

**MANAGEMENT GOALS OF INNOVATIVE DEVELOPMENT FOR
INSTITUTES OF HIGHER PEDAGOGICAL EDUCATION**

Summary. *The article analyzes the existing requirements for the goals, and requirements for function purposes are formulated as well as the interrelation between management goals and goals of the educational process are defined. The author emphasizes that management goals of innovative development for higher pedagogical institutions are the result of research and prediction of changes for components in the educational system that takes into account the possibility of the system, scientific validity, innovation, consistency and feasibility of planned actions with a fixed time to achieve them, the ability to quantitatively and qualitatively assess results.*

Keywords: *management goals, innovative development, a higher pedagogical institution.*

Formulation of the problem. The problem of innovative development for institutes of higher pedagogical education is one of the most urgent problems of modern pedagogy. In the system of higher education achieving primary objectives in the learning process and forming comprehensively developed personality of a student depends on the management of the institution.

The lack of clearly defined objectives for innovative development of higher pedagogical educational institutions results in lower quality of professional training of future specialists.

Analysis of recent studies and publications.

It should be noted that the idea of goal setting is not new, it is considered in various scientific fields such as cybernetics, pedagogy, economics, management and so on.

So in pedagogical literature the problem of goal setting for management of higher pedagogical educational institutions is considered by such scholars as I.

Rachenko, S. Shatsky, V. Lazarev. The study of management of higher educational institutions is performed by such modern scientists as L. Danilenko, G. Dmitrenko, T. Yelnikova, O. Marmaza, E. Pavlyutenkov, V. Kryzhko, E. Khrykov. However the problem of innovative development for institutes of higher pedagogical educational institutions is in its initial stage.

The purpose of the article is to analyze the existing requirements for goals and to form requirements for functions of goals and to determine interrelation between management goals and objectives of educational process.

The main material. Management has a purposeful character so setting goals is the starting point for management of higher pedagogical educational institutions. Management goals are determined by objective laws relating to functioning of higher educational institutions as a complex system, but the process of setting goals is subjective due to the fact that the goals are chosen and formulated by people.

In the broadest sense, management goals express the desired state of a controlled subsystem and its main parameters. Scientifically based formulation of management goals is crucial, since the goals not only determine the direction of development of high school, but also the recruitment, methods of management, content of management activities and management principles.

Based on the analysis of scientific sources [1, 2, 3, 6, 11], we can conclude that the definition of "goal" by different scientists have different aspects (see Table 1.).

Table 1

Definitions of "goal" in the scientific literature

#	Authors	The essence of the concept "goal"
1	O. S. Vykhansky, A.I. Naumov	"a specific condition of individual characteristics of an organization achieving of which are desirable for it and at the achievement of which its activities are directed" [2, p. 159].
2	M. Kh. Meskon, M. Albert, F. Hedouri	"specific final state or desired result that a group working together aims to achieve" [6, p. 89].
3	A.G. Porshnev, Z.P. Rummyantsev, N.A. Solomatina	"a specification of the organization's mission in a form accessible to managing their implementation" [11, p. 61].
4	Great Explanatory	something that we aspire to, that we try to achieve [1, p. 520]

	Dictionary of of the Ukrainian language	
5	U. S. Goncharenko	predicting outcome in mind at the achievement of which is aimed the activity of an individual, group or society as a whole. The category of goal in a logic model captures desirable what a man wants, what is a model for him in some kind of activity, and therefore is an active factor in human consciousness. A goal is closely linked with the means to achieve it. A goal is essential for directing, organizing, setting specific targets [3, p. 205].

In all the above definitions the term "goal" refers to the image of the desired state of the organization or the desired end result of some action. But it is not enough for an image of desired to be a goal.

Management theory considers in order that goals define its mission objectives, they must meet a number of requirements. M. Kh. Meskon, M. Albert, F. Khedouri distinguish the following requirements for goals: goals should be specific and measurable; goals should be clearly oriented in time, i.e. they should have a specific horizon of prediction; goals should be achievable to facilitate efficiency of an organization; in order to be effective multiple goals of the organization should be mutually supportive i.e. the actions and solutions that are necessary for the attainment of the goals should not interfere with the achievement of other goals [6, pp. 266-268].

Thus, setting goals is: the beginning of any managerial influence or action, the main content of plans; the basis for constructing criteria, standards, norms used to evaluate the organization as a whole, its individual subsystems, works and performers; one of the main components used to identify problems (we compare a goal and achieved parameters of the system for which the goal is set; the gap between them is a field "problems" to be solved); a general, previous variant of the solution that determines the source and "field of decisions" as well as their content in general; the core of organizational and practical activity because a goal awareness helps to unite a staff and motivate it to achieve results.

