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PUBLIC GOVERNANCE IN THE EDUCATIONAL ENVIRONMENT

Abstract. This article attempts to analyze the formation of public governance mechanisms in the educational environment. The peculiarities of the normative-legal acts on the mechanisms of management of the development of public governance are characterized, the directions and mechanisms of implementation of public governance are analyzed.

The proposals on the model of public governance in the educational institutions to the subjects of provision of educational services, both within the educational institution and outside, are separated. Components for developing a governance model that cover all participants in the educational process in the education system are offered to form critical thinking, the ability to understand and be able to assert their rights in various issues, learn how to implement innovative management methods, participate in discussions, webinars, learn how to anticipate the possible outcomes of lifelong learning.

The opportunity of the participants of the educational process to be socially active on the basis of civic competence, readiness to participate in the processes of the life of class, school, community, state is highlighted. Take responsibility for statutory functions within the requirements of the professional activity for the implementation of statutory professions, be able to resolve conflicts on the basis of democratic principles, values of the society.

Public governance should aim to educate a citizen-patriot student who could analyze the own actions and actions and behaviours of others who, in turn, should be directed at the formation and development of the civil society in our country.

The public maturity of students, teachers, and parents is manifested in their careful attitude towards the national and universal values. This attitude shows solidarity responsibility for the future of the native nature, harmonious coexistence with the world around. Formation of tolerant attitude to different religious communities, search for common goal of cooperation in the development of the educational space, search of charitable foundations for support and granting grants for development of the public governance.

Keywords: public governance, educational institutions, model of public governance, institutions of education.

ГРОМАДСЬКЕ ВРЯДУВАННЯ В ОСВІТНЬОМУ СЕРЕДОВИЩІ

Анотація. Зроблено спробу проаналізувати формування механізмів громадського врядування в освітньому середовищі. Схарактеризовано особливості нормативно-правових актів щодо механізмів управління розвитком

громадського врядування, проаналізовано напрями й механізми впровадження громадського врядування.

Виокремлено пропозиції до моделі громадського врядування в закладах освіти до суб'єктів надання освітніх послуг як у межах навчального закладу, так і поза. Запропоновано компоненти щодо розроблення моделі громадського врядування, які охоплюють усіх учасників навчально-виховного процесу в системі освіти, з метою формування критичного мислення, здатності усвідомлювати й уміти обстоювати власні права в різних питаннях, можливості впроваджувати інноваційні методи управління, брати участь в обговореннях, диспутах, вебінарах, навчитися передбачувати можливі результати діяльності в умовах безперервної освіти впродовж усього життя.

Висвітлено можливість учасників освітнього процесу бути соціально активним на основі громадянської компетентності, готовності брати участь у процесах життя класу, школи, громади, держави. Брати на себе відповідальність за нормативно визначеними функціями в межах вимог до професійної діяльності щодо реалізації нормативно визначених професій, уміти розв'язувати конфлікти на основі демократичних принципів, цінностей соціуму.

Громадське врядування повинно мати за мету виховати з учня патріота-громадянина, який би міг аналізувати власні вчинки й дії та поведінку інших осіб, які, своєю чергою, повинні спрямовуватися на становлення та розвиток громадянського суспільства в нашій країні.

У бережливому відношенні до національних, загальнолюдських цінностей проявляється громадська зрілість учнів, вчителів, батьків. У такому ставленні проявляється солідарна відповідальність за майбутнє рідної природи, гармонійне співіснування з навколишнім світом, формування толерантного ставлення до різних релігійних громад, пошук спільної мети діяльності до співпраці у розвитку освітнього простору, пошук благодійних фондів для підтримки та надання грантів розвитку громадського врядування.

Ключові слова: громадське врядування, освітні заклади, модель громадського врядування, заклади освіти.

ОБЩЕСТВЕННОЕ УПРАВЛЕНИЕ В ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

Аннотация. Предпринята попытка анализа формирования механизмов общественного управления в образовательном среде. Охарактеризованы особенности нормативно-правовых актов механизмов управления развитием общественного управления, проанализированы направления и механизмы внедрения общественного управления.

Выделены предложения модели общественного управления в учебных заведениях к субъектам предоставления образовательных услуг как в пределах учебного заведения, так и вне. Предложены компоненты по разработке модели общественного управления, которые охватывают всех участников учебно-воспитательного процесса в системе образования, с целью формирования критического мышления, способности осознавать и уметь отстаивать свои права в различных вопросах, возможности внедрять инновационные

методы управления, участвовать в обсуждениях, диспутах, вебинарах, научиться предвидеть возможные результаты деятельности в условиях непрерывного образования в течение всей жизни.

Освещена возможность участников образовательного процесса быть социально активным на основе гражданской компетентности, готовности участвовать в процессах жизни класса, школы, общества, государства. Брать на себя ответственность за нормативно определенными функциями в пределах требований к профессиональной деятельности по реализации нормативно определенных профессий, уметь решать конфликты на основе демократических принципов, ценностей социума.

