

соціокультурний, соціально-економічний, філософський, соціологічний, діяльнісний.

Таким чином, напрямки діяльності керівника закладу освіти повинні бути спрямовані на ті, що забезпечують її ефективне функціонування як відкритої соціально-економічної та соціально-педагогічної системи: багатofункціональність; особистісна орієнтація освітньої діяльності; різнорівневність; різноманітність змісту, форм, технологій освіти; індивідуалізація методик освіти як необхідна умова задоволення освітніх потреб, професійно-освітніх запитів; адаптивність; профільність; професійно-прикладна та практична спрямованість; мобільність та людино-центристський підхід.

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ANALYSIS OF THE DEFINITION «MANAGEMENT OF EDUCATION» IN THE UKRAINIAN PEDAGOGICAL DISCOURSE

The national system of education has always been a subject of scientific discussions in the pedagogical paradigm. It should be noted that this system is multi-

vector special processes and factors created by the state to implement the social mission of education in the society. Education as a constituent phenomenon includes many areas of work: educational process, scientific and scientific-technical activities, psychological and psychological-pedagogical counselling, financial and economic work and more. All these processes are united not only by the attitude to education as a system, but also to the process of governance in general. Therefore, the definition of "management of education" in various processes plays a particularly important role.

Theoretical and methodological principles of management of education are actively developed by V. Andrushchenko, L. Gayevska, S. Goncharenko, L. Kalinina, V. Kamyshyna, V. Kremin, S. Krysyuk, V. Mayboroda, V. Pikelna, N. Protasova. Scientific principles of management of state educational policy are the subject of researches of V. Bobrytska, R. Vernydub, S. Nikolayenko, S. Protska, V. Savelyev, etc.

Management of certain processes in the education system is considered in the works of Yu. Vasylyeva, V. Gamanyuk, Yu. Dudnikov, V. Zagvyazynskyi, V. Ognevyuk, T. Sorochan, M. Stepka, T. Yarovenko and others.

To analyse the existing interpretations of the concept of "management of education" in the domestic educational space, we propose to divide the necessary concept into two - "management" and "education", which will allow a comprehensive analysis of each concept separately and the desired definition as a whole.

Today, in the general theoretical, legal and pedagogical dimensions, there are many variations of the concept of "**education**". Thus, according to the Law of Ukraine "On Education" (2017) there is no separate interpretation of the concept of education, but the law states that "education is the basis of intellectual, spiritual, physical and cultural development of an individual, his/her successful socialization, economic well-being, united by common values and culture, and the state" [2].

The concept of "education" is not defined in regulations by various dictionaries and scientific achievements of scientists. For example, according to the International Standard Classification of Education (2011), *education* is defined as a purposeful and organized process of transferring accumulated knowledge, skills and abilities from generation to generation through communication [1].

At the same time, the National Doctrine of Educational Development of Ukraine (2002) defines education as the basis of intellectual development of an individual, the society, where he lives, and the state as a complex socio-political system that improves political, socio-economic, cultural and scientific institutions, people's lives, contributes to the increase of economic potential and development of new technologies in Ukraine and confirms it on the world stage [3].

Besides, the Great Explanatory Dictionary of the modern Ukrainian language and the Sociological-Pedagogical Dictionary define education as a complex social institution, which main task is to prepare and involve people in activities in various spheres of public life [4, p. 681; 5, p. 167].

The results of the analysis of the concept of "education" in the context of the study show that currently there is no single understanding of this concept in the domestic educational space, as education, depending on the situation, factors and processes is a social institution, a basis of personal development.

Selected mechanisms, methods and forms of management play an important role in the organization, planning and implementation of the mission of an educational institution. Let's move on to the analysis of the concept of "management". The Great Explanatory Dictionary of the Ukrainian language defines *management* in several categories [7, p. 1511]:

- 1) action (decision-making process);
- 2) administrative structure;
- 3) identification with the management process.

