

Nemchenko S.G.

**The system forming role of reflection in strategic management of an educational institution.
Types of reflexive management**

Nemchenko Sergey G., Associate Professor

Department of pedagogy of higher education, managing educational institutions and methods of teaching world history
Berdyansk State Pedagogical University, Berdyansk. Ukraine

Abstract. The problem of training of a future head of an institution for reflexive management and its strategic variety are discussed in this article. The leading and system-forming role of reflection in strategic management is shown, the structure and characteristics of strategic management are examined, an indissoluble connection of reflexive and strategic management is stated. Reflexive role of culture and its importance in the preparation of a future executive for professional work is discovered.

Keywords: reflection, reflexive control, reflexive culture, strategy, strategic management, structure and components of strategic management

Statement of the problem. Transformation of the modern Ukrainian society is characterized by a process of formation and development of a new paradigm in the theory of humanistic education.

Current trends of development of education system are aimed at creating an integrated educational system, whose components are interdependent, and aimed at a high level of training, development and education of youth. This requires from a general educational institution the use of innovative technologies that enable each student to prove himself as a person, and each teacher – to find effective ways of work. In order to solve the mentioned problems in Ukraine special actions are actively taking steps that are designed to fundamentally change for the better the state of education. The Presidential Decree "On urgent measures to ensure the functioning and development of education in Ukraine" provides implementation of measures for the development of education in Ukraine, integration into European educational space, creation of conditions to ensure citizens' access to qualitative education, for the approval of the high status of teachers in the society. These main directions put new challenges before the system of training of leaders of educational institutions – equipment of future leaders with innovative approaches to management activities.

Analysis of recent researches and publications.

This problem is reflected in the researches of leading scholars and practitioners of the past and the present: Yu. Babanskiy, V. Bepal'ko, V. Bondar', L. Danilenko, G. Elnikova, B. Korotyayeva, V. Lugovoy, V. Maslova, V. Oleynik, V. Pikelna, etc. The adaptive management theory was considered in the scientific works by domestic and foreign scientists: G. Elnikova, G. Polyakova, P. Tretyakov, T. Shamova, etc. Technologies of educational process have been studied by such leading scientists as V. Bepal'ko, L. Danilenko, G. Elnikova, V. Evdokimov, T. Ilyina, I. Lerner, V. Monakhov, G. Selevko, T. Nazarova, etc. In scientific studies by V. Bondar', V. Grigorash, G. Elnikova, O. Kasyanov, B. Kobzar', Yu. Konarzhevskiy, M. Kondakov, O. Marmaz, V. Maslov, E. Pavlyutenkov, M. Portnov, N. Sun-

tsov, P. Frolov, P. Khudominskiy and other scientists the theory and practice of school management are actualized. Despite a considerable number of works on issues of social, pedagogical and psychological methods of management in educational institutions the problem of management of teacher training sub-systems of higher education in general is not enough considered, reflexive control technologies of professional development of a research-teaching staff are not scientifically justified. They lead to the maximum disclosure of potential and implementation of the intellectual, cultural, creative possibilities, ensure the competitiveness of the educational process of higher education.

The purpose of the article: justification of the interaction of reflexive and strategic management.

The main material of the study. Reflexive management is seen as an indicator of modern management paradigm as a single management format and general strategy of management. All modern versions of management, in principle, are impossible without a developed reflection. In the foreign and domestic theory of management strategic management took shape as a kind of reflexive management. Despite the fact that in this type of management the phenomenon of reflection is not considered, but the scientific analysis is given to such reflexive processes and products as: organizational and managerial thinking, self-consciousness, subjectivity, I-concept, etc. "Management is a special type of activity. Its specificity lies in the fact that it is a complex reflexive activity" [4]. In fact, management is the activity over the activity, so it can be called a meta-reflexive activity.

Reflexive management is such an interaction of an executive and members of a teaching staff, when in the process of solving professional problems there are self-organizing and self-development of an institution as a whole and each teacher in particular. Thus, the priorities of reflexive management are: a system of human relations and activities; personality as an I-system. An actual point of reflexive management is harmonizing of the relationship between the subject and object of management, which leads

to the realization of the need of self-improvement and self-development in the course of professional activities. One of the varieties of reflexive control management is strategic management, which is the subject of expression of a system-active approach.

The meaning and essence of strategic management, first of all, is revealed through the content of the term "strategy".

"Strategy is a systematic approach that provides balance and the overall direction of growth to a complex organization" [1, p. 71]. Strategy can also be defined as the leading means of achieving the goals and as a management tool, underlining that the strategic opportunities of an institution are largely determined by professionalism of managers and members of a teaching staff, the motivation for their participation in a joint activity, the attitude to innovations, ability to solve strategic problems, take risks, etc. This is actually the general program of action and distribution of priorities and resources to achieve the global goals, set of actions performed on the elements of the proposed system in order to change its functional characteristics or on elements of its external environment with the aim to change the external operating conditions [2, p. 40]. Strategic management is a dynamic set of interrelated management processes.

