

Ключевые слова: *готовность, профессиональная деятельность, структурные компоненты готовности, критерии готовности к профессиональной деятельности, будущие магистры физической культуры и спорта, парадигма высшего образования.*

SUMMARY

Denysova Lolita, Sushchenko Liudmyla, Shynkaruk Oksana, Usychenko Vitalii. Monitoring of formation of the future physical culture and sports masters' readiness for professional activity in the conditions of the higher education modern paradigm.

The article reveals the issue of the modernizing process of future physical culture and sports masters' professional training in the context of higher physical education informatization. The problem of the future physical culture and sports masters' readiness for professional activities formation, which is formed in higher education institutions using information and communication technologies, is relevant for modern society. The success and efficiency of specialists professional self-realization in the physical culture and sports field depends on the presence of this readiness. The work purpose is to characterize the monitoring of the future physical culture and sports masters' professional activity readiness formation in the conditions of the higher education modern paradigm. Readiness for professional activity of the future physical culture and sports masters, which is formed in higher education institutions using information and communication technologies, is an integrative characteristic and includes motivational, information-cognitive, operational, emotional-volitional, orientation components, characterizes the person's ability to effectively perform professional duties on the basis of collaboration, activity, innovation and result orientation. Clarification of the essence of the readiness for professional activity created the basis for determining the structural components of readiness, highlighting the criteria, the corresponding indicators, which in the aggregate were implemented in a pedagogical experiment to determine the levels of the future physical culture and sports masters' readiness for professional activity formation, which is formed in higher education institutions with the use of information and communication technologies.

Key words: *readiness, professional activity, structural components of readiness, criteria of professional activity readiness, physical culture and sports future masters, paradigm of higher education.*

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A MODERN UNIVERSITY AS A SOCIAL CORPORATION

The article analyzes the models of the organizational structures of the institution of higher education, the main of which are: hierarchical departmentalization – the classical model; an innovative university (“entrepreneurial university”) – a market model; value-ethical model. The features inherent in modern institutions of higher education are determined, which, even with the presence of innovative methods of management and functioning, allow us to consider the management system of a Ukrainian university as a traditional – hierarchical departmentalization. The presence of a certain range of components allows us to consider a modern university as a social corporation.

Key words: *higher education institution, university, innovative higher education institution, higher education institution management, project-oriented university, organizational structure of higher education institution, social structure of higher education institution, social corporation.*

Introduction. The beginning of the XXI century is characterized by an active process of formation of Ukrainian statehood, adequate to the current level of civilized society development.

During the last decades of the XX century, due to the changing external socio-economic conditions in both the world and in the domestic scientific and educational community, there is a growing awareness of the need for organizational and managerial transformations of higher education. This need became apparent after the radical geopolitical changes that took place in the early 1990s and completion of the transformation of a post-industrial society into a global knowledge-based society. Knowledge has become the main tool for economic development. Accordingly, the status positions of universities have changed the social assessment of their role as organizations for the production and dissemination of knowledge in the global economy (Bern, 1998). Without denying the importance of a basic research, a knowledge-based society imposes significantly stricter requirements on the effectiveness of the scientific process. The already well-established term “commercialization of science” indicates the birth of the new forms of organization of the scientific process, which were absent in the traditional university system.

Analysis of relevant research. The scientific and methodological approach to the problems of corporate governance has come a long way – from the principles of “scientific” approach of F. Taylor and their practical implementation (technocratic approach) in the empire of G. Ford and the alternative concept of “human relations” in the 1920-30’s. From the cross-cultural studies of management schemes in 1960-1970’s to post-Freudianism of the late XX century. The works of such domestic scientists as A. Arkhangel’skiy, A. Arnoldov, V. Andrushchenko, Z. Barbashova, V. Borisov, Y. Vishnevskiy, A. Doroshenko, M. Zlobin, V. Kremen were of great importance for the study of the sociocultural phenomenon of higher education, L. Kogan, L. Mishchuk, J. Shchepanskyi, et al., in which the principles of humanization of education are laid down, and education is considered as a “school of dialogue of cultures”. V. Dovbnia, L. Kalinina, D. Kozlov, O. Kozlova, V. Luniachek, O. Marmaza, L. Onyshchuk, L. Pshenychna, A. Sbruieva and others drew attention to the importance of finding new approaches to solving traditional problems of education management. In the works of these scientists, education is conceptualized as a kind of social process. At the same time, the continuous

change of the socio-economic situation in higher education in the conditions of reform requires constant adjustment of management methods of modern higher education. This largely determined the choice of the topic of our study.

