

MANAGEMENT EDUCATION IN THE CONTEXT OF SOCIAL AND PEDAGOGICAL TRANSFORMATIONS

Educational and upbringing, pedagogical-psychological surprisingly theory, its models and concepts seek to redefine private and the public mind. Based on these grounds, in the future, it allows of education to develop to develop a more inclusive philosophical vision of education, to apply directly to the problems of democratization and changes in social relations in the direction of equality and social justice in the field of education. Examines trends in educational institutions and models of globalizing society in the context of our particular relationship of education and society, man and the state, and processes. Ongoing research and systems analysis of neoliberal reforms on the level of society in general and education in particular.

Examines substantive, structural and functional characteristics of the concept of education in the context of institutional tendencies of social life, as well as forms and possibilities of its methodological application. Consider a model of education, as embodied in the programs of social development and learning, which are primarily designed to teach people how to lead an independent and original research themselves, society and knowledge systems. However, it is proved that the models and programs should not be cut off from any individual and the collective system of moral and social values, theoretical and applied training, nor from further use of the acquired values, norms and skills in everyday life, science, or in production, sphere of all social institutions.

Point of view of social and educational, pedagogical-psychological, normative understanding and social critics also requires the use of active efforts in the reconstruction of education and society, the social vision of what education and human life can be and what their specific limitations in existing societies.

Keywords: education system, management, education, democracy, moral, values, justice, principles of education, social institutes.

Problem statement and its relevance. Changes in the interpretation of the democratic social order led to the need to find mechanisms and conditions for the implementation of the idea of democracy in educational institutions, the need for new research and practical advice based on the current systemic vision of education for school allocation as a key element of the system, the contextual analysis of individual successful attempts of democratization. Thus, the research problem in a generalized sense is to theoretically determine and verify the experience of such approaches to democratization of education that would overcome the abovementioned difficulties and solve the problem of coherent implementation of the idea of democratic education.

In current trends of social development with ever more general need arises the need solving in theoretical and practical terms, the problem of civic institutional democratization, including systems management, and education and realize the vision of a democratic public education and enlightenment. Modern philosophy and sociology of education, developmental psychology suggest that the mechanisms and conditions for the implementation of pedagogical ideas are reflected not only in the formal organizational structures and training programs. A key role in pedagogically meaningful social affairs educational institution plays a set of explicit and implicit factors – an informal organization of schools forming objective (institutional) context of democratization of education. However, the existing studies, this task is not fully resolved.

Therefore it is important to answer the question of what institutional context can be given in school to become a condition of its conversion to an open democratic community? Significant severity of the theory and practice of democratic education is the fact that existing studies on democratization listed areas are considered on the basis of understanding of democracy, designed for advanced social institutions at the beginning of the century. Therefore, the implementation of the said idea requires, first, clarify ideas about democracy under contemporary socio-cultural situation and, secondly, the development trends of transformation of education as a social institution of specific rights, exposing idea of democracy can be implemented [Richard, 2012, p. 212]. The solution of this problem makes appeal as a social theory that clarifies the modern idea of democracy and the theory of education.

Therefore, researchers who belong to this ideological school, analyze the main trends of research

institutionalization of civil society, education and training in context of global humanistic philosophical principles, values and management models and types/ levels of government. The system of quality education, effective public education at various levels have to anticipate both and effective system of social management, guarantee the existence of which is in turn developed institutionalized civil society, and the formation of which requires not only the rule of law as its premise, but a completely new concept of learning, based on the social model philosophy of education. However, only a developed and stable democratic system of education and public education enables efficient formation of civil society, the rule of law is the foundation of a stable democratic government and authoritative power.

Research Significance. The concept dates back to the 1970's and 1980's in a socially-critical studies.

Methodological and analytical principles in this area of research based on *critical theory* and *social studies* formed on the basis of the concept of «social deliberative», «social subsidiarity», liberty reflex «communitarianism», according to which the subject and the object is interacting factors among the entire set of social practice at the institutional level, this stage of its historical development.

Now this *interdisciplinary trend* is headed philosophers, political scientists, economists, cultural.

They seek to expand the existing understanding of the theory and practice of education and social philosophy, management of the achievements and challenges of globalization processes, the institutionalization of civil society, their role for social life and social cognition in the context of education and social analysis of the phenomena of education, upbringing and training. Social philosophy, philosophy of science, global studies, and management are discussed in «*social of education*» as the basis of institutional and ideological foundations of civil process, the educational process is presented in this context as an object of management and socio-philosophical analysis. In this concept the analysis of social, philosophical and managerial aspects of the models and methodologies of modern educational philosophy and management educational process.

Analytical Investigation, Comparison and Discussion of Results. These topics can enrich critical pedagogy and help with the project of democratization and reconstruction of education to ensure that the goals of social justice and progressive change can provide the pedagogy and practice of education.

