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Moderation Technology in Education Manager's Activity: Content-Related Aspect

Problem statement. The modern stage of educational development in Ukraine is characterized by the activation of modernization processes. The general meaning and direction of modernization lie in systematic changes in education with the aim of bringing them in line with the demands of modern life, creating culture and mechanisms of constant renewal, purposeful commitment of education to urgent and perspective demands of a personality and society, state requirements.

Nowadays problems of economy and education are analyzed with reference to each other, technocratic approaches and position of scientism become standard, and economy based on the knowledge and high-tech technologies is considered by the government of Ukraine as the main result of the educational system functioning.

It is obvious that such changes are extremely significant for a manager of an educational institution. It is especially important in the system of general educational training, which is aimed at achieving an eventual result – a competitive graduate.

Nowadays there are lots of general requirements to a manager of a general educational institution, which are predetermined by current problems of modernization of modern national education. Nevertheless, the rate of modernization development does not always correspond to manager's possibilities in real working conditions, because a manager has to be competent enough to perform a set of tasks.

The common requirements for all levels of educational management are the following: aspiration to overcome an administrative managerial style, minimize the bureaucratic bonds between levels of management hierarchy, maximally support the initiative and use intellectual and creative potential of pedagogues.

Innovations in educational management are performed by means of determining new functions of management activity, which is conditioned by creation of new management bonds and relations. The purpose of management innovations is bringing management into accordance with changing management subjects.

Analysis of the latest researches and publications. Management of a general educational institution in state documents is considered as a public one, which provides assurance of adaptiveness, flexibility and openness of management, contributing to gradual transition to the strategically target management. Management efficiency of a general educational institution is determined by a level of goal achievement, positive changes in establishment's activity [3].

The development of theory and methodology of management in the field of school education, substantiation of patterns, principles, functions, methods of managing general educational institutions were performed by famous native and foreign scientists: V. Bezpalko, Yu. Vasiliev, Yu. Konarzhevskiy, M. Kondakov, V. Krychevskiy, V. Maslov, N. Nychkalo, S. Sysoieva, V. Sukhomlynskiy, M. Potashnyk, T. Shamova etc.

Didactic aspects of general educational institution management were examined in researches of Yu. Babanskiy, V. Bondar, M. Burda, N. Burynska, I. Lerner, V. Madzihon, Yu. Maliovanyi, V. Palamarchuk, M. Potashnyk, M. Skatkin etc.

The results of Ukrainian scientists' pedagogical researches (V. Behei, V. Bodnar, B. Zhebrovskiy, V. Maslov, L. Danylenko, H. Yelnikova, L. Kalinina, I. Likarchuk, N. Ostroverkhova, V. Oliinyk, V. Pikelnia, T. Sorochan etc.) indicate a new approach to the management of general educational institutions at the interdisciplinary level. These approaches were widely used in the school management practice of managers-

innovators V. Alfimov, M. Huzyk, O. Zakharenko, T. Karpenko, A. Solohub etc.

The purpose of the article is to determine the content of management moderation technology, to argue the practicability of applying this innovative management technology in professional activity of a modern manager of an educational institution.

Representation of main contents. A constant self-renewal is a significant feature of modern educational environment: formation of organizational units in its infrastructure, which realize the principles of innovative policy.

V. Lazarev and representatives of his school of thought consider the use of the method of normative and analytical design to be efficient, when it is assumed to choose a new kind of management system with account of complex of available normative standards (content of educational management functions, number of employees, their salaries, type of management structures etc.).

It is also well-known that the development of a system can be performed by means of inner conflicts resolution due to new changes or new system structuring. This fact gives an opportunity to reveal factors of development within the system of the structure components, which are the following (according to V. Zahviazynskyi): external changes, changes of management subjects' motivation, structural and content changes, new management approaches etc. [6].

The usage of advanced technologies in the management of general educational institutions is considered by L. Danylenko as important attributes of nowadays. Advanced innovative management technologies include those, which change the system of relations between participants of educational and management processes, the communication system (direct contact and feedback communication in management), system of forming universal (national, transcultural, humanistic) way of thinking. The advanced technologies are the following: modern information technologies, modeling organizational structures, technologies of innovative management, in particular, innovation marketing (organization of "public relations", engineering, reengineering, brand-strategy, fronting an innovative market) [5].

