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УДК 378.091

МОДЕЛЬ УПРАВЛІННЯ ОСВІТНІМ СЕРЕДОВИЩЕМ ПРОФЕСІЙНОГО РОЗВИТКУ ВЧИТЕЛІВ

Статтю присвячено теоретичному обґрунтуванню та розробленню моделі управління освітнім середовищем професійного розвитку вчителів. Визначено, що цей процес є складною ієрархічною системою, в межах якої реалізується певна множина динамічних процесів. Тому для його відтворення доцільно застосовувати моделювання. Здійснено теоретичний аналіз, який дав змогу виявити структурні компоненти моделі (стратегічна спрямованість, системність управління, організація діяльності, якість діяльності), а також відобразити суттєві зв'язки між ними.

Ключові слова: моделювання, модель, освітнє середовище, управління освітнім середовищем професійного розвитку вчителів.

Статья посвящена теоретическому обоснованию и разработке модели управления образовательной средой профессионального развития учителей. Определено, что этот процесс является сложной иерархической системой, в рамках которой реализуется определенное множество динамических процессов. Поэтому для его воспроизведения целесообразно применять моделирование. Проведен теоретический анализ, который позволил выявить структурные компоненты модели (стратегическая направленность, системность управления, организация деятельности, качество деятельности), а также отразить существенные связи между ними.

Ключевые слова: моделирование, модель, образовательная среда, управление образовательной средой профессионального развития учителей.

The management of educational environment of teachers' professional development is a complex hierarchical system within which a certain set of dynamic processes is implemented. Therefore, it is appropriate to use modeling for its reproduction.

Modeling as a method of cognition of object properties through a model widely used in pedagogy [3]. The function of methodological modeling is that this method is a universal way to increment the knowledge which helps to greatly reduce labor costs and time for research [4]. Method of modeling is an integral one, it allows to combining empirical and theoretical in the pedagogical research, i.e. to combine during studying pedagogical object experiment with the construction of models based on logical structures and scientific abstractions.

Analysis of scientific and educational literature and study of management experience make it possible to conclude that, despite the wide range of issues considered in the works of scholars on management and professional

development of teachers, we can say that so far there is no cohesive, scientifically-based research of theoretical and methodological aspects of educational environment for professional development of teachers. Such state of scientific knowledge determines the necessity of theoretical substantiation and development of such a model.

Purpose of the article – to develop and substantiate management model of educational environment of teachers' professional development.

Let's clarify the meaning of the notion "model" (from the Latin. *modelium* – measure, sample, image, method) the essence of which is particularly interpreted as specific, highly-original form and also a means of scientific cognition [8, p. 87]; system with its structure and function that displays the structure and function of the original system [1, p. 7]; system research of which serves as a tool for obtaining information about another system [7, p. 48]; subjective reproduction in the consciousness of a person or a group of people and external display by various means



and forms of the most essential features, characteristics and qualities typical of a particular object or process that are objectively inherent in it (object) and provide general idea of the phenomenon that we are interested in, or its individual components [6, p. 19].

We will rely on B. Shtoff's statements which shows the main features of the model and use this interpretation: model – is imaginary provided or materially implemented system; reflects the object of research; able to replace the object of research; provides new information about the object [8, p. 7].

According to V. Pikelna model allows to pass from empirical to theoretical knowledge, interpreting the most complex theoretical principles, but models must be evaluated with regard to the actual properties of the system and at the same time serve as an indirect source of information [5, p. 191].

As the systemic formation management model of educational environment of teachers' professional development should disclose qualitative singularity and self-sufficiency of the object, which takes into consideration the accentuated earlier theoretical theorems about the nature of management of educational environment of teachers' professional development, its features and patterns.

Based on the basic conceptual principles we have developed a management model of educational environment of teachers' professional development. The theoretical analysis held made it possible to identify the structural components of the model: strategic orientation, systematic management, organization of activity, quality of activity and also show significant links between them (see Figure 1).

Strategic orientation of management model of educational environment of teachers' professional develop-