Общественное управление должно иметь целью воспитать из ученика патриота-гражданина, который бы мог анализировать свои поступки и действия и поведение других лиц, которые, в свою очередь, должны быть направлены на становление и развитие гражданского общества в нашей стране.

В бережливом отношении к национальным, общечеловеческим ценностям проявляется общественная зрелость учеников, учителей, родителей. В таком отношении проявляется солидарная ответственность за будущее родной природы, гармоничное сосуществование с окружающим миром, формирование толерантного отношения к различным религиозным общинам, поиск общей цели деятельности к сотрудничеству на развитие образовательного пространства, поиск благотворительных фондов для поддержки и предоставления грантов развития общественного управления.

Ключевые слова: общественное управление, образовательные учреждения, модель общественного управления, учебные заведения.

Formulation of the problem. In today's environment of rapid development of the information society, globalization of different sectors of the economy, blurring of borders in the cultural diversity of nationalities and the need for the development and establishment of public governance in Ukraine, which in turn requires the determination of the content and objectives of education and education of youth in accordance with modern needs of the society. According to the Concept of realization of the state policy in the sphere of reforming of general secondary education "New Ukrainian School" for the period up to 2029,

which was approved by the decree of the Cabinet of Ministers of Ukraine of December 14, 2016 № 988-p [1], to the Concept of national patriotic education of children and young people, approved by the order of the Ministry of Education and Science of Ukraine № 64, of June 16, 2015 [2], to the UN Convention on the Rights of the Child [3], to the Law of Ukraine "On the Protection of Childhood" [4], to the Law of Ukraine "On Prevention and Countering Domestic Violence" [5], to the Law of Ukraine "On Amendments to Some Legislative Acts of Ukraine on Countering Bullying (Harassment)" [6], to the Letter of the Ministry of Ed-

ucation and Science of Ukraine dated 07.08.2018 № 1/9-486 “On Some Issues of Organization in Educational Institutions of Educational Work on the Safety and Well-Being of the Child in the 2018/2019 Academic Year” [7], the activities in the educational institutions should be directed to the organization and implementation of the public governance in the educational institutions.

Analysis of the recent research and publications. The conceptual approaches to the education of the personality and the formation of their civic culture, the education of young people in new socio-cultural conditions have been defined earlier by modern scientists I. Bekh, S. Honcharenko, M. Boryshevsky, P. Ihnatenko, O. Kyrychuk, M. Koziy, N. Kosareva, L. Krytska, V. Orzhekhovska, B. Stuparyk, O. Sukhomlynska, O. Dubaseniuk, O. Antonovna, O. Berezyuk, V. Kovalchuk and others.

The formulation of the objectives (purpose) of the article is to reveal the features of public governance in the institutions of the educational process; outlining the model and attributes of the civic competence.

Presentation of the main material. In the Concept of Civic Education Development in Ukraine – civic education is understood as teaching and civic education based on national and universal values. It is based on the need to create favourable conditions for the formation and development of civic competences at all levels of education and in all components of education, which will allow the citizens to better understand and exercise their rights in a democracy, to be responsible for their rights and re-

sponsibilities, to take an active part in the participation in the socio-political processes, as well as consciously ensuring the protection, establishment and development of democracy [8].

Analyzing the previous experience of the generations, we observe that each new generation has made a valuable experience of the past, taking into account new socio-cultural conditions and social demands. In this case, tradition is a means of socializing the individual, a condition that ensures the stability and integrity of the community. On the other hand, it is impossible without socio-cultural imitation as a means of transferring from generation to generation of abilities and knowledge, skills and traditions. And tradition, in the broad sense, was not only as a continuation of innovation, but also as the basis of innovative search, in the content and structure of which the old and the new interact.

At the same time, the methodological knowledge of the teacher involves understanding of the differences and multiplicity of different positions, approaches, methods, tools and forms regarding the object of activity. Therefore, as noted by domestic researchers, “the professional activity in relation to the same object of activity is possible from different positions, perceptions, approaches, paradigms” [9, p. 3].

We also note that the methodological principles of: humanization and democratization of the educational process; self-activity and self-regulation; systemic; comprehensiveness and interdisciplinary integration; succession and continuity; cultural responsibility; interculturalism continues to determine the general direction of the

educational process, the basic requirements for its content, methods and organization of the educational process in the educational institutions.

In our opinion, public governance should be important in relation to freedom of accountability, which in turn enables the child to freely rotate the behaviour model in the group where he/she is studying, and here the system of psychological and pedagogical support of students is important, which gives the opportunity to develop and form partnerships between parents and teachers, between students and teachers. The systemic self-development of the students with the right to freely choose a model of behaviour is a qualitative indicator of civic education at the current stage of development of the education system.

V. Sukhomlynsky referred to the principle of humanism as the leading principle of educational activity, the essence of which he saw in the approach to man as the highest value of the world. Humane treatment of the child means the teacher's understanding of the simple and wise truth that without the child's inner spiritual efforts, without his/her desire to be good school is unthinkable, [10, p. 497]. Like in the time of Sukhomlynsky, the humanistic orientation of educational work is the essence of a new paradigm of personally oriented education.