Moderation is also considered as an advanced innovative technology of educational management, which is widely used abroad. Management moderation is one of the ways of professional management optimization. In any field, which includes interaction between people, choosing goals,

strategies and ways of activity, the usage of moderation significantly increases working efficiency and aspiration of achieving goals. Management moderation is able to increase the efficiency of any team-work not only in a group of managers, but in an educational institution in the whole. The quality of education to some extent depends on the successfulness of educational moderation technology implementation.

It is necessary to determine the meaning of moderation as a scientific category. Moderation is support of a certain type of activity. In etymologic sense the term "moderation" means mitigation, containment, abstinence.

A moderator is a facilitator of group communication, who masters the techniques, methods and tools of moderation. He/she supports a group organizing its well-adjusted purposeful behavior. His/her task is to assist, coordinate, contribute, and support a team-work.

Moderation is aimed at revealing personality's inner potential. The process of moderation helps to convert potential (would-be) into real, which is very important in any type of management interaction.

Moderation in management is a culture of discussions and decision-making in situations, which require wide recourses for problems and tasks argumentation, as well as their interaction at the stage of the implementation of the made decisions. Moderation allows performing management on the basis of faith, mutual understanding and collaboration.

The technique of management moderation lies at the root of team-work organization and project management implementation [4].

The technique of management moderation allows a manager within a short time to find rational methods of solving certain problems, unite participants, encourage to common searching for ways of problem solution, and stimulate them to practical acts and personal responsibility. The use of moderation in management activity improves the cultural behavior in an educational institution, instills standards of client-orientation.

Moderation in management helps to solve problems of corporate management, which decrease the efficiency level of management activity, among which are the following:

- Lack of clarity in decisions and absence of responsible (which is usually deficient during strategic sessions, in the process of working on new conceptions and ideas of educational institution development);
- The absence of corporate (organizational) culture (the success of correct moderation in the process of managing an educational project influences the further team-work, increases participants'

desire to consider all ideas and opposed points of view, accept and use them);

- Insufficient motivation of teaching stuff:
 - a) Everyone is not just informed, but takes an active part in decision-making, based on common workings;
 - b) Moderation is aimed at elimination of factors, which decreases motivation, among which there is authoritarianism of a manager and other team members, departure from aspects of works, personal accesses, drive for power of vice-administrators, which prevents constructive decisions;
 - c) The process and result of moderation is similar to coaching, which is aimed at the development of understanding and responsibility as a choice of ideas' and acts' authorship.

The abovementioned gives reasons to claim that technology of moderation refers to the group of person-centered technologies. The theory of team management is the basis of moderation technology; it forms the high level of team responsibility, due to which the moderation technology provides efficient management of teaching stuff [2]. A moderator-manager has to understand that members of a constant or temporal team, which works on a pedagogical problem or an educational project, concentrate on the professionally organized educational process, in which a teacher participates with pleasure, because he/she develops as a personality and is professionally growing. A moderator-manager creates the necessary conditions for the development of teaching stuff members due to the management system, which is developed by him-/herself or with the help of consulting experts. Motivational program and target management of teaching stuff is used in the work (by a team of executives) on the basis of general management competence [1]. The management moderation includes the following functions:

- Planning (development of program objectives of an educational event, a process, a project (social or scientific));
- Organization of program execution;
- Program (plan) control;
- Control and adjustment of a process;

A manager-moderator uses rules of motivational program and target management and qualimetric assessment of management process. A manager-moderator has to possess the following personal qualities: organizing skills, democratic communication style, empathy and humanity, erudition, self-discipline, reflection. A manager-moderator has

to master the moderation technology, has to distinguish needs of teaching stuff in time, perform communications, prevent (eliminate) a conflict situation, consult, form a creative atmosphere and climate of confidence, use pedagogues' experience and demand everyone's accountability and know how to perform appraisal and self-evaluation. A moderator manages teachers' professional activity without any pressure. In the process of moderation pedagogues master skills of an active, conscious and purposeful action, open exchange ideas, results, active mutual help, skills of useful criticism, self-esteem and peer assessment.

Management with the use of moderation technology is performed in some technological stages:

1. *Preparatory stage.* Organization of participants' interaction process. Creation of teamwork rules and regulations.

2. *Organization of teamwork.* Problem statement. Discussion of the desired goal. Collective decision-making concerning methods of further work.

3. *Formation of subgroups on activity areas.* Work in groups. Control over the working process in subgroups and the process of interaction between them.

4. *Review of the preliminary results.*

5. *Activity control and correction.* Statement of further tasks. Division of functions and tasks between team members.