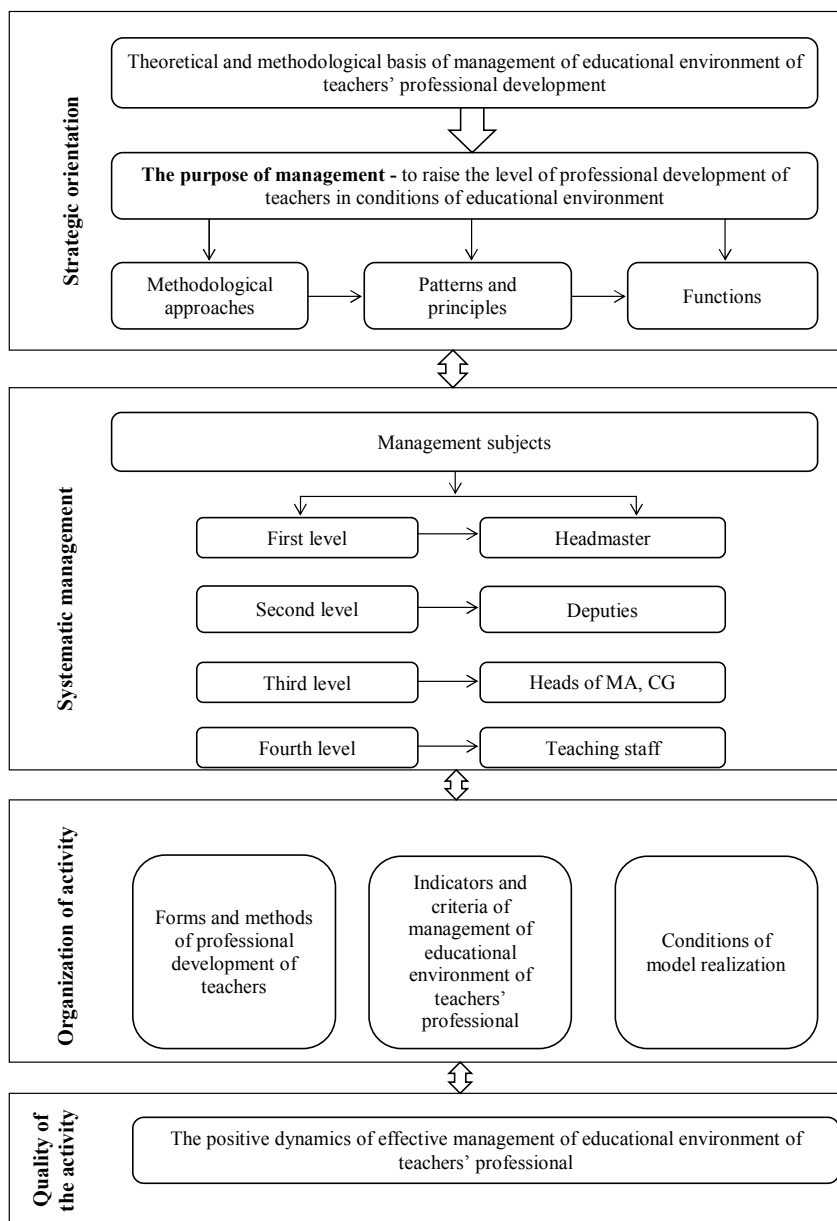


Figure 1. Management model of educational environment of teachers' professional development



ment includes goal, main approaches, laws, principles and functions of management of educational environment of teachers' professional development.

The objective of the management of educational environment of teachers' professional development is to raise the level of professional development of teachers in conditions of educational environment.

The theoretical basis of management in the educational systems consists of the main principles of leading scientific approaches, including: a systematic approach that allows to explore the elements of the system in order to keep it functioning in a certain state; personal and activity approach, in which a personality is considered as a subject of activity which itself being formed in activity and the communication with other people, determines the nature of the activity and communication; cultural approach that allows us to establish that the teacher's knowledge of methods and techniques system that form technology of teaching activity is one of indicators of pedagogical culture formation; synergistic approach based on the processes of self-organization and interaction in terms of instability and so on.

When determining the patterns and principles of management of educational environment of teachers' professional development we relied on the V. I. Bondar's opinion [2]. Under the patterns of management activities, he understands stable dependence, the relationship between management process and external to it social systems and conditions, as well as connection and dependence between components of the management process and process of teaching and learning.

Achievement of the planned results in the process of solving problems of management of educational environment of teachers' professional development is provided through the implementation of its functions. Functions define the relationship and interaction between management system participants and also its relationship with the environment. These functions are: professional and educational, diagnostic, prognostic, evaluative, analytical, organizational, coordination, regulative, corrective, controlling, goal-setting, motivative, incentive, methodical and modeling.

The basis of **systemic management** of educational environment of teachers' professional development is the selection of management subjects and objects, and content of professional work quality of pedagogical employees of an educational institution.

Subjects of management of educational environment of teachers' professional development are: administration of the institution, heads of methodical associations, departments, creative groups as well as teachers themselves. Its objects are: conditions, process and the result professional activity.

Disclosure of **organizational content** of management of educational environment of teachers' professional development involves specifying of forms and methods of professional development of teachers, indicators and criteria of management of educational environment of

professional development of teachers, conditions of model realization. To its conditions we include: personnel, motivation, scientific and methodical, logistical support.

This component serves as a factor that ensures orderliness and integrity of management of educational environment of teachers' professional development, comparability of monitoring results, reproducible processes of monitoring activities.

The quality of the activity implies that the results of management of educational environment of teachers' professional development can be both direct and indirect. As the direct results, can be considered efficiency determination of management of educational environment of teachers' professional development. As indirect results – professional development of pedagogical employees, development of motivation of teachers and others.

Conclusions of the research and prospects for further research in a certain direction. The effectiveness of the model system of management of educational environment of teachers' professional development lies in the unity of strategic focus, systematic management, organization, quality activity that ensure the integrity of the model and reproducibility in its functioning.

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