

**EMPIRICAL AND ANALYTICAL RESEARCHES OF TRAINING
SUBJECTS IMPLEMENTATION OF NATIONAL STANDARDS OF
SECONDARY EDUCATION**

Annotation. Posted empirical and analytical results of the study and analysis of business management training secondary schools to implement national standards of secondary education.

Keywords: educational content, state standards, the subjects of management, organizational mechanisms.

Formulation of the problem. In the social development of Ukraine as a sovereign country the leading role is played by education. Its preventive in the society stipulates for necessity of further improvement of curriculum at all stages. Under these conditions, the frequency of updating national standards of secondary education, which should ensure the formation of a self-sufficient and competitive individuals seeking cultural and educational self-improvement and development of the society are logical and objective phenomenon, a matter of great national importance. This is confirmed by Decree of the Cabinet of Ministers of Ukraine "On Approval of the State Standard of secondary education" (from 23 November 2011. № 1392), which will be implemented in terms of basic secondary education from September 1, 2013, and in part completed secondary education on September 1, 2018 [1, p.2].

This important document for the country in general and teachers in particular, outlines the requirements for the education of students and graduates of primary and high school, state guarantees in its achievement. "This International Standard is based on the principles of learner-oriented, competency and activity approaches that are implemented in the educational field and are reflected in the content of effective components of basic and secondary education. This learner-

oriented approach to learning ensures the development of academic, cultural, social, psychological and other abilities of students. Competence approach promotes core competencies and subject.

The key competencies include the ability to learn, communicate, state, native and foreign languages, mathematical and basic competences in science and technology, information and communication, social, civil, general cultural, business and health competence, and the subject (branch) - communicative, literary, interdisciplinary aesthetic, natural science and math, design and technology, information and communication, social science, historical competence.

Activity approach aims to develop student skills, the use of obtained knowledge in practical situations, finding ways to integrate socio-cultural and natural environment "[1, p.3].

Practical implementation of secondary schools adopted national standards of secondary education (hereinafter NSSE) through curricula and programs approved by the Ministry of Education and Science of Ukraine, textbooks, manuals, teaching materials, teaching aids, including computer 'computer technology.

In their successful implementation are important scientific and methodological achievements of domestic and foreign scholars and workers ZNZ practical training, including business management education, the implementation NSSE.

These circumstances have necessity (on analytical-state phase of the studying problem) to emphasize most significant aspects of such as:

- a) to analyze the nature of the concept of "institutional arrangements of the education department," which opens in the scientific and technical literature;
- b) determine the need, feasibility and possibility of its specification;
- c) examine the state of preparation of business management education and direct perpetrators of the implementation NSSE.

The purpose of the article - to find out the state of organizational and pedagogical conditions and possibilities of real preparation for the implementation of organizational mechanisms of the formation of the scientific and methodological

literature and practice preparedness subjects innerschool management to implement NSSE.

Analysis of recent research and publications on the topic. Understanding the organizational issues as the development of management tools and its coverage of scientific studies made it possible to conclude that the vast subject of attention of scientists is a conceptual framework mechanisms of government.

By definition V. Malynovskoho: "Mechanisms...management—a combination of effects on the development of managed objects using appropriate management techniques designed to achieve this goal [2]. I. Bulyeyev believes that management mechanism – a combination of forms, methods and management tools [3]. A. Lyubchuk says: "Analysis and improvement need models of organizational mechanism for state management system of continuous education in Ukraine according to the knowledge society, the development of educational and occupational information space of the country and the formation of life-long learning skills. Problem is to clarify the current state of development of organizational governance mechanism continuous education in Ukraine and its further improvement based on attributive approach "[4]. Y. Kleiner, management mechanism determines both artificially created system of administrative means by which the adoption of science-based management decisions and achieved its effective implementation [5, s.340-344]. We can not agree with the author that the control mechanism – it is "an artificially created system management tools," because management are determined by means of an existing content and specific control system, the purpose and conditions of its functioning. V. Ostapchuk institutional mechanism justifies government lifelong learning, which includes: administration, management of the school, learning management on the part of the subjects of study; examines the use of market mechanisms in education services, creation of modern methods of industry training [6, p.8].