The first (output) one is an analysis of the environment, which involves the analysis of macro environment, direct environment, internal environment, taking into account the strong and weak sides, opportunities and threats. Then it's followed by: the definition of the mission and goals of an organization, the choice of strategy, its implementation, evaluation and control of its implementation [3, p. 140-141].

The essence of strategic management is characterized as follows: "... management of an organization, which is based on the human potential as a basis for an organization, directs the production activity to consumer needs, providing flexible and timely regulations of changes in an organization, meets the challenges of the environment and allows to achieve competitive advantages, which in total as a result allows an organization to survive and achieve the goals in the long term future" [3, p. 138].

The structure of strategy includes a tactic that is characterized as a system of activities, methods, techniques and means to implement the strategy; strategic goals are understood as the leading general-purpose ones, and the tactical goals – as private ones.

In reflexive management the emphasis shifts to the domestic strategies of individual and collective subjects.

Internal subjective strategy is defined as a system of rules of behavior, which causes the development of social position and the method of implementation of the system in practice both of an executive and of

a teaching staff. The rules of conduct are not only the personal and social strategies but everything in which a member of a team is realized, all regulators of its formation as a professional, means of self-realization and self-development: cognitive strategies (thinking, consciousness, self-consciousness); motivational sphere, emotional-volitional sphere, life and professional position, communicative strategies and collaboration strategies; I-concept. The mentioned strategies are undertaken in the collective management of an institution. In this case, the system-forming of all of these processes is a reflection and reflexive ability of individual and collective management to incorporate the strategic abilities. Thus it can be concluded that strategic management is inextricably linked with the reflexive management and is its variety. In the structure of the management of strategies one can single out: management of personal strategies; management of strategies of groups, management of the overall strategy of an institution, taking into account the external social environment. In all of these contexts such purposes and directions are actualized as the formation of needs, abilities, and installation for the continuous and cultural self-organization and self-realization of every teacher, supervisor, management system of all teaching staff, and of everything which can be called an education of culture of strategic management and self-management.

Thus, for successful preparation of a future head of an institution it is necessary to form in him professional culture and its basic component – the reflexive culture in the learning process in the master's course.

Reflective culture is a mechanism of personal motivation level of self-regulation and describes the inner world of a head of a general educational institution, his ability to control himself, to tune to the professional performance of duties. It is a basic component of skilled labor of a director of a general educational institution, resulting in the formation of intensity of his experience, provides a rethinking of the contents of consciousness and understanding of the subject of own methods of skill, without which any creative productive activity, self-identity, the organization of creative work are impossible. Reflexive culture of a head of an institution helps him to improve interpersonal relationships with subordinates, develop proper understanding in himself of professional problems and their rapid solving, affects the personal and professional self-motivation and the will, the ability to resolve conflicts, and as a consequence – to develop professional culture of a head of an institution. The ability to transform one's own activity on the subject of reflection and rethinking of the development, improvement and innovation changes plays an important role in raising the level of reflexive culture. In turn, the reflexive cul-

ture of a head of a general educational institution is part of the professional culture of an executive. Attributive components of any professional culture are information, communication, political, social, psychological, educational, environmental, technological, legal, administrative, methodological, moral, and other kinds of cultures, and the leading role belongs to reflexive culture. All of these types of cultural domain are subjectively expressed in similar abilities of the subject, where the general ability is the ability to active reflection, and other abilities are its derivatives, and are equally like all forms of professional culture, and are the direct products of reflexive culture. Reflexive culture of a head of general educational institution includes: the willingness to act in situations with a high degree of uncertainty, flexibility in decision-making, commitment to the implementation of new ideas and innovations, the constant focus on the search for new, non-standard solutions of professional problems, the ability to rethink the stereotypes of their professional and per-

sonal experience. It provides disclosure and implementation of professional opportunities in identifying and solving creative problems arising in professional activities. The primary function of reflective culture of heads of educational institution is control and evaluation of their own activities. The effectiveness of this type of control depends on the ability of managers to reflection, allowing reasonably and objectively analyze their actions, judgment, behavior, thinking and rethinking of their activities, properly defining the objectives and the use of methods, techniques, tools, and their experience. Professional culture of a director of a general educational institution is in the internal (culture of thinking, emotional culture, culture of reflection) and external (culture of communication, culture of expression of emotions, culture of behavior, culture of professional activity, culture of appearance) plans that determine his attitude to the professional activity on the basis of awareness of its importance as public, social, and personal value.

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Немченко Сергей Геннадьевич. Системообразующая роль рефлексии в стратегическом управлении учебным заведением.

Аннотация. В статье рассматриваются проблемы подготовки будущего руководителя учебного заведения к рефлексивному управлению и одной из его разновидностей стратегическому управлению. Показана ведущая и системообразующая роль рефлексии в стратегическом управлении, рассмотрена структура и особенности стратегического управления, установлена неразрывная связь рефлексивного и стратегического управления. Раскрыта роль рефлексивной культуры и ее значение в процессе подготовки будущего руководителя к профессиональной деятельности.

Ключевые слова: рефлексия, рефлексивное управление, рефлексивная культура, стратегия, стратегическое управления, структура и составляющие стратегического управления