

**Institute of European Integration
(Warsaw, Poland)**



**Instytut Integracji Europejskiej
(Warszawa, Polska)**

**PROBLEM SPACE OF MODERN SOCIETY: PHILOSOPHICAL-
COMMUNICATIVE AND PEDAGOGICAL INTERPRETATIONS**

Collective monograph

Part I

Warsaw, Poland
2019

*Recommended for publication by the Program and Scientific Council of
Institute of European Integration (№ 5-07, 22.02.2019)*

Scientific Board:

Lyubomira Simeonova Popova – PhD., Professor, Faculty of Education, Department of Pedagogy, St.Cyril and St.Methodius University of Veliko Tarnovo, Veliko Tarnovo, Bulgaria.
Grażyna Dzwonkowska – Chairman of the Board of Institute of European Integration, Poland.
Jelena Badjanova – Doctor of Pedagogy, Associate Professor, Daugavpils University, Latvia.
Elmira Uteubaeva – PhD, Associate Professor, E.A. Buketov Karaganda State University, Republic of Kazakhstan.

Reviewers:

Gina Necula – Doctor of Philology, Professor, "Dunarea de Jos" University of Galati, Romania.
Antoaneta Alipieva – Doctor of Philology, Professor, University of Belgrade, Belgrade, Serbia.

Problem space of modern society: philosophical-communicative and pedagogical interpretations: collective monograph. Part I. Warsaw: BMT Erida Sp. z o.o, 2019. 672 p.

ISBN 978-83-950153-8-0

This collective monograph offers the description of philosophical bases of definition of communicative competence and pedagogical conditions for the formation of communication skills. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of modern society are investigated in the context of philosophical, communicative and pedagogical interpretations.

Publisher: BMT Erida Sp. z o.o.
erida@erida.com.pl

ISBN 978-83-950153-8-0

Authors are responsible for the content and accuracy.

Mykola Korolchuk, Sergei Mironets	
PSYCHOLOGY OF ACTIVITIES OF INTERNATIONAL HUMANITARIAN MISSIONS IN CONDITIONS OF EXTRAORDINARY SITUATIONS AND MILITARY CONFLICTS.....	154
Ihor Hevko, Olha Potapchuk, Pavlo Kolyiasa	
PROBLEMS AND PROSPECTS OF DEVELOPMENT OF INFORMATIZATION OF HIGHER EDUCATION.....	169
Ganna Khatser	
TRAVELOGUES AS A COMPONENT OF MODERN INTERCULTURAL COMMUNICATION.....	182
Andrii Pidgornyy, Tetiana Duda	
IMPROVING OF METHODS IN CHEMICAL EDUCATION FOR MODERN ENGINEERS AT UKRAINIAN RESEARCH UNIVERSITIES.....	198
Iryna Sviridenko, Olena Kravets	
FAITHFULNESS BREEDING MODEL IN PERSONAL RELATIONSHIPS OF STUDENTS OF HIGHER EDUCATION ESTABLISHMENTS.....	213
Vladimir Artemov	
FORMATION OF DEONTOLOGICAL COMPETENCE AS A EDUCATIONAL PROBLEM.....	229
Svitlana Fedorenko, Julia Sharanova	
CIVIC EDUCATION IN THE U. S. COLLEGES AND UNIVERSITIES: THEORY AND PRACTICE.....	245
Valeria Muratova	
STUDYING AUTHOR’S IDIOLECT – A LINGUOSTYLISTIC ASPECT.....	262
Olha Antonova	
COMBINING OF MOODLE PLATFORM ELEMENTS WITH EXTRA-PLATFORM RESOURCES IN DISTANT TEACHING OF CREATIVE AND PRACTICAL SUBJECTS (ON THE EXAMPLE OF THE COURSE ADAPTATION FOR “JOURNALISTIC SPECIALITY (PHOTO JOURNALISM)”	275
Nataliia Komisarenko, Olena Oliinyk	
WAYS OF IMPROVING THE MANAGEMENT OF CIVIC EDUCATION OF THE STUDENTS OF HIGHER EDUCATIONAL ESTABLISHMENTS.....	288
Natalia Kolesnichenko	
THE LINGUA-POETICS OF A GERMAN WOMEN’S NOVEL: THE PSYCHOLINGUISTIC AND THE GENDER-RELATED APPROACHES.....	303
Oleksandr Bezruchko	
LEGEND OF THE UKRAINIAN AUDIOVISUAL DIRECTING AND CINEMA PEDAGOGICS VOLODYMYR GORPENKO.....	316

Nataliia Komisarenko

*Candidate of Pedagogical Sciences, associate professor,
the head of the Department of the Ukrainian and Foreign Languages
Uman National University of Horticulture
Uman, Ukraine*

Olena Oliinyk

*Teacher of the Department of the Ukrainian and Foreign Languages
Uman National University of Horticulture
Uman, Ukraine*

WAYS OF IMPROVING THE MANAGEMENT OF CIVIC EDUCATION OF THE STUDENTS OF HIGHER EDUCATIONAL ESTABLISHMENTS

Abstract. *The article deals with the ways of improving the management of civic education of students at higher educational establishments. The article presents theoretical analysis of the research on this issue. Social and pedagogical prerequisites of civic education were singled out in the context of the Bologna process. The ways of improving the management of civic education of students were substantiated and the structural components of this process were distinguished in the present research paper. According to the results of the conducted research, the authors suggested practical recommendations as to the management of civic education of students that can be applied in the practical work of higher education establishments.*

Introduction.