Aim of the study is to depict a certain range of components which allows us to consider a modern university as a social corporation.

Research methods: general-scientific – analysis, synthesis, comparison, generalization, systematization, terminological analysis to clarify the essence of the concept of “social corporation”; specific-scientific – analysis of the studies on the theory and practice of management to determine the degree of development of the research problem, analysis of basic research concepts; methods of comparison, systematization.

Research results. A feature of modern processes that have directly affected higher education, both in Ukraine and abroad, is development of corporations and strengthening their role not only in the economy but also in the socio-cultural sphere. Today, higher education is practically becoming a kind of business, the effective implementation of which is impossible within the traditional model of higher education. The inadequacy of the traditional model of organization, functioning and management of the higher education realities of the global information society has become obvious both in Ukraine and abroad.

The concepts of studying the system of higher education involve several models of organizational structures of the establishment of higher education, the main of which are:

- 1) hierarchical departmentalization – the classical model;
- 2) innovative university (“entrepreneurial university”) – market model;
- 3) value-ethical model (Vynoslavska, 2005).

The modern management system of the domestic university can be characterized from the following positions. First, none of these models is available in reality in its pure form. This is due to the fact that the higher education system is in a transitional stage of its development. Secondly, the features inherent in modern institutions of higher education, even in the presence of innovative methods of management and operation allow us to consider the management system of Ukrainian higher education as a traditional, typical of the Soviet period – hierarchical departmentalization (Iliashenko, 2006).

Let’s discuss the model in more detail. The educational subsystem of the university, which implements the main task of the institution, can be described as a disciplinary departmentalization, as the grouping of people and resources is carried out around the disciplines. From a certain point of view, this model of higher education institution management corresponds to the main features of

bureaucratic organization, formulated in the works of M. Weber. G. Mintzberg's classification is most suitable for the functional-managerial description of the university, according to which the university as a large organization consists of five types of components that differ in the type of functions performed (Davies, 2004) (See Fig. 1).