From the point of view of public administration, the activity of organized systems, which provide for the realization of goals and further support, stability and progress of certain elements, is called *management* [6, p. 722].

Based on the analysed provisions, management should be seen as a complex process that affects systems, objects, processes, phenomena for their progress or in order to combine them to address current or future issues. Management as a complex process is divided into branches and spheres of public life, such as: internal affairs management, community management, investment management, information management, personnel management, educational management, healthcare management, resource management, social protection management, etc. Let's see in more detail the main definition of the study of "management of education".

In a narrow sense, the concept of *management of education* should be understood as a public-public system of relations, which includes a large number of different components that describe their essence (government, local government, education authorities, civil society and the state as a complex socio-political entity).

An applied concretization of the concept can be found in the textbook of S. Krysyuk. The author in defining the concept of management of education comes to the following conclusion that it is "a special kind of professional activity of man, which is aimed at educational systems to ensure their viability, dynamic development due to changing circumstances" [8, p. 55].

V. Oliynyk substantiates the *management of education* as a technological process for organization of the educational process in the educational institution [9, p. 12-13].

In generalized form, the content of approaches to defining the concept of "management of education" as a polyvalent concept can be represented as follows (Fig. 1):

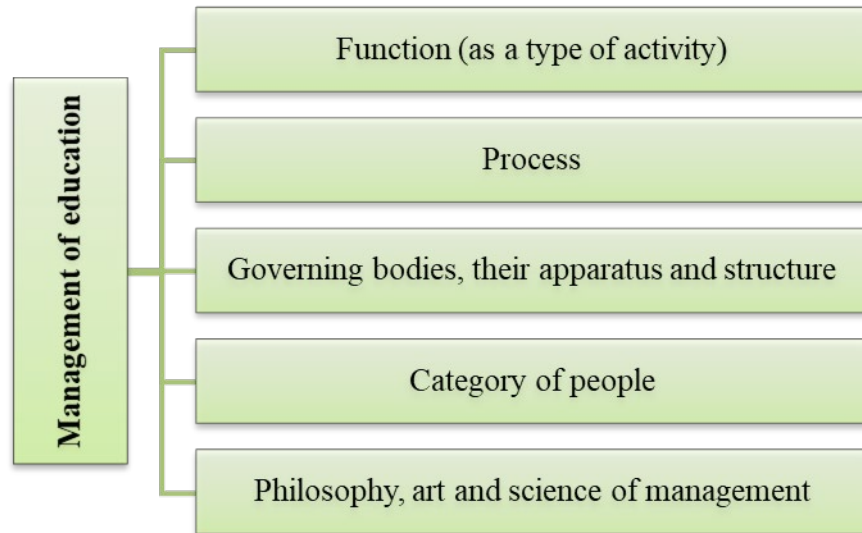


Fig.1. Generalized form of the content of approaches to the definition of "Management of education"

Based on the analysed sources and generalized content of approaches to the definition of "management of education" we have our own vision of this definition, which is defined as *a set of processes regulated by authorized state and interested social institutions and directly related to decision-making functioning of the national system of education.*

As we can see from the analysis of scientific papers, regulations and dictionaries, for the most part there is no consensus or common definition of "management of education" in educational researches. The issue of a unified approach to the definition of this term is still relevant today, as it is difficult to introduce this definition into scientific circulation with one interpretation, as the use of the concept of "management of education" depends on the circumstances, which it applies to.

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**ADMINISTRATIVE ACTIVITY OF THE TEACHING INSTITUTION
DIRECTOR IN CONDITIONS OF REMOTE LEARNING
DURING COVID-19**

Taking into consideration the deadly COVID- 19 and in its endeavour to avoid its spread governments worldwide have put in place stringent measures such as national lockdowns and social distancing initiatives. These restrictions have led many universities and higher educational institutes to opt for online learning to curtail the spread of Corona Virus. As such, it is recommended that:

– the concerns raised by the World Bank identified in this article needs to be taken into consideration when adopting online and remote learning;