The main material. In contrast to his first brief interpretation Y. Kleiner says and at the same time notes that the control mechanism includes more than ten "elements" – are: purpose, process management, system management and

administrative relations, personnel, resources, methods, principles, laws and regularities, criteria, social and legal norms, ways of defining goals, agencies and content management [5, s.340-345].

The problem classification of mechanisms devoted to the study of public administration O. Fedorchuk. The author notes that in the scientific literature, the term "control mechanism" is widely used, but the nature of the content and structure of various scholars and practitioners interpret it differently [7, p. 2-5].

Conceptual foundations of governance mechanisms to some extent covered in the works of local and foreign scientists in management (V. Aver'yanov, O. Amosov, G. Atamanchuk, V. Bakumenko, I. Bulyeyeva, P. Egorov, O. Eremenko-Grigorenko, V. Kolomyychuk, O. Korotych, M. Kruglova, A. Kuhlman, M. Lesechko, V. Malynosky, N. Moiseyev, N. Nyzhnyk, O. Obolensky, G. Odintsova, R. Rudnytska, Y. Tyhomyrov, L. Yuzkov etc).

It has a scientific significance and practical value structure of governance mechanism, developed by R. Rudnytska. It covers the following main elements: policy, methods, instruments, tools. In her view, the policy combines the following components: economic, social, financial, cultural, industrial, predictable methods - organizational, economic, psychological, social, leverage-economic, financial, legal, tools - technology, applications [8, p.14]. Among the definitions of "institutional control mechanism" is the definition of V. Malinowski, "control mechanism - a combination of methods of management processes and methods of influence on the development of managed objects using appropriate management techniques designed to achieve this goal" [2]. Mechanisms of subjects learning process are presented by us in the monograph [9].

Due to the study and analysis of literature on the institutional arrangements of the education department we made a small sample of the interpretation of the definitions (Table 1).

Data analysis Table 1 gives rise to the following conclusion: these components of "institutional mechanism" as methods, tools, forms constitute 60% of these, 27% – how, instruction, objectives, other components

(legal rules, procedures, principles, laws) constitute 13% of the total. It is easy to see that miserable fate are theoretical components of the concept of "institutional mechanism" (Principles – 1 pattern –1).

And it is in those circumstances that the scientific approaches, principles, concepts are methodological basis of institutional mechanisms for management education, including

Table 1

Sample components of the concept of "institutional mechanism" in the control system (18 scientific papers, 23 authors)

№ п/п	Components Authors	regulations	methods	tools	ways	forms	instruction	process	principles	leverage	regularities	aims	total
1.	V. Aver'yanov	+											1
2.	O. Amosov		+			+							2
3.	G. Ostapova			+	+						+	+	4
4.	G. Atamanchuk				+								1
5.	V. Bakumenko			+	+	+							3
6.	V. Knyazev			+	+	+							3
7.	A. Gladysheva		+			+	+						3
8.	V. Ivanov		+			+	+						3
9.	V. Patrushev		+			+	+						3
10.	I. Bulyeyev		+			+	+			+			4
11.	P. Egorov		+			+							2
12.	Y. Lysenko		+			+							2
13.	O. Eremenko- Grigorenko		+	+		+				+			4
14.	O.Kovalyuk			+	+								2
15.	V. Kolomyychuk		+					+				+	3
16.	O. Korotych		+					+				+	3
17.	M. Kruglov		+		+							+	3
18.	V. Malinowski		+		+								2
19.	N. Nyzhnyk		+		+								2
20.	O. Obolensky		+		+				+	+			4
21.	G. Odintsova							+				+	2
22.	S. Rumyantsev		+		+	+				+			4
23.	Results	1	15	5	10	11	4	3	1	4	1	5	60

the implementation of NSSE. In this regard, it was necessary author's clarification of "institutional mechanism for management education", in particular the introduction NSSE.