Establishment of a democratic society in Ukraine predetermines the need to re-organize the civic education of students in higher educational institutions. The changes, that are taking place in the content and structure of higher education, have deep roots and need the solution of the problems in educating dedicated citizens with active life philosophy.

In the context of the above-mentioned issues the educational tasks of higher school drastically need new reinterpretation. Strategic goals of the civic education of student youth are changing, whose conceptual principles were defined in the number of regulatory documents: “State national program “Education: Ukraine of XXI century”, “Principles of the national education of student youth”, “National doctrine of the education development of Ukraine in the XXI century”, “Principles of civic education of the personality in the conditions of the development of the Ukrainian state”, “Principles of national and patriotic education of youth”., “State target social program “The Youth of Ukraine”. Along with training highly competitive specialists, higher school should promote the formation of civic values, improve the level of citizenship.

In a large scope of scientific papers (O. Alekseieva, V. Bezrodna, H. Dmytrenko, V. Dubrovskiy, P. Ihnatenko, Yu. Ishchenk, S. Riabov et al.) dealing with the issues of the establishment of the civic society, the emphasis is paid to the education of a citizen as important condition of society's development and functioning. One of the effective ways to solve this problem lies in a comprehensive and purposeful problem-solving in the management of training in a higher educational institution, in particular, educational process.

Scientific ideas and principles of management theory provide a solid theoretical background for studying this issue. In particular, management of educational systems at different levels is developed in the works of V. Alfimov, L. Danylenko, H. Yelnikova, L. Kalinina, V. Luhovyi, V. Oliinyk, V. Pikelna, T. Sorochan, Ye. Khrykov, education of schoolchildren was the focus in the research of the following scholars: V. Bondar, B. Kobzar, Yu. Konarzhevskiy, V. Kryzhko, V. Maslova, N. Ostroverkhova, M. Portnov, P. Khudominskyi. However, analysis of scientific literature in pedagogics showed that such an important educational aspect as management of civic education of students of higher school wasn't the subject matter of specific scientific research. Scientific substantiation of the content, methods, and forms of management of civic education of students and corresponding organizational and pedagogical support were left unattended by researchers. Moreover, there are unresolved contradictions between the need of the state on the way of creating civil society in Ukraine in dedicated civic-minded citizens with active life philosophy and low level of civic culture of the students of higher schools; between modern requirements to the organization of civic education of students of higher education institutions and insufficient development of theoretical and methodological principles of management of educational process; between the necessity to improve the quality of management in all structural subdivisions of higher educational establishment and the absence of the management system of this educational process.

Therefore, insufficient theoretical development of the stated problem, its social and practical importance caused the necessity to develop the system of efficient management of civic education of students in the establishments of higher education and its organizational and pedagogical support, which entailed the choice of the subject matter of the article: **“Ways of improving the management of civic education of the students of higher educational establishments”**

The aim of the research lies in substantiating the ways for improving the management of civic education of students of a higher educational institution on the basis of generalized theoretical principles.

The object of the research is the process of civic education of students of higher educational establishments.

1. Substantiation of the ways of improving the management of civic education of students of higher educational establishments

There is no denying the fact that the educational system of Ukraine is now undergoing reformation. At the current stage of civilization development, the education obviously turns into a strategic basis for the development of a personality, society, nation and state, becomes the fact of their future. It is the way of reproduction and accumulation of intellectual and spiritual potential of a nation, education of a patriot and a citizen, and effective factor of society modernization. At the current stage the role of higher school in educating a citizen is enhancing, its social functions are widening, its tasks become more complicated and the level of responsibility for the quality of education of highly dedicated professional and citizen with active life philosophy is increasing.

In "Concepts of national education" [1] and in a number of other regulatory documents of higher school the civic education of student youth is defined as the mainstream, whose task is to cultivate respect to human rights and fundamental freedoms of a person and a citizen; educating respect to the Constitution, Laws of Ukraine, state symbols of Ukraine, educating civic commitment to Ukraine, society; formation of political and legal culture of a personality; engagement of student youth in charity activities and development of volunteering, etc. It should be emphasized that it is in the institutions of higher education where students' attempts are made to distinguish themselves as personalities in society, being its part. The results of ascertaining experiment proved that the education of highly dedicated citizens requires a constructive solution and providing the necessary theoretical and practical support to the subjects of management. Insufficient level of student civic education can be explained by the low efficiency of management of this process. Under these conditions this process needs upgrading.

