

## References

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## **CATEGORY «METHODOLOGY» IN MODERN METHODOLOGY OF SCIENCE AND METHODOLOGY OF EDUCATION MANAGEMENT**

Management of education, as a modern branch of scientific knowledge, forms its categorical-conceptual apparatus and the core of theories, based on the methodology of science and intersectoral achievements of philosophical, natural and social sciences. The science of management, which develops on the border of different branches of knowledge, allows to identify, analyze, reveal their intersectoral scientific relationship and the specifics of management methodology in the system of methodological knowledge of the humanities for rational research, substantiation and development of better paradigms [3], concepts, models of systems, forms, methods, technologies and mechanisms of management in the social sphere, which, by species, includes education as a complex megasystem and its components, which include such

integrated complex systems as: system of various educational institutions and educational institutions, educational and management systems, processes, phenomena and other components, which in turn are complex systems.

Methodology, as a basic concept of science methodology and a component of the system of methodological knowledge of different branches of science, has many definitions that are not always consistent with each other, often highlighted by researchers from opposite positions and are ambiguously interpreted [2, p. 11]. Uncertainty and vagueness of the ideas of researchers and practitioners about the methodology of education management are associated with the direct transfer from one definition to another on the management reality without taking into account the specifics of the science of education management.

Methodology is not only a "teaching" that represents a system of knowledge about approaches, principles and methods of acquiring knowledge that reproduces various areas of human activity, covering, according to the subject, pedagogical, organizational, managerial, innovative, social, informational, expert, analytical, economic activities and management reality. It is also an area of cognitive activity. Note: not all activities, obviously, need organization. In particular, the organization does not require monotonous, monotonous and reproductive activities, which may be or are a copy of a person's personal activities, based on personal experience and a copy of another person's activities [1, p. 20]. Therefore, we can almost always say that these types of activities do not require organization, because they are self-organized at the level of mastered methods, patterns of activity, technologies and mechanisms involved in self-organization.

The methodology of management, in its modern discourse presents many paradigms, approaches, rational and irrational methods of mastering the world and management reality, in particular, in relation to existing scientific knowledge, its acquisition and taxonomy. As for approaches, they can be classified on various

grounds, for example, by scientific disciplines: philosophical, cultural, psychological, pedagogical, interdisciplinary, etc.; by object of study: activity, functional, structural, systemic, personal, etc. According to the example of consideration - analysis of the object of study – the phenomenon of public administration of active systems and a specific subject of study – we have chosen: systemic, synergistic, activity, personal, situational, informational, cybernetic, strategic and other scientific approaches.

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## **ORGANIZATION OF COMMUNICATIONS**

### **IN THE EDUCATIONAL INSTITUTION**

The problem of the development of social communication in Chinese and Ukrainian educational institutions is attracting the attention of more and more researchers, but it still remains controversial. The concept of communication, in our