In the process of development other goals can appear. They are connected with the fact of making real results of education closer to desired ones. Preserving the same high school educational goals we can consistently develop and implement several programs of development. But there are situations when it turned out that the

requirements of educational outcomes changed or they are prognosticated to be changed in the near future. Then we should revise the existing goals of education.

The analysis of scientific and pedagogical sources [4, 9, 11, 12, etc..] gives grounds to assert that for setting goals of innovative development for higher educational institutions we should take into account the requirements concerning the functions of goals in general. The requirements for functions of goals arising from the goal can be formulated as follows: functions justify the existence, legality of higher educational institutions, they regulate the policy of a higher educational institution and its members and promote distribution of responsibility between departments, they also reduce uncertainty, facilitate adaptation to the environment, provide the basis for designing higher educational institutions and the interaction between their individual subsystems.

Based on all the aforesaid within the research let us consider the functions of management goals.

It is impossible to make a final list of functions for goals that is the same for all activities, but we can offer a list of fundamental or basic types of management functions. Taking into consideration the analysis of management, psychological and pedagogical literature we can refer to them analysis, reflection, goal-setting, planning, designing, organization, motivation, monitoring, evaluation, communication.

"Management goals" are defined as an ideal image of desirable, possible and necessary condition for an object with a fixed time of its achievement that is correlated with the possibilities to act in the direction of its achievement and the possibility to compare actual results with desired ones with reference to which the goal is formulated.

Setting management goals is a complex and time-consuming process that combines the knowledge and experience of those who are responsible for formulating the goals and this process also takes into consideration objective factors reflecting the situation in the environment (internal and external one), the state of the production capacity of the organization and the impact of other objective factors.

Examining the scientific sources [5, 7, 10, 12, etc. ..], we can conclude that management goals are: the result of research and predictions, the initial version of the solution which takes into account the capabilities of the system; management goals must meet the following requirements: pragmatism, orientation on a high result (rather than on the process) - it means that goals should have a stimulating factor that encourages performers to exert extra efforts and to use all the productive potential of an institution; scientific validity, innovation, coordination, coverage – it means that goals should consider objective laws of development for external and internal environment as well as object management that should be considered in interconnection and interaction; assessment means that goals should be represented quantitatively or qualitatively for measuring the degree of their achievement which is very important in the formation of planning documents, standards of actions or operations, regulations and so on.

Based on the analysis of theoretical and methodological definition of management goals let us project these findings to identify management goals in teacher education.

General purpose of teacher education in modern conditions lies in transition to a fundamentally new humanistic and innovative, student-centered educational model that consists in preparing a professional teacher who is able effectively to carry out his activity in educational institutions.

The purpose of education is a "comprehensive development of a personality, the development of talents and mental and physical abilities, education moralities, the formation of citizens who are capable of deliberate social choice, on this basis enrichment of intellectual, artistic and cultural potential of the people, ensuring the economy by workers, specialists"[5].

As we have noted above, historically requirements for teacher change, so the goals for achieving of which higher pedagogical educational institutions are oriented should be changed [4, c. 170].

In scientific literature on pedagogical education there are several approaches to determining the specific set of goals and great number of specific versions of these goals that are built on their basis.

The innovative model of a future teacher implies the acquisition of competences in education, research, innovation, teaching, management and self-development. This is

the main difference from a traditional model of the teacher, which generally was focused on training and the slogans of which were: knowledge, skills and education.

Finding the ways of introducing an innovative model in education as well as correspondent new models of education can not be reduced to increase the content of training courses or extension of learning. It is about achieving a fundamentally new goals of education, which have never set before consisting in reaching new and higher levels of education of every individual and society as a whole [9, p. 17].

At the present stage of education V.I. Luhovyi formulates the goal of teacher education as ‘The goal of teacher education should be the formation of teacher personality who can implement the main objectives of education - comprehensive development of the human personality and the highest value of society - from the general development to this part of his cultural heritage in which a professional is specialized’ [4, p. 170].

The issue of interrelation between management goals and objectives of the educational process are considered by V.I. Grechukhin and V.I. Bondar. The former believed that the goals facing the institution and management objectives should not be confused although they are interrelated. He noted that management goals depend on the conditions, characteristics and capabilities of the institution, while the tasks of the institution are determined by laws and other regulations, common to all educational institutions. [10]

We can agree with the opinion of V.I. Grechukhin for purposes of educational process certainly are determined by legislative and normative acts but mostly they are transformed and specified by the educational institutions.