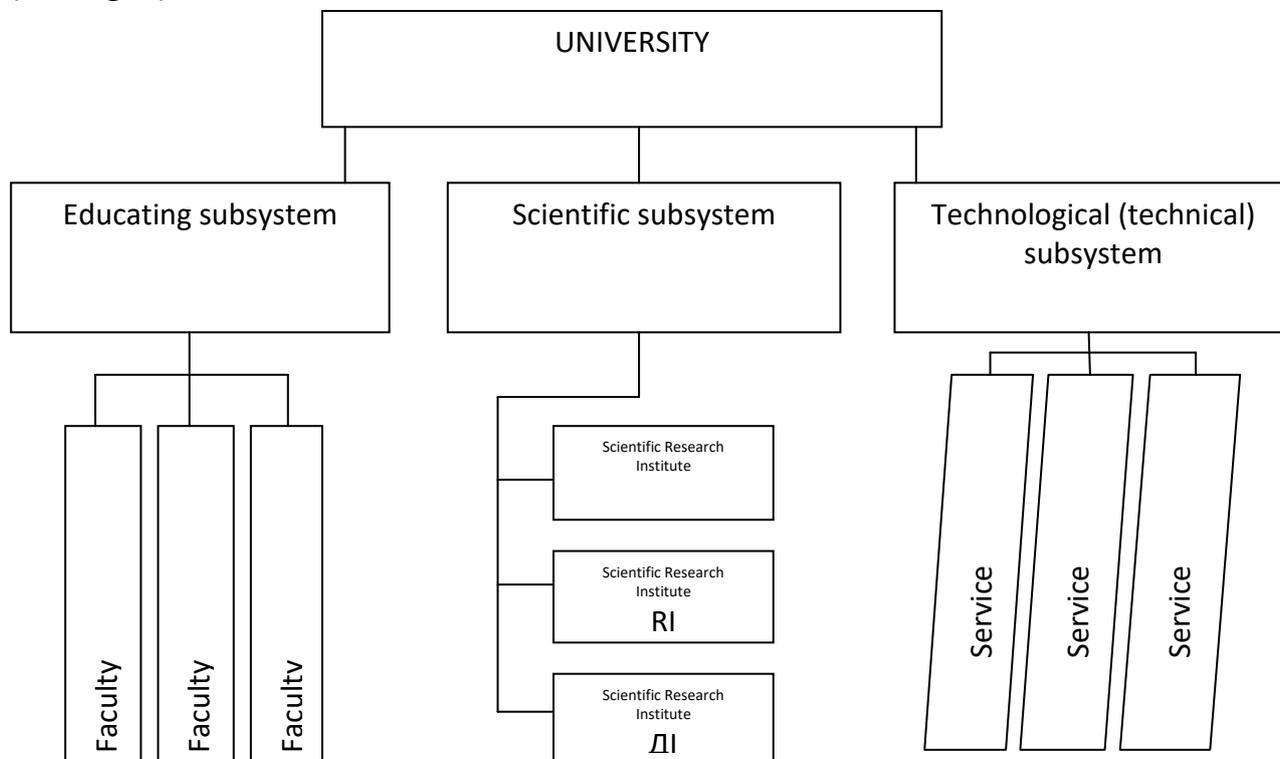


Fig. 1. Organizational and functional system of the university according to G. Mintzberg

When classifying the components of the university, the operational core should include the teaching staff that sells the main “products” of the university – educational programs and research. The strategic top is the administration and the academic council of the university. The middle line consists of the university power vertical “rector – dean – head of the department”. The technological structure is represented by services that provide technologies of the educational process and scientific work, such as educational and methodological guidance, management of postgraduate training, etc. Technical staff includes support units from financial management (accounting) to administrative and economic services (Mintzberg, 1994).

According to G. Mintzberg's classification, the university is a “professional organization”. The university is a type of organization within which experts work, where “qualification and craft play a key role”. Administrators, or the strategic top, define common formal standards for employees and departments. G. Mintzberg emphasizes that a professional organization in which “special

attention is paid to the standardization of skills and the separation of services that must be performed by relatively independent and influential experts”, “created to perform expert work in a relatively stable environment” (Mintzberg, 1994). The problem is that these stable conditions no longer exist – neither for industrial corporations nor for universities.

Giving a brief definition of the concept of “innovative university”, the most logical and realistic is the model of “project-oriented university”, proposed by O. Grudzinsky and tested by a number of domestic universities. O. Grudzinsky defines this model as an entrepreneurial university with an organizational scheme based on a traditional hierarchical structure with horizontal links between departments. The traditional structure is a hierarchy of “departments” (rectorate-faculty-department). Horizontal connections are implemented through project departments. The dominant method of management in the “project horizontal university” is the method of project management (Grudzinsky & Bedny, 2012).

The main organizational substructure of a project-oriented university that implements a specific project is a semi-autonomous group of university staff (project group). It is a structure or structures that are created, so to speak, for “serial” implementation of projects. They are based on a constantly updated combination of different design works. Thus, although each individual project is a time-fragile implementation structure, a dynamically changing combination of projects can ensure the sustainability of the project structure created for its implementation. O. Grudzinsky defines such a project structure as dynamically stable. The term “semi-autonomous” is defined by O. Hudzinsky in the context of the fact that the group operates within the statute, mission and strategy of the university, general procedures of financial management, but has a high degree of independence in choosing methods of solving tasks. Despite the limited time and risk nature of each individual project, some project structures may exist for a long time and not have a predetermined period of termination (Grudzinsky & Bedny, 2012).

Such an interdepartmental structure establishes horizontal links with a certain range of departments, which, in essence, ensure the work of the project team. Applying G. Mintzberg’s classification, it should be said that the basic units play a major role in the implementation of the project, being its “operational core” and “technological subsystem”. The role of the base unit is not only to provide staff, but also to provide the project with scientific and methodological and logistical resources.

The leading core of the project is an initiative group of managers, which either found the order on the market and initiated the creation of the project for

its implementation, or the university management chose it to perform the “top-down” project task. The management core does not have to consist of specialists in the applied field of the project. This is primarily a group of managers who solve traditional tasks related to project implementation management. The collegial body of the project management, which ensures functioning of the horizontal relations of the project group, is coordination (scientific and methodological) council of the project. The Coordinating Council is headed by the Rector (Vice-Rector) of the University as a person to whom all members of the Coordinating Council a priori submit. The Coordinating Council also performs expert functions, providing collegial scientific and methodological guidance of the project. Third, the council is a tool for resolving conflicts that may arise between project management and its core units (Vozniuk, 2005).