Organizational mechanism of implementation of national standards of secondary education - is an organic combination: a) scientific approaches, principles, concepts, b) methods, tools, forms, instruments and incentives influence on the subjects of the educational process, c) technology and criteria for evaluating the effectiveness of their implementation.

The primary stage of the study was to examine the state of preparation of subjects innerschool management to implement NSSE. To this end, we proposed form, the content of which is filed.

Questionnaire

Educational establishment _____

Respondent _____

Respected researcher!

Please, give Your answers on the questions as much objective as possible.

1. Are You familiar with the Decree of the Cabinet of Ministers of Ukraine from 23 November 2011. by number 1392 "On National standards of secondary education"(NSSE)? Yes, no, partially. *Please, underline.*

2. To what extent are teachers in your school familiar with the contents of NSSE ? Full, partial, not familiar. *Please, underline.*

3. How would you rate the content of NSSE? Progressive, updated, overloaded. *Please, underline.*

4. Who should be the main link in the process of implementation the NSSE in school? Director, teacher, parents, shared their interaction. *Please, underline.*

5. What preparations should be made to ensure successful implementation of NSSE?

- clarify the positive and negative aspects of the updated content of the NSSE?

- be guided by the content of the programs in each academic subject;
- exclude certain topics, replace them with more appropriate etc. *Please, underline.*

6. Your suggestions for improving organizational mechanisms of implementation NSSE into activity of CEE.

Extended results of the 5 questions of the questionnaire are presented in Table 2.

The research cover 12 Number of experimental schools, a total of 100 respondents, including 37 directors and their deputies on educational and pedagogical work.

The analysis of indicators of the Table 2 revealed that 100% of the directors of CEE and 96.0% of their deputies are briefed with the Decree of the Cabinet of Ministers of Ukraine on NSSE. Though fully only by 66.7% and 44.0%. The vast majority of them (83.3% and 80.0%) believe that the content of NSSE is upgraded. Quite rightly, in our opinion, is the answer to the question about the main link implementation of NSSE: 83.3% 72.0% directors and deputies of directors think that this should be a common interaction of CEE heads, teachers and parents of the school. Great importance gains the CEE heads preparatory work for implementation of NSSE. Some of them believe that you need to find the positive and negative aspects of NSSE and be good oriented in the content of training programs (58.3% and 32.0%).

A clear and positive stance according to the role and importance of implementing the NSSE expressed their Heads of methodical associations teaching subjects. In particular, their values (with 5-set questionnaire) are within 50%, indicating the importance of understanding and responsibility for implementing positive NSSE. As the content of curricula, teaching methods and technologies some new topics on a given subject, the choice of textbooks should be discussed at the meetings of the methodical associations. It is no accident rate "common interaction manager, teacher and parents" in implementing the NSSE estimated them at 80.9%.

Table 2

The results of the CEE Heads of preparation for implementation NSSE (in%) 7

			Questionnaire "The state of managers' preparation of CEE for implementation of NSSE" Table 2																		
			Are You familiar with the Decree of the Cabinet of Ministers of Ukraine from 23 November 2011. by number 1392 "On National standards of secondary education"(NSSE)?			To what extent are teachers in your school familiar with the contents of NSSE ?			How would you rate the content of NSSE?			Who should be the main link in the process of implementation the NSSE in school?			What preparations should be made to ensure successful implementation of NSSE?						
Reference number of micro group	Name of micro group	Number of respondents	Yes	No	Partially	Full	Partially	Not familiar	Progressive	Updated	Overloaded	Director	Teacher	Principle – teacher	Parents	Interaction	clarify the positive and negative aspects of the updated content of the NSSE	be guided by the content of the programs in each academic subject	exclude certain topics, replace them	All suggested variants	
D	Director	12	100,0	0,0	0,0	66,7	33,3	0,0	8,3	83,3	8,3	0,0	0,0	16,7	0,0	83,3	58,3	8,3	0,0	33,3	
DD	Deputy of the Director	25	96,0	0,0	4,0	44,0	56,0	0,0	16,0	80,0	4,0	4,0	20,0	4,0	0,0	72,0	32,0	44,0	4,0	20,0	
HMA	Heads of methodical associations	47	89,4	0,0	10,6	63,8	36,2	0,0	19,1	70,2	10,6	2,1	8,5	8,5	0,0	80,9	36,2	25,5	8,5	29,8	
HPC	Heads of parents' committees	7	42,9	0,0	57,1	57,1	42,9	0,0	0,0	57,1	42,9	0,0	14,3	0,0	0,0	85,7	28,6	42,9	0,0	28,6	
HTUC	Heads of the trade union committees	9	77,8	0,0	22,2	44,4	55,6	0,0	44,4	33,3	22,2	0,0	0,0	0,0	0,0	100	22,2	44,4	33,3	0,0	
TN	Total number (B %)	100	88,0	0,0	12,0	57,0	43,0	0,0	18,0	70,0	12,0	2,0	10,0	7,0	0,0	81,0	36,0	31,0	8,0	25,0	
			100			100			100			100			100						