Now, at the present stage of reforming the education system, it is necessary to envisage in the student a social, biological and free personality, that the teacher must only direct in the pursuit of individuality, to self-development. By supporting the effort to speak freely, the teacher enables the development

of individual activity, autonomy in making decisions that act as factors of self-development. This, in turn, encourages the students to develop a model of behaviour that develops partnerships between teachers and students, gives the students the right to choose their behaviour freely, and teaches them to analyze the social situations that become further luggage of social experience. Which gives the individual the right of free choice; considering each social situation as a resource to accumulate social experience.

Thus, at the heart of the development of methodological foundations of the public governance is the idea that for the success of democratic transformations, a person must not only share democratic views, but also possess the tools of action in a democracy. This requires mastering the basic competencies of civic behaviour, which implies a person's willingness to carry out effective social communication, cooperation to achieve common goals, an orientation to the perception of basic democratic values, personal self-realization and participation in the public democratic processes.

In modern society, justice is a hallmark of the public governance, which in turn is shaped by the education of the values of free speech, social justice, respect for humanism and democratism in behaviour.

But in the process of education it is necessary not only to declare the content of the rules of law, but also to give examples of political and moral essence, the importance of social justice to the generally accepted norms to meet the personal needs of each person in the society.

In our opinion, if we do not take into account the opinion of the students, their rights and freedoms, then we will observe that their emotions of anger will be the regulator of their behaviour, fear of may not be heard, which in turn will prompt a situational choice of behaviour that negates the lawful work of the teachers, of the society.

Being in the system of educational space of the educational institutions, the students have the greatest influence on the stable formation of the social activity – these are cross-curricular links in the study of educational disciplines, not only the humanities; system of organization of extracurricular work and extracurricular participation in various activities of the educational environment; the very principles of social partnership in the organization of school life that will contribute to the development of the civil society in Ukraine.

Among the factors that adversely affected the formation of public governance in the educational institutions “...the temporary occupation by the Russian Federation of the Autonomous Republic of Crimea and the city of Sevastopol and the military aggression of the Russian Federation in certain areas of Donetsk and Luhansk regions, and, in this connection, obstacles to the formation of such activities of the civil society organizations in their respective territories” [11].

Based on the above, we model public governance in the educational institutions and propose to consider the following components:

- creation of equal conditions for all participants of the educational process, covering their views, beliefs;

- to enable to receive without any obstacles information about the activity of the educational establishment, financial and economic activity;

- creating a safe educational environment to prevent unlawful or intentional (self-serving) interference with the rights of the child;

- developing and adopting a Code of Safe Educational Environment in each educational institution;

- involvement of students in the public advisory bodies for managing the educational institutions;

- development of cooperation with regional, domestic and foreign volunteers in the formation and implementation of humanistic values of humanity;

- involvement in discussion, decision-making on public projects of both local and national importance for environmental protection;

- preservation of the traditions of the native land, participation in mass patriotic activities both at the level of the educational establishment and at the district, regional, international level.

In our opinion, the model of public governance in the educational institutions is an opportunity for every participant in the educational process to participate freely in all activities, to be a part of the public associations, to be elected to deliberative governing bodies, which are an integral part of the activities of the open education systems.

Public governance is a new model for the development of the educational process that integrates the possibilities of influence of the students on the choice of forms of education, definition of the educational technologies, creates conditions for the accomplice

in making decisions in the activity of the educational institution. The model directs: to the development of patriotism; it is based on studying of traditions in decision-making by collective of class, school, community; rallies to achieve a specific group of goals; develops dialogic communication methods that develop tolerance, politeness in decision-making; determines the activities of the administration, teachers and students, the organization of their interaction, the nature and structure of their use of resources (elements) of the educational environment that are used to organize an effective and safe educational environment. Thus, under public governance we understand the model of the educational process within the educational institution that reflects the orderliness of the content of the administration, teachers, students, parents, members of the community in the territory of which the educational process takes place.

Based on the proposed model, let us define that public governance is an orderly public participation of participants in the educational process in the development of decision-making mechanisms that are used for the effective functioning and development of the educational institution. It should be noted that public order acts as a unifying link between the subject and the object of management of the educational system.

Thus, the model of public governance under the current conditions should be a priority and focus on the historical needs of the nation, the most important of which is state formation. This means that all participants in the educational process today have to take

seriously the formation of the students of patriotism, national and spiritual and moral qualities of the individual, as this is the key to the formation and development of the civil society in Ukraine. The basis of public governance should be the formation of patriotic views and beliefs that develop and consolidate in the process of their educational, cognitive and socially useful activities. Rethinking the value in patriotic education of the family, school and state will ensure a comprehensive dialogue and creation of a patriotic environment around students. Issues such as the language issue, different national values and ideology will automatically disappear, creating the only consolidating desire – to preserve Ukraine. It is worth noting that the neglect of the civic education causes a crisis inside the country.

Conclusions and prospects for further research. Summing up, we note that public governance is the methodological basis of the personal education, which provides the conditions for students to acquire, in the process of social development, the ability to integrate in the society, to engage in civil relations as full-fledged subjects of the social partnership.

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