Development of this educational model applies regulatory developments classical philosophy of education from the Greeks through John Dewey and critics of classical western education such as Ivan Illich (Illich, 1971,1982) and Paulo Freire (Freire, 2012, 1998, 1996). In Greek philosophy means love of wisdom (*philo-Sophia*) and the practice of philosophy – a *Paideia* (formation, formation) and development of man and citizen (Critical Pedagogy, 2012, p. 207).

In the early twentieth century, John Dewey, headed direction, which has developed the most stable premise of progressive education, relationship education and democracy. Dewey argued that there can be no democratic society without a democratic education that everyone should have access to education and that education is the key to democracy, and thus social welfare. Dewey was «an advocate of a strong, egalitarian and participatory democracy, where everyone takes part in social and political life» (Dewey, 1986, p.76).

For Dewey, education is the key to working democracy, so as to reasonably participate in public and political life, to be informed and educated to be able to be of high quality and competent member of the national democratic life.

Paulo Freire proposes that work and work organization led to a reduction in the distance between the *dream and the dream specificity*. Dreamer dreamer meets another, and together they shorten the distance between the dream and its realization. «To this end, we came up with» popular education «(Popular Education), every day» (Freire, 2000, p.101) systematic model of education based on the fact that education in general and adult education in particular, is closely related to socio-economic development of the country. Applications of literacy and basic adult education is the primary tool for change in the socio-psychological field and closer to the ideal of modern industrial society.

Folk adult education, educacion popular, Spanish is more than *popular education* in English or *education populaire* French. This term contains an element of emancipation, liberation and self-determination of the oppressed and exploited masses, recognizing that people are socially excluded from the material security, education and decision-making can share *vidrefleksuvaty* their situation, realize that it is unauthorized again, and realize that they must organize themselves in order to change the structure of society.

Freire was based, by his own admission, the views of «Sartre and Mounier, Erich Fromm and Louis Althusser, Ortega-y-Gasset and Mao, Martin Luther King and Che Guevara, Unamuno and

Marcuse»(Freire, 1998; Richard, 1993], developing its own view of education, which was a response to the specific realities of Latin America. Freire Pedagogy of literacy included not only read the word, but «reading the world».

Postmodern theorists have accumulated theorizing about such cultural and social gaps and breaks, have some positive recommendations for the restructuring of educational institutions. This task in the critical theory of education is seen as socially progressive, based on a radical critique of the education system and proposals for the transformation of education and training in achievements Ivan Illich, who was one of the top most radical critic of the traditional model of education in industrial society.

Postindustrial education model of contains a radical critique of the existing school and other theories, such as whether the concept of «*tissue training*», «*tools of conviviality*» that radically reconstructing education should promote conscious and quality education, democracy, and social and public life, providing the same basic models of modern systems. According to Illich, the modern system of education is not suited to post-industrial conditions, and require a radical restructuring of education and rethinking of pedagogy. But unlike many of his contemporaries, Illich did not idealize the possibility of industrial and information technologies, analyzing the limits of their use in education. Illich analyzed comprehensively and in detail how modern school prepares pupils/students to modern industrial system and how its «hidden program» promote compliance bureaucracy, instrumental rationality, hierarchy, competition and other features of the existing social organization.

Illich proposes a normative aspect of criticism of the existing system and build the alternative of using the value of «survival, justice and self-determined work» as a positive norm (Illich, 1992; Kennedy, 1994). These criteria could be used for the reconstruction of education and to meet the needs of diverse communities to promote democracy and social justice, to view training systems and work to promote creativity, community and ecological balance between humans and the Earth. Indeed, Illich was one of the few who worked in critical radical pedagogy that serious about environmental issues and criticized the institutions of society such as education, medicine, transportation and other key elements of industrial society in the broad social, political, economic and environmental frame. His goal was nothing less than a critique of industrial civilization and its project involves the development of a comprehensive post-industrial institutions, democracy and social justice.

In this context, the proposed integrative metatheory that is Based on classical and contemporary sources, concepts, committed to a comprehensive understanding of the phenomenon and the reconstruction of education. One of the main objectives in the democratization of education today, therefore, is to engage education for the restructuring and democratization of society and reflect the changes in the conditions of «life and thinking, experience and transformation of subjectivity in the context of the technological revolution and globalization. It involves using technology to democratic reconstruction of education and the promotion of progressive social and political change without the help of the neoliberal model values and capital social order» (Jacoby , 1994, p. 71].

At a time when many were fascinated by the development of an autonomous and liberating potential of the school, Illich insisted on the meaning of education and schools as an integral part of industrial society and one of its main tools of social reproduction. One of the important contributions of Illich is understanding the importance of relations between the interaction of modern industrial organizations as institutions of society, such as education, schools, manufacturing, medicine, transportation and other key sectors of industrial society.

In order to combine the processes of what is happening in schools, we have a much better and more critical self-assessment in understanding how specific institutions of society(Baron, 1991, p. 43], such as education, in their organizational structure operating in the wider society, which is their hidden meaning of the curriculum and how they participate in social reproduction. Understanding education and training in their institutional content coverage also requires a dialectical relation to social media pedagogy and «street», a network of public and social space on the Internet, and how schooling relates to oppression and operations in workplaces, government agencies and corporations.