The main management decision that determines the project-oriented organization of the university is institutionalization of informal horizontal links between employees and departments, formed as a result of the formation of teams to fulfill orders of educational, scientific and technological nature. The traditional hierarchical departmentalization of the university is complemented by project departments, some of which may also be hierarchically linked. The design departments lie in a different plane of the overall organizational structure of the university.

The model presented by O. Grudzinsky, in our opinion, is the most characteristic of modern domestic innovative university, as it organically combines the traditional hierarchical form of higher education institution and the so-called market model of higher education, with features that reflect the functioning of domestic higher education as an entrepreneurial corporation.

Speaking of the third model of higher education – value-oriented, it can be argued that it, as mentioned above, is equally inherent in both traditional and market models. Moreover, the characterization of the university exclusively as a “hierarchical bureaucracy” or its identification with production organizations (“business university”) means ignoring the content of its activities, as well as the presence in the higher education institution of such components of social organizations (corporations) as specific internal structure, goals, members organizations, communication systems, cultural features, distribution of social roles, etc. (Galushko, 2002).

The presence of these components allows us to consider the university as a social corporation. It is traditionally believed that the greatest development of corporatism is in the economic and social spheres. Here he not only established himself, but also began to have a significant impact on socially

significant decisions. However, the current state of the higher education system considers higher education as a social corporation that has all the characteristics of this concept.

As an organizational association, higher education institution (both traditional and innovative) is a structure-forming system consisting of interacting and interconnected subsystems (structural units, sectors, branches, offices, etc.). At the heart of the system and its subsystems are fixed relationships that exist between departments, staff, teachers and students within the university, and between the university, the state and society. These relationships define the socially integrated infrastructure of the university (see Fig. 2).

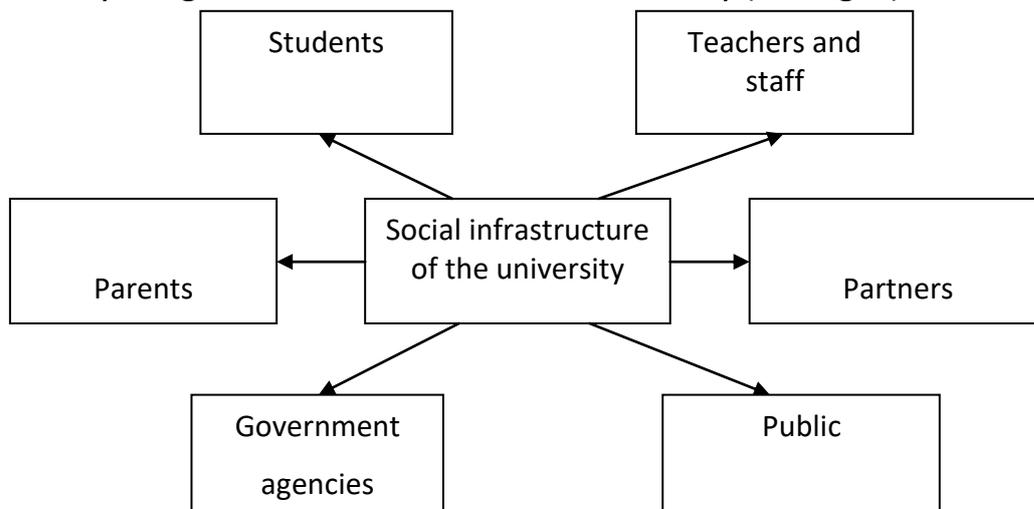


Fig. 2. Social integrated infrastructure of the higher education institution (Yermolenko, 2007)

Thus, the organizational structure of the university as a social corporation can be considered as an established scheme of interaction and coordination of human elements.

Based on the above, we can conclude that the effectiveness of the higher education institution as a corporation is influenced by such factors as:

- 1) real relationships between people and their work;
- 2) management policy and methods of influencing staff behavior;
- 3) the powers and functions of employees of the corporation at different levels of the hierarchy.