Were indifferent and non-governmental organizations to implement the NSSE case, including the Heads of parents' committees and Heads of trade union committees. So the Heads of parents' committees are familiar with the content of NSSE fully only by 57.1%, partly – 42.9%. However, they rely on the content of teacher education only (14.3% of them), leaving aside the importance of parents (0%) and school leaders (0%).

Heads of the trade union committees of educational establishments find their role in the NSSE in practice GEE as follows: NSSE is recognized as the content progressive (44.4%), upgraded (33.3%). By integrating the efforts of the director, deputy of director, school teacher of NSSE expressed in 100% of respondents (Table 3).

Table 3

Suggestions for improving the organizational mechanisms of implementation of the NSSE

№	Reference number	Establishments	Content of suggestions
1.	Dir.	High school №171 Kyiv	Develop and provide training programs GEE in time in all subjects.
2.	Dir.	High school №34 «Lybid» Kyiv	Draft priority methodological aspects of the problem in the CEE implementation of the NSSE.
3.	Dir.	CEE №15 Kherson	Provide guidelines on the use of ICT in realization of the NSSE.
4.	Dir.	Lyubaretska CEE Borispol region, Kyivska obl.	Improving the socio-cultural framework of schools in rural areas. Wide introduce information and communication component of content of the NSSE.
5.	Dir.	Krasylivska NVK after Savelyev Stavischenskiy region Kyivska obl.	Clearly outline the objectives for each teacher to implement the NSSE.
6.	Dir.	Besidske NVK Stavischenskiy region Kyivska obl.	Outline the scientific approach to decision-making on the implementation of the NSSE.
7.	Dep.	High School №171 Kyiv	Clearly understand the changes in the content of the NSSE, design stages of its implementation.
8.	Dep.	High School №171 Kyiv	To analyze changes in the content of the NSSE and reveal their relevance.
9.	Dep.	High School №171 Kyiv	Outline the directions of the schoolwork to implement the NSSE.
10.	Dep.	High school №34	Discussion of the content of the NSSE at the

