

PEDAGOGICAL MANAGEMENT OF STUDENTS' LEARNING ACTIVITIES IN THE INSTITUTION OF HIGHER EDUCATION

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Pedagogical management is a special kind of activities of all subjects of the educational process aimed at achieving goals and using the forms and methods for facilitating its functioning and development as a pedagogical system [4].

Pedagogical management as an independent subject has been actively studied since the end of the twentieth century, although some problems constituting its essence have been discussed earlier in the works on pedagogy and psychology of education [6]. The analysis of the works revealed a complex of the issues under consideration: management of the educational institution, management of the educational process, theoretical-historical and methodological aspects of the management in social systems; management of learning and cognitive activities of students; psychological characteristics of the management process, active using of different learning style models.

According to Talyzina's research, pedagogical management is inextricably linked with certain effects, necessary for the implementation of target criteria of the educational process: maintenance within established boundaries (functioning) or transition to a new state (development). According to the authors this type of management is aimed at regulating the educational process in order to transfer it to a higher level [7]. Babansky defines the essence of the management in its optimization, which provides the following conditions for its solution:

- Integrated task scheduling;
- Specification of the components of the educational process on the selected model;
- Comparative evaluation of different paths of the educational process with a view to their situational adequacy;
- Time efficient of methods, forms, techniques of teaching and organization of the process;

- Commitment to the cost-effective and appropriate expenditure of time, conditions and resources [2].

The description of pedagogical management based on didactic orientation has been mentioned in the works by Amonashvili, who defined learning as a process forming and managing learning and cognitive activities of the students [1]. This author pays a particular attention in pedagogical management to the development of students' motivational attitude to learning activities.

The learning process with the use of the computer can be represented as a management system where the student acts as a subject of learning, while the teacher represents an educational medium [5]. In this system the student enters a new category due to the fact that in its form the educational and cognitive activity in the educational environment is an individual process, but it should be mentioned that this process is carried out under a certain algorithm. The scientists have carried out the analysis of learning systems and pointed out four types of the implementation regime of pedagogical management in the study:

- *Direct management*: the system provides the learning task, the student can ask questions only from the certain task area, assistance in solving the tasks is determined by the learning system;

- *Indirect management*: the system provides the student with some problem that needs to be formalized in the form of a learning task, such as planning of professional situations or modeling of social situations;

- *Dynamic management*: the learning task provided is solved simultaneously by students and the learning system. This type of management makes high demands on the formation of the "human-computer" dialogue, management algorithm and the provision of assistance;

- *The teacher as a means of management of learning activities*: the teacher plays a leading role in this system, as he needs to formulate the learning tasks and develop the necessary assistance to the students.

According to the presented types of management in educational systems, the organization of learning activities in the higher education institution is very

complex and requires the solution of not only the technical and technological problems, the special significance is given to psychological and pedagogical principles of constructing the “student-teacher” dialogue, playing an important role in the implementation of training effects.

The environment is necessary for the implementation of the management as it represents a set of conditions in which the interaction occurs. The organization of educational and teaching activities in the philological educational environment results in a change of methods and means of education, knowledge sources, transforming the role and functions of the teacher, as well as the ways of the teacher’s communication with students.

According to research by Zakharova, there are four basic principles the educational environment is characterized by:

- *Openness*, providing the students with a free access to educational material;
- *Structured and resource redundancy*, causing developmental impact of the environment on the student on the basis of individual learning paths and the variety of educational material;
- *Integrity*, associated with informative and activity component of the educational environment, which provides the opportunity to select the optimal training material and choose the types of activities;
- *Non-linearity*, suggesting the presence of three levels of environmental structure; the first type is called invariant (general), the second type is a specialized one that includes professional orientation, while the third individual type is created in the course of learning activities of students [8].

Professional training in terms of the philological educational environment can be represented as a didactic system with a certain set of interacting components and control functions. In this case a teacher acts as a managing agent, while the student is agent-managed. The interaction between them is based on the technical means by transmitting, perception and converting information streams in the question-and-answer mode [5]. Management

efficiency will be achieved provided a clearly defined goal, algorithmization of actions, methods and criteria for the formation of channels of direct communication and feedback. According to research by Bespalko, *the management algorithm* is a system of tracking and correcting educational-cognitive activities of the student, aimed at maintenance of the sufficient stability in the acquisition of educational material and the achievement of learning objectives [3]. Successful learning activities of the student depend on the well-grounded algorithm; in this case the presence of a feedback channel is the foundation of high-quality management of the professional training process. Bespalko in his studies stresses the importance of feedback in the systems involving continuous analysis and diagnosis of the main factors, which include the level of materials acquisition, scientific character of the subject study, awareness of materials acquisition and the degree of its automatization [3].

The analysis of the pedagogic management in the modern philological educational environment from the perspective of the provisions of the classical management school has led to the conclusion that it includes all the functional stages:

- *Structuring of the educational process*: the conduct of the learning process of students through individual learning paths and flexible adaptation algorithm; involvement of students in the implementation of their own educational activities;

- *Planning*: construction of the general model of the course of study, the description of the objectives, strategies for achieving results, a set of competencies of students, methodological techniques, criteria and indicators for assessment and diagnosis; scheduling of the learning process; the description of the individual learning paths and routes in acquisition of the educational content; analysis of the initial level of qualification, individual characteristics and personal qualities of the student;

- *Coordination*: the use of technological methods and flexible adaptation algorithm, providing systematic coordination of components of the educational system aimed at improving the learning activities and management process;

- *Control*: the use of various methods for assessment and diagnosis; involvement of students in the process of self-evaluation and self-control;

- *Motivation*: stimulation of the interest through arrangement of comfortable conditions in accordance with the psychological and personal characteristics of students; students' acceptance of the ideas of freedom and responsibility, ensuring the involvement in the procedure of choice, personal identity, self-analysis.

The implementation by students of control measures during the educational process allows to adjust their further individual paths of learning activities. By creating a system of pedagogic management the students will have the opportunity to learn disciplines in a format convenient for them, choosing the content and volume of the educational material, the manner of its presentation, the form of knowledge control, and receiving recommendations and comments of the philological educational environment in the educational process that promotes the optimal construction of the “teacher-student” dialogue.

The specificity of pedagogical management in the philological educational environment of the higher education institution lies in the necessity of its development at a higher level, professional orientation and detailed didactic presentation. The implementation of the environment under study ensures the adaptability of the learning process to the individual characteristics and abilities of students, the integrity and effectiveness of their acquisition of basic educational programs, and, as a consequence, the improvement of the quality and efficiency of the educational process of the higher education institution.

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