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## **Periodization of the process of formation and development of the system of training of leaders of general educational institutions**

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**Abstract.** The article by Nemchenko S.G. examines the problems of periodization of the process of formation and development of the system of training of heads of educational institutions. Particular attention is paid to the definition of the process of periodization, its structure, typology, peculiarities of schemes constructions of periodization. The periodization of the system of managers' training on the basis of binary type and structure of the disciplinary matrix is considered.

**Keywords:** *periodization, disciplinary matrix, linear periodization type, binary types, organizational and performing culture, reflexive culture*

**Statement of the problem.** Reforming of the system of secondary school depends on the level of teachers' staff, especially school leaders. School management is the most used one and it takes into account all the factors that affect the school and characterizes the direction of modern transformations in education. This raises the importance of training of school leaders, and as a result, their readiness to implement administrative functions taking into account the socio-pedagogical conditions of work of the institution.

In modern conditions of democratization of the society, changes in the content and structure of education, the increase of the autonomy of the activity of secondary schools, the question of development of the theory of professional culture of managers gains a special importance. Rethinking of the theory of school management, the appearance of new management functions create new demands on management training.

Analysis of the problem study of heads of educational institutions training leads to the conclusion that the problem is still not fully developed in pedagogical science. Therefore this is a problem for study.

The study of formation questions and development of the system of a school leader's training in the national pedagogical theory (beginning of the twentieth century – beginning of XXI century), provides the definition of the term "periodization". The problem of periodization, that is the definition of certain periods is one of the most difficult, complex and multi-level problems of scientific knowledge. It requires a thorough study of the object of research, allied sciences, advanced scientific outlook of a researcher. The problem of periodization is one of the major scientific problems, especially in the humanitarian sphere: it depends on what is taken as the basis of periodization, what context is put into this or that, what is a driving force of a change in the period, how the deployment of a specific research field happens. Clear periodization allows us to understand the structural characteristics of science, the genesis and evolution of its ideas, concepts, methods, development trends; facilitates the identification of its inner laws, enables the scientific generalization [6, 37-54].

Significant contribution to the development of the problem of periodization of development processes of the school leaders' training system in Ukraine was made by: K. Avramenko, N.Bespalova, V. Bereka, Y. Burlaka, L. Vasylchenko, V. Grygorash, N. Hupan, L. Karamushka, S. Mayboroda, A. Marmaza, V. Pikelnaya, O. Sukhomlinskaya, L. Sushchenko, T. Sorochan, A. Cherkasov and others.

The analysis of historical and pedagogical literature led to the conclusion that the scientists considered certain aspects of defining the essence of the concept of periodization and identification of the general questions of periodization of historical events on the history of the development of the theory of professional culture of heads of secondary schools in the national educational theory (beginning of the twentieth century – beginning of XXI century).

Therefore, the problem remains insufficiently developed and poorly studied.

**The purpose of the article** – to find out the essence of the concept of periodization and identify common questions of periodization in general on the issue of history of formation and development of the system of heads of educational institutions training in the national pedagogical theory (beginning of XX century – beginning of XXI century).

Under periodization one should understand the logical distinction between the study period, in accordance with its qualitative characteristics, according to the independence of its separate stages. This characterization should reflect both the general laws of social life, and the specific ones in their content, as well as essential aspects of basic methods and forms of the genesis of the problem and determinant stages of its development [1, p. 13].

Periodization is considered as a method that let create a complete model of a particular pedagogical phenomenon as a concentrated expression of its structure.

"Periodization is a certain pattern (frame, skeleton) to which we "string" a set of events – the results of our cognitive activity in the form of facts which, taken together, represent the image of a certain phenomenon, which serves as the object of periodization – the object of knowledge" [4, p. 2].

Thus, periodization acts as a tool for object learning, contributes to the refinement or transformation of the original image. The new image of the object, improved on the basis of the model of periodization, created by us, will also inevitably adjust the very model of periodization. As a result and synthesis of the research, the form of the synthetic type of the research, periodization reflects the logic of the process of development of the object of knowledge, representing a formula, and is also a methodological tool, one of the tools of the cognitive activity. Among the many schemes of periodization, which are used in scientific researches, it is possible to single out the most common binary types: general and special; total and local; linear and linear-hierarchical.

Periodization is traditionally based on the principle of development, however, it will have different variants depending on whether the idea (theory) of development will be put into its foundation. The factors determining the specificity of the model of periodization, are as follows: the image of time in its concrete historical aspect; the priority model of history (progress, regress, cyclical recurrence, fluctuation, the multiplicity of trajectories, throbbing, etc.); the evolutionary or functional approach to the coordinate system in which the periodization is being built and others.

