placówek wychowania przedszkolnego.** W artykule opisano kształtowanie kultury administracyjnej u kierowników placówek wychowania przedszkolnego; Przedstawiono teoretyczno-metodologiczne oraz naukowo-metodyczne podstawy badanej problematyki; scharakteryzowano modele kształtowania kultury zarządzania w okresie studiów wyższych oraz podczas kształcenia na studiach podyplomowych.

Słowa kluczowe: kultura zarządzania, kierownicy placówek wychowania przedszkolnego, kształcenie pedagogiczne, placówki wychowania przedszkolnego, studia podyplomowe

ТЕТЯНА ПОНОМАРЕНКО. Формування адміністративної культури керівників дошкільних закладів. У статті визначено значення формування управлінської культури керівників дошкільної освіти; окреслено наукову базу щодо можливості вирішення досліджуваної проблеми; розкрито теоретико-методологічні, науково-методичні засади формування досліджуваної якості; схарактеризовано моделі становлення основ управлінської культури в ланці університетського навчання та формування її цілісного стану в ланці післядипломної педагогічної освіти.

Ключові слова: управлінська культура, керівники дошкільної освіти, неперервна педагогічна освіта, методологічна основа, теоретичні засади, інтерактивні форми та методи навчання, модель, етап.

ТАТЬЯНА ПОНОМАРЕНКО. Формирование административной культуры руководителей дошкольных учреждений. В статье определено значение формирования управленческой культуры руководителей дошкольного образования; очерчено научную базу относительно возможности решения исследуемой проблемы; раскрыто теоретико-методологические, научно-методические основы формирования исследуемого качества; охарактеризовано модели становления основ управленческой культуры в сфере университетского обучения и формирования ее целостного состояния в сфере последипломного педагогического образования.

Ключевые слова: управленческая культура, руководители дошкольного образования, непрерывное педагогическое образование, методологическая основа, теоретические основы, интерактивные формы и методы обучения, модель, этап.

TATYANA PONOMARENKO. Forming administrative culture of preschool education principals. The importance of forming administrative culture of preschool education principals is determined in the article; the scientific basis of the possibility of solving searched issue is outlined; theoretical and methodological, scientific and methodical basis of forming researched quality is revealed; the models of establishing the base of administrative culture at university education level and forming its integral status at postgraduate pedagogical education level are determined.
Key words: Administrative culture, preschool education principals, continuous pedagogical education, methodological basis, theoretical foundations, interactive forms and methods of teaching, a model, a stage.