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SCIENTIFIC APPROACHES TO THE PROBLEM OF MANAGEMENT OF EDUCATIONAL ACTIVITY

The problem of management of training activities is capacious and ambiguous. Its conceptual basis is at the intersection of experimental planes of philosophy, psychology, sociology, and pedagogy. In this regard, aspects of study of various training activities have great importance. Analysis of the concept of "management" made it possible to reveal its function – ensuring regulatory processes that occur in a definite system. Among the processes that are regulated scholars distinguish the following: preservation of the structure of organized systems, the maintenance of the schedule of their activities, realization of the program and the goal.

Qualitative characteristics of management are defined by scholars as handling. The latter depends on several conditions: the quality criterion, the set of possible values of the input parameters, the force of the impact of possible changes. The problem of studying of training activities management is closely associated with the types and settings of management. Depending on the scientific positions some researchers offer different options for management: with control, self-control and mutual control, as well as uncontrolled and uncontrollable activity of subjects of learning.

An important meaning in the management of training activities is played by making communication between the subject and the object of management. On the part of a teacher these are: the best choice of methods and techniques of training in accordance with the purpose, control over the process of learning, assessment of learning; on the part of the subject of learning – identifying activity and independence in mastery of learning the material. During the course the actions of subjects of learning are determined not only by an impact on them and the state of their mental activity at the moment, but by the whole previous history of learning.

The sides of the educational process that controls and which is controlled are in a relationship and interdependence and are based on changes in the content and volume of information flows (forward and backward) can change the nature of their operation. Implementation of feedback involves specifying its content, frequency, psychological learning theory, taken as a basis. Information about the learning process, obtained by means of feedback, allow to make the necessary adjustments. The nature of the feedback determines the effectiveness of training activities.