6. *Progress review and reflection.* Discussion of difficult moments in different work situations, simulating these situations for future use. All participants analyze their own behavior, get other members' and a manager's feedback.

Basic components of management structure during the moderation process are the following: focus on the task performance, collecting all members' ideas, task evaluation according to the significance level, designing and formulating plan of actions, its performance based on motivation and purposefulness of each subgroup, permanent control over task performance in terms of compulsory group discussion.

A new educational paradigm is focused on the development of a personality as an expert, who acts on his/her own authority and is responsible in the process of his/her professional activity. In this regard, director's management competency becomes especially important, because this is only a director, managing an educational institution, flexibly adjusting to changeable conditions of pedagogical activity, is able to cause positive changes in the quality of education.

Observation on the implementation of moderation technology proved that it helps to form a stable professional team of pedagogues. Under the conditions of comfortable psychological atmosphere this group of professionals is constantly recruited by other employees, who want to work in a new modern way.

The moderation technology allows a manager to develop his own motivational sphere, his life values, professional competence, and demand for professional behavior.

There is no doubt that implementing the moderation technology in national educational sphere as the best world management experience will influence the formation of administrative competence of an educational manager. This innovation management technology will significantly increase the efficiency and quality of the educational process in a general educational institution.

Conclusions. Despite the fact that this issue is topical nowadays, the moderation technology is not considered as an integral part of professional and advanced training of professionals in different specializations, as well as experts in the field of educational institutions management.

Future researches are focused on determining the potential of educational subjects optional for master degree students on the formation of knowledge, skills and abilities in the field of management moderation technique of future masters with a degree in "Educational institution management" as well as designing training sessions for retrainees.

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Abstracts

ОЛЕГ ДОЛЖЕНКОВ, ТЕТЯНА ПОСТОЯН. *Технологія модерації в управлінській діяльності менеджера освіти: змістовий аспект.* Спільною вимогою для всіх рівнів управління освітою є прагнення подолати адміністративний стиль управління, мінімізувати бюрократичні зв'язки між рівнями управлінської вертикалі, максимально підтримувати ініціативу та використовувати інтелектуальний і творчий потенціал педагогів. У статті розкрито можливості технології модерації щодо забезпечення ефективної реалізації механізмів управління педагогічним колективом з ураху-

ванням їх готовності до самоуправління і мобілізації особистісних ресурсів.
Ключові слова: управління освітою, перспективні технології управління, технологія модерації.

OLEG DOŁŻENKOW, TETIANA POSTOJAN. **Technologia moderacji w działalności kierowniczej menedżera oświaty: aspekt treściowy.** Często wymogiem dla wszystkich poziomów zarządzania oświatą jest dążenie do przezwyciężenia administracyjnego stylu zarządzania, zminimalizowania biurokratycznych hierarchicznych powiązań w zarządzaniu, maksymalnego wsparcia inicjatywy oraz wykorzystanie intelektualnego i twórczego potencjału nauczyciela. W artykule opisano możliwości technologii moderacji w celu zapewnienia skutecznej realizacji mechanizmów zarządzania zespołem nauczycieli uwzględniającej ich gotowość do samorządu oraz mobilizacji zasobów osobowych.
Słowa kluczowe: zarządzanie oświatą, perspektywiczne technologie zarządzania, technologia modernizacji.

ОЛЕГ ДОЛЖЕНКОВ, ТЕТЯНА ПОСТОЯН. **Технология модерации в управленческой деятельности менеджера образования: содержательный аспект.** общим требованием для всех уровней управления образованием является стремление преодолеть административный стиль управления, минимизировать бюрократические связи между уровнями управленческой вертикали, максимально поддерживать инициативу и использовать интеллектуальный и творческий потенциал педагогов. В статье раскрыты возможности технологии модерации по обеспечению эффективной реализации механизмов управления педагогическим коллективом с учетом их готовности к самоуправлению и мобилизации личностных ресурсов.
Ключевые слова: управление образованием, перспективные технологии управления, технология модерации.

OLEG DOLZHENKOV, TATYANA POSTOYAN. **Moderation technology in education manager's activity: content-related aspect.** A common requirement for all levels of education is a desire to overcome the administrative style of management, to minimize bureaucratic communication between levels of management vertical, the maximum to support the initiative and use the intellectual and creative potential of teachers. The article reveals moderation technology capabilities to ensure effective implementation of the control mechanisms of the teaching staff with regard to their readiness for self-management and the mobilization of personal resources.
Key words: education management, advanced management technology, moderation technology.