Due to these factors, contradictions between the main social partners are realized, resolved and/or settled, which allows us to consider the corporatism of the university as an institutional form.

The peculiarity of the management of the social infrastructure of the higher education institution is determined by the fact that the university is a set of social norms and sanctions, statuses and roles based on staff,

management staff and special organizational and managerial practices. That is, higher education is a certain social system, with its characteristic presence of a social environment with formal and informal social structures.

The formal structure of the university, reflected in clearly specialized status positions, is enshrined in legislation. Like any corporation, the university develops its own rules and regulations, which comprehensively regulate the activities of its employees at all levels of the hierarchy. Moreover, development and implementation of the organizational and administrative acts is a necessary condition for the formation of organizational and social corporate environment, which is individual for a particular university or a particular corporation, on the one hand, but through standardization and unification of forms of organizational and administrative acts is similar in structure to organizations of another level and form.

Informal structure as a set of personal positions and relationships of the university members is based on the relationship of their status and roles, based in turn on the prestige and trust or lack thereof. These relations are not regulated by official standards and norms, but, nevertheless, it is the informal social structure, being a component of activity, that forms the preconditions for the institutionalization of business ethics as an element of higher education institution management. Occupying a certain place, informal social structure forms relationships and determines prestigious contacts, hidden or overt leaders and is based on unwritten rules of ethics, which include respect for self-esteem and personal status, understanding the interests and motives of others, social responsibility for their psychological security, etc. It is the informal social structure that saturates the activities of the university with ethical principles and problems of a moral and personal nature, for the solution of which rules and norms of the formal order are already insufficient. Therefore, such an approach in management is needed, according to which it is possible to ensure harmonious, systemic development that takes into account the interaction of elements of formal and informal social structures at all levels of the hierarchy. This is the reason for the need to institutionalize the norms and standards of business ethics as a key element of the informal social structure in the management system of higher education institution.

In the conditions of “academic capitalism” it became obvious that the direction of organizational changes in universities as a whole coincides with the organizational changes taking place in modern large corporations. Large corporations began to be affected by the new rapidly changing environment earlier in time and to a greater extent than universities. Accordingly, they have earlier made organizational changes, and researchers of management problems have already

made a number of theoretical generalizations and developed a number of specific algorithms for new management. Modern management theory indicates the general direction of transformation – from mechanistic to organic organization.

Conclusions. At the present stage of development, the university has all the hallmarks of a social corporation (organizational structure, internal social infrastructure, mission, purpose, subjects and objects of activity, communication systems, cultural features, distribution of social roles, etc.). At the same time, it is obvious that the features of a modern higher education institution differ significantly from the specifics of many corporations. One of such innovative elements is the increasing use of business ethics. Therefore, it is promising to study the formation of mechanisms for implementing its standards, taking into account both international principles and the peculiarities of the Ukrainian mentality and the specifics of educational institutions as a special field of human activity. It is necessary to develop models of codes of business ethics as an element of higher education management, which will correspond to the specifics of the institution of higher education as a social corporation.

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РЕЗЮМЕ

Довгополова Анна, Корж-Усенко Лариса. Современный университет как социальная корпорация.

В статье проанализированы модели организационных структур учреждения высшего образования, основными из которых являются: иерархическая департаментализация – классическая модель; инновационный университет («предпринимательский университет») – рыночная модель; ценностно-этическая модель. Определены особенности, присущие современным учреждениям высшего образования, которые даже при наличии инновационных методов управления и функционирования позволяют рассматривать систему управления украинским вузом как традиционную – иерархическую департаментализацию. Наличие определенного круга компонентов позволяет рассматривать современный вуз как социальную корпорацию.

Ключевые слова: учреждение высшего образования, университет, инновационный вуз, управление учреждением высшего образования, проектно-ориентированный университет, организационная структура учреждения высшего образования, социальная структура вуза, социальная корпорация.

АНОТАЦІЯ

Довгополова Ганна, Корж-Усенко Лариса. Сучасний університет як соціальна корпорація.