It's important noted that critical theory seeks to restore humanized content and «meaning of education is not for the introduction of capital values of industrial and high technology, but above all, a radical democratization of education in order to achieve the goals of progressive educators» (Cooper, 2002,p. 119), in particular, such as Dewey, Freud, Illich in education, research that will contribute to the development of personality citizenship and community, social justice and strengthening democratic participation in all kinds of life.

The call for democratic reconstruction of education should contribute to the development of the acquisition and use of knowledge and thought of as a response to emerging technologies and trends in

globalization. In particular, be aware that nowadays some unfair terms communities, individuals are privileged in having access to technology, a high-tech skills and cultural capital than the less privileged communities.

One way to overcome this abyss of a whole complex of new classes of inequalities, gender, race, education is restructuring so that all students have access to new technologies and new knowledge in the system democratized education and training process. Hegelian dialectics can help the efficiency of the relationship between students and teachers today in a situation where there is a lack of cultural, social experience as well as the specific subjectivity between groups, nations and generations. Teachers, students, and citizens must recognize this potential conflict and consolidate work to overcome these conflicts, making these actions more productive. Overall, the democratization of education can be enhanced in part by increasing elaboration and interactive forms of education, including such as distance education, the development of collective educational websites, online discussions and a scientific online community, shared internet research projects (Richard, 1993 , p. 136]. But the restructuring of education also requires targeted public, values education, literacy cultivation. For teaching and learning books and printed materials based on multimedia and Internet materials should be considered as an additional, rather than as the primary means of democratization of education,

In addition, the critical social and philosophical theory of education will involve merging class-based Socratic discussions of research projects that will combine oral, written, multimedia and cultural forms of the learning process, not favoring any of them. Some educators still insist that direct dialogue in the classroom/class is the alpha and omega of quality education, but seeing for classroom dialogic extremely productive, do not need to fall into a false fetysch any of the training shapes. This also applies to new media models of education. Rather, the task is to build in quality development in all experimental and more all these aspects of the educational process on civil-social restructuring and democratization of education.

Conclusions. Consequently, the reconstruction of education on the grounds that the socio-economic, cultural and material conditions of life and labor vary with the social development of the mind is the answer to the great transformation of our time. Critical of Education is committed to providing a radical critique of existing education in so-called Western models of democracy, creating a progressive alternative models.

The growth of political, economic and cultural conflicts, terrorism, wars requires education to research issues of war and peace, the use of achievements in conflict resolution through mediation, which is an important part of the democratic program of social development. The growth of cultural conflict makes all the more important understanding of what is important in today's globalized world, the formation of empathy and understanding of others, seeing how the humanistic values of tolerance and education, the struggle for peace and justice can be established in the present situation.

Pedagogy in this context must also deal with a difficult issue to overcome cultural differences, understanding, and develop a convincing model of democracy, which will include the development of existing and marginalized groups and conflict between different communities and culture.

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МЕНЕДЖМЕНТ ОСВІТИ У КОНТЕКСТІ СУСПІЛЬНИХ ТА ПЕДАГОГІЧНИХ ТРАНСФОРМАЦІЙ

***Резюме.** Освітньо-виховна, педагогіко-психологічна суспільно орієнтована теорія, її моделі та концепції прагнуть по-новому визначити і індивідуальний і суспільний розум. Спираючись на ці засновки, у перспективі це дозволяє філософії освіти розвиватися для розробки більш інклюзивного філософського бачення освіти, щоб звернутися безпосередньо до проблем демократизації та зміни соціальних відносин у напрямку рівності і соціальної справедливості в сфері освіти. Розглядаються тенденції освіти та моделі інститутів глобалізованого суспільства сучасності в контексті особливості взаємовідношення освіти і соціуму, людини і держав. Здійснюється дослідження і системний аналіз неоліберальних реформ на рівні суспільства загалом і освіти зокрема.*

Досліджуються змістовні, структурні і функціональні характеристики концепції освіти в контексті інституційних тенденцій суспільної практики, а також форми і можливості її методологічного застосування. Розглядається модель освіти, втілена в програми суспільного розвитку і навчання, які перш за все покликані навчити людей провадити самостійне і оригінальне дослідження себе, соціуму і системи знань. Водночас обґрунтовується, що ці моделі і програми не мають бути відірвані ані від індивідуально-колективної системи моральних і соціальних цінностей, теоретико-прикладного навчання, ані від подальшого застосування набутих цінностей, норм і навичок в повсякденному житті, науці чи на виробництві, у сфері усіх соціальних інститутів.

З точки зору соціального та освітнього, педагогічно-психологічного, нормативного розуміння і соціальної критики також є необхідним застосування активних зусиль з реконструкції освіти і суспільства, соціального бачення того, якими освіта і життя людини можуть бути і які їхні конкретні обмеження в існуючих суспільствах.

***Ключові слова:** системи освіти, менеджмент, освіта, демократія, мораль, цінності, справедливість, принципи виховання, соціальні інститути.*