		«Lybid» Kyiv	meetings of methodical associations.
11.	Dep.	High school №34 «Lybid» Kyiv	Hold parents' meetings on the issue of NSSE.
12.	Dep.	Senkivska CEE Borispol region Kyivska obl.	Selection of institutional mechanisms for the implementation the NSSE and discuss them at the meetings of MO in the region and in the CEE.
13.	Dep.	Krasylivska NVK after Savelyev Stavischenskiy region Kyivska obl.	To ensure systematic consultation RNM centers and CEE on implementation NSSE.
14.	Dep.	Besidske NVK Stavischenskiy region Kyivska obl.	Qualitative and timely methodological support of the implementation of the NSSE.
15.	Dep.	Rozkishnyanska CEE Stavischenskiy region Kyivska obl.	Providing CEE with modern computers (all classrooms).
16.	HMA	High School №171 Kyiv	The organization of planned systematic work of school MO of implementation of the NSSE.
17.	HMA	High School №171 Kyiv	Defining organizational mechanisms of implementing the NSSE.
18.	HMA	High school №34 «Lybid» Kyiv	In implementing NSSE widely used healthsaying training in school.
19.	HMA	CEE №276 Kyiv	Impractical is to reduce the hours of objects of natural mathematical cycle.
20.	HMA	CEE №276 Kyiv	A detailed study of the curriculum of teacher ratios of NSSE updated.
21.	HMA	CEE №35 Kherson	Providing guidelines on the use of ICT in NSSE.
22.	HMA	Krasylivska NVK after Savelyev Stavischenskiy region Kyivska obl.	Classes and courses OIPPK learning policy and guidance materials ME of Ukraine on the issue of implementation NSSE.
23.	HMA	Besidske NVK Stavischenskiy region Kyivska obl.	The widespread use of new information technologies in the implementation of NSSE.
24.	HPC	Krasylivska NVK after Savelyev Stavischenskiy region Kyivska obl.	Use the following institutional mechanisms for implementing the NSSE that would not overload the students.
25.	HTUC	High school №34 «Lybid» Kyiv	Ensure the teachers to chose books on their own in the light of the successful implementation of NSSE.
26.	HTUC	Krasylivska NVK after Savelyev Stavischenskiy region Kyivska obl.	Conduct the trade union committees' meetings of the teaching staff of the school on the issue of the NSSE.
27.	HTUC	Rozkishnyanska CEE Stavischenskiy region Kyivska obl.	Timely provision of textbooks in all subjects.

Study and analysis of proposals give the rise to the conclusion that the respondents rightly focus on:

- a) strengthening the technical work with teachers to clarify the essential changes in the content of NSSE and increasing attention to this problem;
- b) determining a rational organizational mechanisms for implementing the content of the NSSE in practical activity in school of teachers;
- c) providing opportunities for consultation in regional research centers (RNMTS) with implementation problems NSSE;
- d) the need for timely course training and retraining of teachers and school leaders on implementation NSSE;
- e) the timely provision of new textbooks, manuals and etc.

Isolated proposals were: to ensure all computers in classrooms of schools, guidelines for the use of ICT in the NSSE etc.

Empirical and analytical information on the preparation of secondary schools to implement the NSSE gives grounds for further investigation and analysis of other important aspects of the problem that necessitated the development of research methodologies, technologies and tools for its effective use - is:

- *external and innerschool subjects of the NSSE implementation;*
- *innerschool forms of the content of the NSSE.*

In addition to teachers, as the main subject of the NSSE to solve this problem involved public authorities, units of the Ministry of Education and Science, a division of NAPS of Ukraine, including the Institute of Pedagogy of NAPS, laboratories which participated in the development of content of NSSE , training programs, their implementation toolkit [13]. Structural subordination of entities illustrated in the model (Fig. 1)

On the stage of analytical - state experiment we found the degree of importance pedagogically appropriate forms of NSSE introduction of two types:

- 1) collective and collegial forms;
- 2) individual forms.