У статті актуалізовано, що у зв'язку зі зміною зовнішніх соціально-економічних умов як у світовому, так і у вітчизняному науково-освітньому співтоваристві постало усвідомлення необхідності організаційно-управлінських трансформацій вищої школи. Знання стали основним інструментом розвитку економіки держав. Відповідно змінилися статусні позиції університетів, соціальна оцінка їх ролі як організацій із виробництва та розповсюдження знань у глобальній економіці. Особливістю сучасних процесів, які безпосередньо торкнулися й вищої школи, як в Україні, так і за кордоном став розвиток корпорацій і посилення їх ролі не тільки в економіці, але і в соціально-культурній сфері. На сьогодні вища школа практично перетворюється на своєрідний бізнес, ефективне здійснення якого неможливе в межах традиційної моделі вишу. Неадекватність традиційної моделі організації, функціонування та управління вишем реаліям глобального інформаційного суспільства стала очевидною як в Україні, так і за кордоном.

У статті проаналізовано концепції вивчення системи вищої освіти, які припускають кілька моделей організаційних структур закладу вищої освіти, основними серед яких є: ієрархічна департаменталізація – класична модель; інноваційний університет («підприємницький університет») – ринкова модель; ціннісно-етична модель. Визначено, що жодна зі згаданих моделей не наявна в реальності в чистому вигляді. Це пов'язано з тим, що система вищої школи знаходиться в перехідному етапі свого розвитку. По-друге, особливості, притаманні сучасним закладам вищої освіти, навіть за наявності інноваційних методів управління та функціонування, дозволяють розглядати систему управління українським вишем як традиційну – ієрархічну департаменталізацію. Подано визначення поняття «інноваційний виш», його найбільш логічно й реально діючу модель «проектно-орієнтованого університету». З'ясовано, що сучасний виш є певною соціальною системою, з характерною для неї наявністю соціального середовища, з формальною і неформальною соціальними структурами. Наявність визначеного кола компонентів дозволяє розглядати сучасний виш як соціальну корпорацію.

Ключові слова: заклад вищої освіти, університет, інноваційний виш, управління закладом вищої освіти, проектно-орієнтований університет, організаційна структура закладу вищої освіти, соціальна структура вишу, соціальна корпорація.

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СТРУКТУРНО-ФУНКЦІОНАЛЬНА МОДЕЛЬ ПІДГОТОВКИ МАЙБУТНІХ ОФІЦЕРІВ МОРСЬКОЇ ПІХОТИ ЗАСОБАМИ ІНФОРМАЦІЙНО- КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ

Підготовка висококваліфікованих майбутніх офіцерів морської піхоти у вищих військових закладах освіти сьогодні є одним із пріоритетів державної політики загалом та освітньої зокрема. Для покращення їх професійної підготовки потрібно розробити, обґрунтувати та експериментально перевірити дієвість структурно-функціональної моделі підготовки майбутніх офіцерів морської піхоти засобами інформаційно-комунікаційних технологій. Пропонована структурно-функціональна модель забезпечить кращі результати підготовки майбутніх офіцерів морської піхоти засобами інформаційно-комунікаційних технологій, оскільки вона цілісно відображає логіку здійснення освітнього процесу у вищих військових закладах освіти, передбачає формування в курсантів професійних компетентностей, та спрямовує науково-педагогічний склад на використання сучасних інформаційно-комунікаційних технологій в освітньому процесі.

Ключові слова: структурно-функціональна модель, підготовка, майбутні офіцери морської піхоти, засоби, інформаційно-комунікаційні технології.

Постановка проблеми. Реформування системи військової освіти України, а також нагальна потреба у висококваліфікованих офіцерських кадрах зумовлює потребу розробки нових та вдосконалення існуючих форм, методів, засобів професійної підготовки, удосконалення її змісту, орієнтуючись на досвід країн-членів НАТО, а також на власні вітчизняні напрацювання в сфері військової освіти та педагогіки.

Тому сьогодні науковий пошук у сфері професійної освіти майбутніх військовослужбовців спрямується на розробку, обґрунтування, експериментальну перевірку ефективності різноманітних моделей (логічних, структурних, функціональних, структурно-логічних, структурно-функціональних), які реалізуються в освітньому процесі різних закладів освіти, і спрямовані на підвищення якості підготовки фахівців. Важливість методу моделювання засвідчується тим, що він дозволяє науково-педагогічним працівникам та науковцям візуалізувати окремі процеси, явища, об'єкти, розкрити їхню сутність, властивості та структуру.