



## Pedagogical Management as a Special Type of Management Activity

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### ABSTRACT

In the article, the authors turn to understanding the issues of the pedagogical process from the position of management. The origin of the term "management" is indicated. The goals of management as a specific type of management activity are determined. The authors of the article note the factors of the emergence of the term "management" in domestic pedagogical science and practice. Pedagogical management is considered by the authors as a special branch of management with its own specifics and patterns. Definitions of pedagogical management are given by various authors.

### Keywords:

Management, education management, managerial activity, pedagogical management

In the theory and practice of education, there is a growing desire to comprehend the holistic pedagogical process from the standpoint of management science, giving it a scientifically based character. The management of this process is a purposeful, conscious interaction of its subjects based on the knowledge of objective patterns in order to achieve the optimal result [12]. Management of education today is associated with the concept of "pedagogical management".

The English word "management" (management) is not translated into Russian literally. It is customary to translate it as "management", and "manager" as "leader". Originally, the word "management" meant the art of managing horses and came from the verb to manage, which roughly means "to drive around horses" and, in turn, goes back to the Latin manus - "hand".

The application of management is not limited to business. The management activity of

any sphere, in particular, education, can be attributed to its postulates and theoretical provisions.

The purpose of management is the formulation and application in any organization and field of human activity of the universal principles of management, which include: defining the goals and objectives of management; development of specific measures to achieve them; division of tasks into separate types of operations, distribution of work; coordination of interaction between various departments within the organization; improvement of the formal hierarchical structure, optimization of decision-making processes and communications; search for adequate motivation for activity, etc. From a functional point of view, this acts as a process of planning, motivation and control, which are necessary for the formation and achievement of the goal [9].

Management is mental labor, as a result of which the management process is carried out. The management process is a continuous implementation of sequential actions from forecasting future activities, setting a goal and developing ways to achieve it, to analyzing its actual result [6].

Management is considered from various approaches: as "the ability to achieve goals using labor, intelligence, motives for the behavior of other people"; "management, function, type of activity for the management of people in a wide variety of organizations"; "areas of human knowledge that helps to carry out this function" [7, p. 5–6].

In world practice, management is considered as a science, art and activity for the mobilization of intellectual, material and financial resources for the effective and efficient functioning of the organization. We see a synthesis of two directions in it: commercial-economic, or organizational-technical, and psychological-pedagogical, associated with managing people, organizing a team to achieve the goal.

The most complete definition of management, which can be applied, for example, in education, we see in the well-known American management theorist P. Drucker, who believed that management in modern conditions is a specific type of management activity that is human-oriented and aims to make people capable of to joint action, to make their efforts effective and to mitigate their inherent weaknesses, for the human ability to contribute to society depends as much on the effectiveness of enterprise management as on their own efforts and the dedication of people [3].

A number of factors contributed to the emergence of the term "management" in the theory of domestic pedagogical science and practice:

- the application of scientific approaches and technologies of modern management in various areas of management, including in the field of management of educational systems, is due to their universality;

- the integration of world experience into the theory of education management is

facilitated by the identification of the terms "management" and "management".

Pedagogical management can be considered as a special branch of management that has its own specifics and patterns that are unique to it. The specificity of pedagogical management lies in the exclusivity of the subject, products, tools and the result of the work of the manager of the educational process. The subject of labor of the manager of the educational process is the activity of the subject of management, the product of labor is information about the educational process. The instrument of labor is the word, speech. The result of labor is the level of literacy (learning), good manners and development of the object of pedagogical management - trainees [5].

The concept of "pedagogical management" contains meanings that characterize various aspects of managerial activity:

- management theory in an educational institution (V.I. Zagvyazinsky, L.E. Kapto, M.M. Potashnik, etc.);

- the management system of an educational institution and, as a necessity, the search for ways of its development, the adoption of strategic and operational decisions (B.S. Gershunsky, S.V. Lazarev, E.V. Yakovlev, etc.);

- management of educational activities (A.M. Moiseev, V.P. Simonov);

- a set of principles, methods, organizational forms and technological methods for managing pedagogical systems, which are aimed at improving the effectiveness of their functioning and development (N.V. Kuzmina, E.Yu. Nikitina, etc.).

When disclosing the concept of "pedagogical management", it should be noted that management has been given close attention in the domestic scientific literature, focusing on the management process at all levels of education and in various sections of pedagogical science.

Management is an element, a function of organized systems of various nature (biological, social, technical), ensuring the preservation of their specific structure, maintaining the mode of activity, the implementation of the program, the purpose of the activity.

Management involves the implementation by the subject of management of a number of sequential operations: preparation and adoption of decisions (directives, plans, laws, rules, etc.), organization of the implementation of decisions and control over their implementation, summing up the results.

In the textbook for the system of advanced training and retraining of teachers, the words "management", "management", "leadership" are given as synonyms.

According to domestic scientists-economists (Berezkina T.E., Basovsky L.E., Vachugov D.D., Vesnin V.R., Egorshin A.P., Ilyenkova S.D., Kozhin V.A., Kislyakova N.A., Kruchinin V.A., Lazareva S.I., Pereverzev M.P., Khavin D.V., Shaidenko N.A., Shkatov V.K.), management means the ability of the manager to achieve the goals pursued, planning, organizing and controlling the activities of others in the most efficient way. Management is not only an interdisciplinary doctrine or a body of scientific knowledge, but it is already an independent science that has methodological foundations, its own subject and method.

In assessing management as a science, the following considerations serve as arguments: management is a science that has its own subject, the sum of accumulated human knowledge represented by various concepts, theories, and, like any other science, has its own problems, principles and methods for solving them.

In management as a science, the following methods of scientific knowledge are used: observation of the object of study, collection, processing and study of the information received about the object of study through analysis and synthesis, integrated and systematic approaches, development of hypotheses and their verification, conducting experiments, modeling in logical and mathematical forms. These methods are widely used in other humanities, natural and technical sciences.

Managerial work belongs to the category of mental labor carried out by a person in the form of neuropsychic efforts. The process of mental labor consists of such elementary

actions or operations as listening, reading, speaking, contacting, observing the actions of various devices, thinking, etc.

A comparison of pedagogical and managerial activities revealed a number of similar functions such as: motivational, constructive, organizational, informational, control and decision-making. An analysis of the actions necessary for the implementation of management from the standpoint of changing the role of a teacher has become a factor in the expediency of integrating managerial and pedagogical activities. The formation of a new direction in pedagogical activity has become the basis of pedagogical management.

The result of many works is the process of self-improvement of the content of education in pedagogical educational institutions in relation to the formation of pedagogical management skills among future teachers. A number of training courses have been proposed and implemented, such as: V.P. Simonov identifies four functions in the activities of a teacher as a manager of the educational process: target or design, communication, content-organizational, and analytical-productive. In his opinion, pedagogical management is considered as a process, activity, dynamic system that is in constant development, it is not only managed, but also self-governs, self-improves and develops itself under the influence and with the participation of a manager-teacher.

One of the objectives of the course "General Foundations of Pedagogical Management" is to aim the future teacher not only at acquiring specific subject knowledge, but also at the need for professional and personal development of growth and self-development. Modern education no longer needs a teacher who is accustomed to acting according to instructions and most often incapable of independent choice. Society needs a teacher not as an autonomous source of knowledge, but as an organizer of the educational process; a person who can facilitate the process of solving many problems that arise in the course of a child's life and activities; a teacher who can methodically correctly manage the overall development of the child, providing assistance and support.

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