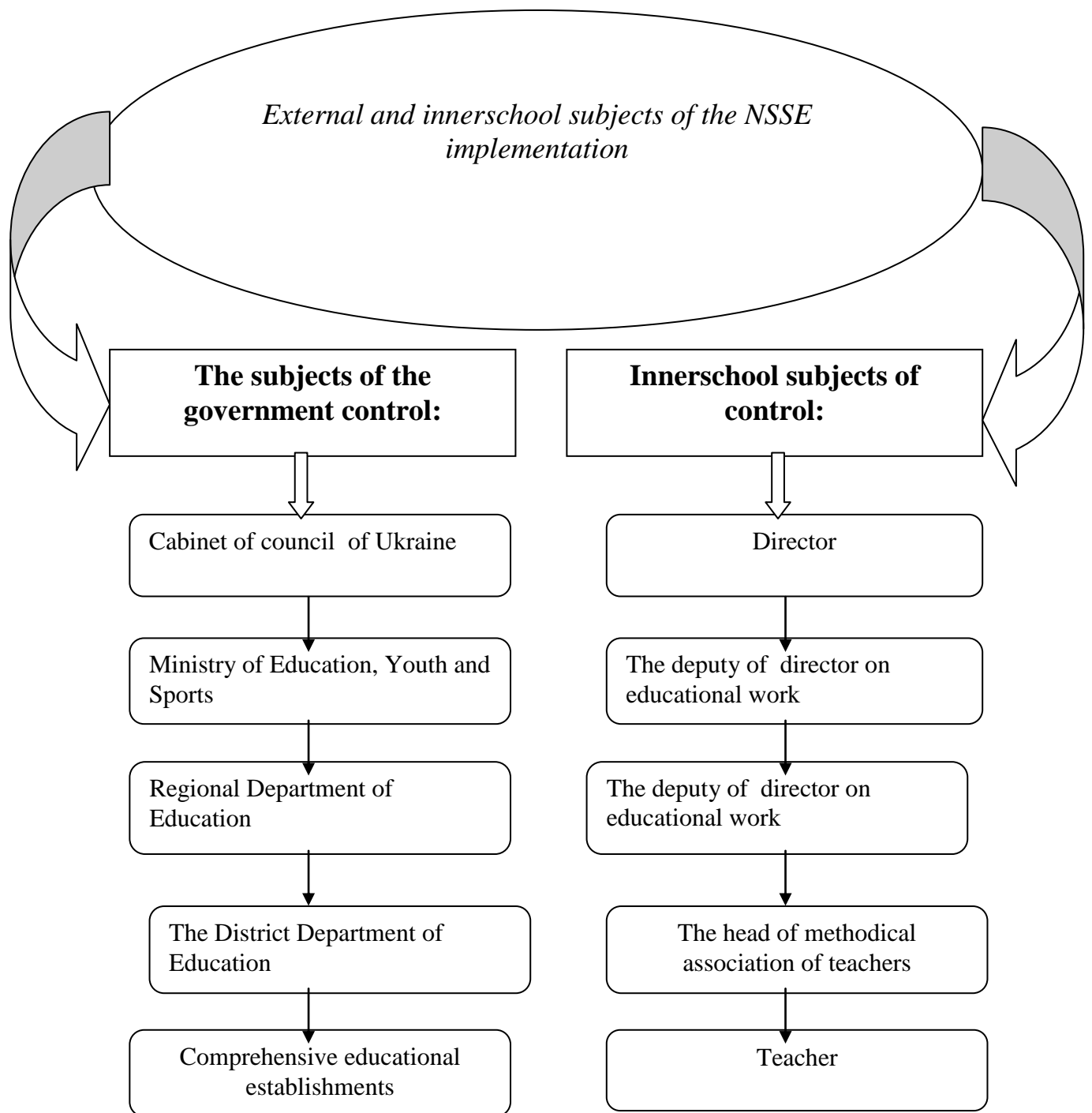


Figure. 1. Structural and functional model of subjects of realization of NSSE

Respondents identified the degree of importance of each of them at 100% scale (results presented in relative terms for each of the forms) (Fig. 2).