The process of periodization building involves consideration of its main components: the object of periodization – a phenomenon, a process that we consider in its development by singling out specific time intervals; the subject of periodization – the time interval, which reflects the specifics of a flow of historical time and is expressed in its main categories. Establishment of subordination, that is the definition of the contents of each category by volume (the quantity of historical time) is equally important to build any model of periodization. It's also necessary to consider the practice of metaphorical nature subjects of periodization; the attribute of periodization – the name of the subject-interval.

The problem-oriented type of the research involves an interdisciplinary structure and inclusion of the disciplinary matrix into its original principle, which was introduced by T. Kuhn and was used as an analogue of the paradigm. The concept of the disciplinary matrix allows answering the question, how the projection of symbolic designs on the sphere of experience is made. Abstractions may correspond to the reality through analogies, i.e. the use of already solved problems as heuristic models for solving problems in other areas of science. Disciplinary matrix structure consists of three components: symbolic generalizations – the formal apparatus which serves to express the basic generalizations made by all members of the scientific community; metaphysical paradigm – a conceptual model, the system of methodological and philosophical principles for explanation; values – standards, regulations, examples of solving research problems [2].

In the process of fixation of samples of scientific activities, in the preservation and transmission of traditions a special role belongs to the scientific community.

Connection of the problem of the institutionalization of science with the problem of disciplinarity allows considering the category of the scientific community as key parametric characteristics of the scientific discipline. It is at the disciplinary level that the synthesis of the cognitive and social aspects of the science is carried out: a new paradigm brings together representatives of a certain group of researchers who, in turn, taking its regulations turn into a professional specialized scientific community. The systematic vocational education is becoming the major factor in the formation, storage and transmission of traditions – the disciplinary matrix [3].

Thus, in the course of research of the scientists basic positions on the issue of formation and development of the system of formation and training of heads of educational institutions, adhering to the binary types and structure of the disciplinary matrix, we've proposed our own periodization of the process. In this scheme, the binary

linear periodization type is used (a specific period in the development of a state – the formation of a certain type of professional culture of a head of an institution).

The process of formation and development of leaders' training was conditionally divided into two main periods (each period includes several stages): the period of formation of organizational and performance culture (1917–1990) and the period of formation of reflexive culture (1990–2015).

The first period is characterized by the formation of organizational and performance culture: the purpose of the activities of a head of an institution is formed not by himself, but by his superiors (resolutions of the Party and the Government, orders of the Ministry of Education, etc.), so it can be related not to his inner motives. This problem was usually solved through the external actualization of the external motivation, what is more: predominantly negative. It is known that the inner one is more efficient than the external one: in its turn the internal positive motivation in most cases is more effective than the external negative motivation. The purpose of the organization is decomposed into individual tasks, which will be the targets for individual performers. It often leads to the fact that performers know only their purpose and are not fully aware of the common goal, which is known only by the head. As a result, this reduces the meaningfulness of performing activity. A person, seeing no point in his work, often is not motivated enough and do not work efficiently. Such management can be called areflexive. The analysis of this period allows us to conclude that a state with totalitarian control system needed a leader who had good organizational qualities for execution of orders of the higher authorities.

The second great period (1991-2015) – the formation of reflexive culture.

Due to the changes in the political system in Ukraine, the transition to democratic principles, new demands were put to the preparation of the head, the main among which was the ability of the head to analyze and predict the consequences of his actions, not only to keep the school in a stable condition, but constantly strive for its development, withstand competition with other educational institutions. To do this it's necessary to change the system of its preparation and form not only performing qualities, but also the ability to the reflexive management, and hence the reflexive culture.

Reflexive culture includes the willingness and ability to comprehend creatively, newly and overcome the problem using the new approach, find the way out of the internal and external conflict states and situations, the ability to acquire new strength, meanings and values, to involve and to be involved into the unusual systems of interpersonal and business relationships, to put and solve extraordinary practical problems.

**Conclusions:** The examination of the problems of periodization allows finding the contradictions that affected the system of training of heads of educational institutions, taking them into account in the process of building a new system of training. Periodization is a tool to determine the general laws of the process of preparing school leaders, with which it is possible to see all the critical points of the development process.

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#### **Немченко С.Г. Периодизация процесса формирования и развития системы подготовки руководителей общеобразовательных учебных заведений**

**Аннотация.** В статье Немченко С.Г., Периодизация процесса становления и развития системы подготовки руководителей общеобразовательных учебных заведений, рассматриваются проблемы периодизации процесса становления и развития системы подготовки руководителей общеобразовательных учебных заведений. Особое внимание уделяется определению процесса периодизации, его структуре, типологии, особенностям построения схем периодизации. Рассматривается периодизация системы подготовки руководителей на основе бинарности типов и структуры дисциплинарной матрицы.

**Ключевые слова:** периодизация, дисциплинарная матрица, линейный тип периодизации, бинарность типов, организационно-исполнительская культура, рефлексивная культура