V.I. Bondar believes that it is necessary to distinguish management goals, learning objectives, teaching objectives. Management goals are determined by society although they exist beyond educational activity and they reflect the ideal model of education. He also believes that management goals are implemented indirectly through the achievement of educational objectives [8, pp. 24-25].

Agreeing with the opinion of this author that the management goals and educational objectives are specific though interrelated, we believe that the nature of their relationship is somewhat different. In our opinion the society sets a goal of learning and

education. These goals in each concrete educational institution are specified and transformed considering its peculiarities. They lead to goal setting university management, the implementation of which creates the conditions for the purposes of training and education.

U. S. Goncharenko defines the purpose of learning as a perfect prediction of final results learning; what students and teachers aspire. The learning process has three main groups of interrelated goals: 1) learning one that arms students with scientific knowledge and general training abilities, skills; 2) developing one that develops language, thinking, memory, creativity, motor and sensory systems; 3) educational one that forms ideology, morality, aesthetic culture, etc. [3, p. 205].

N.Ye. Moyseyuk, in his turn, indicates that the goal of education is determined results in the formation and development of personality which we try to achieve in educational work [7, p. 87].

Summing up all the above, we can conclude that management goal of teacher education is to create the necessary conditions for achieving the goals of the institution. These two types of goals are embodied in different products of activity.

Ye.M. Khrykov believes that "the goal of the institution in the broadest sense is a development of a pupil or student through education and learning" [12, p. 35].

Management determines its internal structure. The organizational structure of management may arise as a result of combining elements and subsystems for their specific local objectives or content of work, the division of spheres for decision-making and control.

Thus exploring the development of innovative higher pedagogical educational institutions after determining the main goal we should identify its local objectives, content management activities. This can be done with due regard to the features of the institution as a educational system and its specific interaction with the social environment.

The most significant feature of the institution [12, p. 38] is the nature of its goals related to the development of the individual student or the student through training and education. These goals can be realized only when there is a material basis, teachers, organized educational process and we set up appropriate sanitary-and-hygienic

conditions, we realize health care of pupils or students who live and study in a favorable moral and psychological climate.

As scientific definition of pedagogical goals is impossible without the study of individual and group characteristics of pupils or students, it is necessary to organize this kind of work in educational institutions. This work involves determining the parameters of student or pupil's personality that will be studied, development of evaluation criteria for formation of each of the parameters, the development of methodologies studying pupils or students, rational forms of registering information on their individual and group characteristics. Obtaining this information provides a basis for objective setting goals of the institution.

The goals of the institution are formulated from the most general to the most local. At higher education institutions overall objective of work can be provided in the charter, and local ones - in qualifying characteristics of experts.

The next line of work is understanding the role of humanities, natural science and individual disciplines of educational work in realization of the overall goal.

The third group of goals that are formulated are those that are within the annual cycle management. The main thing with this is to provide the bent of annual goals for realization of the goals on a higher level.

In this regard, the following areas of management is to identify the content, principles, forms and methods of training and education so that you can realize these goals. It very often happens that objectives of work are formulated, but they do not take the proper implementation in the content of educational institution work.

The sense of purpose for the content of an educational institution is realized in educational problems performed in daily teaching activities of its employees. If these tasks are determined by the goals of the educational institution, it can be concluded that the content of the work has a purposeful character.

Conclusions. Summing up the above, it was found that management goals of innovative development for institutes of higher pedagogical education of III-IV accreditation levels can be defined as the result of research and predictions of changes in the components of the educational system that take into account: capabilities of the system, scientific validity, innovation, consistency and feasibility of planned actions

with a fixed time to achieve them, the ability to quantitatively and qualitatively evaluate the results.

Provided this definition, the management goals of innovative development for institutes of higher pedagogical education should comply with the following requirements: they should focus on the legal documents and the state acts; they should reflect current trends in the development of higher education; they should take into account the sphere of activity of a pedagogical institution; they should take into account the current state of basic infrastructure capabilities; they should take into account customers needs of educational services; they should specify the final result of innovative development which should be achieved in the management of educational institutions on the level of generalization; they should have a clearly defined period of time – according to time achievement of goals; they should comply with the common goal of education on the level of importance to the operation of the facility (primary and secondary); they should be clear both for managers and for performers on the level of accessibility (open and hidden); the head of a higher pedagogical institution should coordinate with the goals with the staff during the working group meeting according to the number of participants in achieving the goals (individual and collective); they should be interconnected with the laws and principles of modern management theory.

Therefore we consider it appropriate to examine in detail patterns and principles of management on which management goals are based.

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