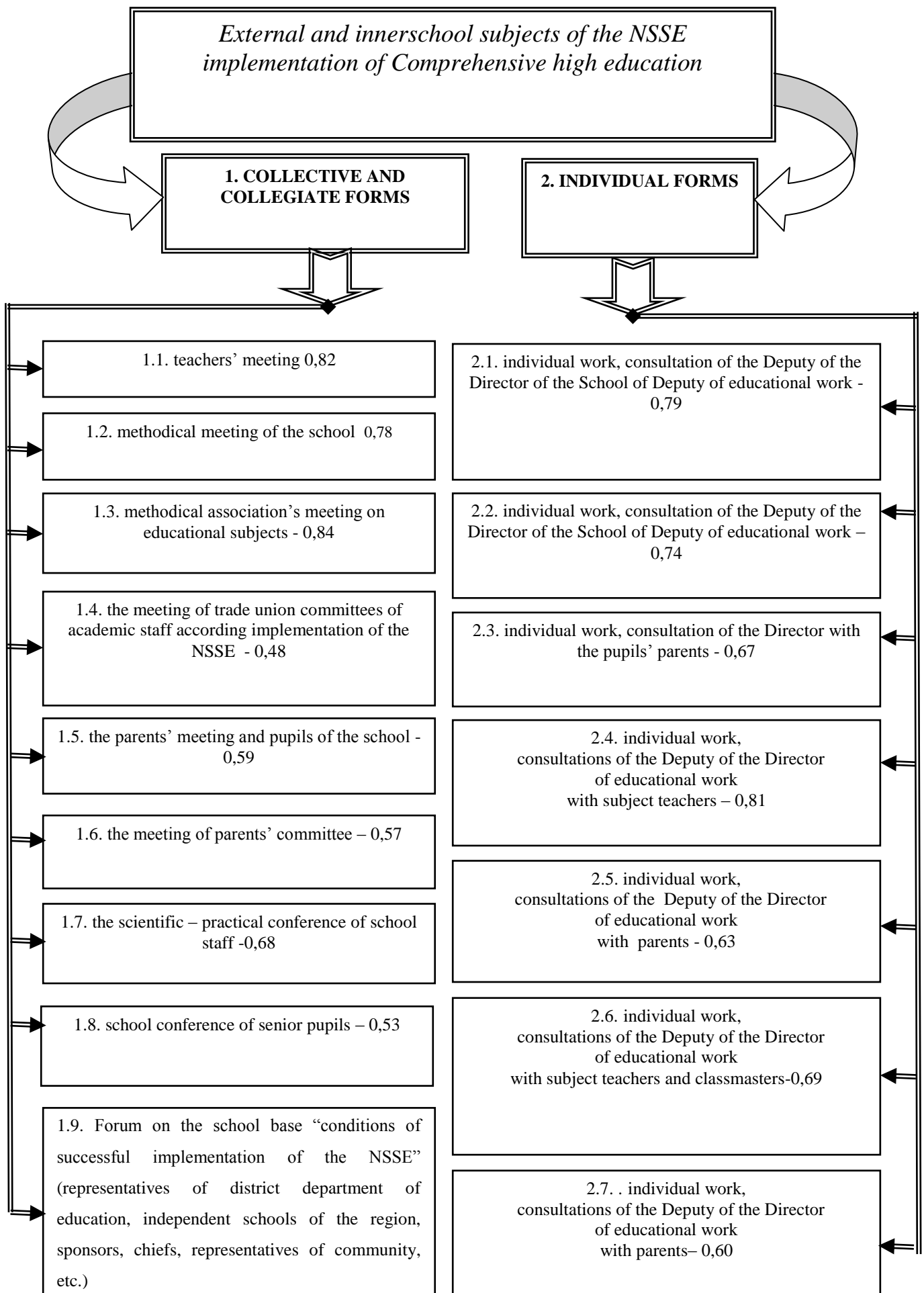


Figure. 2. Model forms innerschool state standards of secondary education

Conclusions. Study and analysis of the literature, improvement of institutional mechanisms of public administration lifelong learning in the context of building a knowledge society in Ukraine, enabled the following conclusions:

– -the development of institutional mechanisms of educational institutions and technologies for their implementation shall be indicated by its specific, relatively localized as a distinct socio-educational system, taking into account the type, degree of training, specialization, ownership, characteristics of units and the priority aspects of the CEE;

– -specific "institutional arrangements" learning management technologies and their implementation, as an organic part of it, lies in taking into account features of the curriculum (upgraded or author) specific academic subject and the program under which teachers work, textbooks and teaching aids, copyrights used by the teacher in the learning process);

- in the system of management heads of secondary schools have to occupy a prominent place institutional mechanisms for implementing national standards of secondary education, establishing a logistics and teaching of entities of the modernized curriculum.

Currently, an important area for educational groups of CEE, and especially their leaders, is the stage of preparation for the introduction of national standards of secondary education. Disclosure of its nature and specific, identifying shapes and means of implementation, the development of methods and technology evaluation of effectiveness of NSSE – priority educators.

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