At the beginning of the experiment, it was presumed that the efficiency of managing civic education of students at higher education institutions would considerably increase under condition that substantiated ways of improving educational process were introduced. These ways should take into account the social and pedagogical prerequisites of civic education of student youth; imply the analysis and development of educational process on the basis of many-factor evaluation of management level of civic education of students; provide correlation of content, forms and methods of educational work on civic education of students; imply implementation of goal-oriented program on the management of civic education of students as the means of improving its efficiency. Creation of the management system of civic education of student youth, the relations between a student and a teacher were seen as relations between the object of management and managing tool, which enabled to apply the methods of management theory, according to L. Rastryhin [2]. Introduction of these ways of managing civic education of students in the practice of higher educational institutions will promote the efficiency of management activity of the subjects and formation of a citizen of the Ukrainian state, active follower of national traditions, representative of Ukrainian elite, civic-minded personality with high level of civic culture.

Organization of civic education of students of higher educational institutions in accordance with the management system of this process will remove the manifestations of incoherence and sporadic character of the overall process of education and as a result, will promote improving the quality of civic education of students of a higher school.

We find the ideas of those scholars who present the system of management of student education as the complex of managerial tasks relevant to our approach. This complex includes the following tasks: forecasting, modeling, defining the structure, preparation for the implementation of the education system, results analysis, correction. Scholars qualify the goal, content and means of education, teachers, students as structural components. They have been working on the creation of the educational system that will allow a person to find the answer to the complicated questions in life, successfully achieve individual and social goals [3].

While creating the ways for the management of civic education of students we proceed from the assumption that management is a system that consists of interrelated structural and functional components, subordinate to one goal. The goal is the vision of the prospect, clearly formulated as the desired state, that can be achieved at a certain moment; realization and understanding of the goal by all co-workers, that mobilizes energy and creates high moral spirit. The main property of the system is its integrity.

The idea expressed by A. Prokopenko is of great importance for our research, who states that the tasks of management are considered to be defined in case when the goal is determined and the choice of criteria of the management quality are substantiated [4, p. 24]. The viewpoint of V. Alfimov is relevant to our research, who distinguishes four sub-structures in the system of creative personality: psychophysiological, cognitive, motivational, relations (personality features) [5]. When creating the management system of civic education of students it should be taken into account that nowadays a teacher performs another role in the educational process. A teacher is no longer an imposing instructor, a single source of information and its interpreter. Therefore, the goal to introduce presented management system in the practices of higher education establishments lies in improving the level of management of the subjects in the whole subordinate vertical and as a result in improving the level of civic education of students.

The ways of improving the management of civic education of the students of higher education institution include three components: conceptual, processual and evaluative. Components of the management process were taken as the basis, such as goal-setting, that includes coordination of the goals of all management subjects and taking into account an actual situation in the process of forecasting, programming; purposefulness through the organization of the activity of the performers under optimal distribution of functions and responsibilities, coordination and regulation of their interaction; goal-achievement: control over obtained result through the establishing feedback, analysis and conclusion on the efficiency of management.

Conceptual component is the first one in the management of civic education of students of higher educational establishment. In the dictionary of the Ukrainian language the term “conception” is interpreted as the system of proofs of a certain statement, system of views of a phenomenon, world outlook, convictions, and it is translated from Latin as the system of views, understanding of phenomena, processes or single, determining intention and design, main idea of any work or scientific work. In this context, conceptual component reveals the tasks, content, approaches, regularities, principles and functions of the managerial process of civic education.

Key tasks in managing civic education process of students consist in studying an actual state of management; introducing the management system and corresponding organizational and pedagogical support, uniting employees by a common goal (improving the level of civic education of students); in providing close relationship of training and education; in creating the atmosphere, favorable for civic education of students and self-actualization of the participants of educational process; in providing their stimulation.

Management of civic education of students determines the content of the preparation of employees and students, necessary to realize the essence of the management of civic education of students; implies the necessity to define specific functions of management and provide the head of the institution with proper mechanisms of managerial activity in the process of educating students. The management system of civic education of students is built on the integration of systemic, humanistic and activity approaches. These approaches are interdependent, as they allow to regulate the sub-systems of educational process according to the results of the diagnostics. The main thing in education is independent and creative efforts of a personality. This system doesn't restrict teachers in the choice of their own variant of its application, gives the possibility to unite administrators, teachers, students in active team.

We find appropriate the substantiation by I. Kuchynska, who states that the approaches to the education of citizenry at different stages of country's history depend on “specific social and historical conditions, the state of the society and its ideology” [6, p. 40]. Management requires unified approaches and considerations in the process of civic education of students. However, there is danger of their formal application under the use of a defined group of approaches in the management of civic education of students. In this regard we emphasize the importance of a person-centered approach that should become a new paradigm of internal management of educational establishment. Implementation of this approach in the education will promote the creation of psychological and pedagogical mechanism of motivation, will provide the formation of a favourable social and psychological atmosphere in a work team. The philosophy of person-centrism in the context of the national idea V. Kremen considers as “the main means in the awareness of a person's essence” [7, p. 10].

We should note that a higher educational establishment is an open social and pedagogical system, and therefore a systemic approach is highly important for our research, which implies the formation of holistic vision of reality when each object is regarded as a system. Though managers use situational approach in their practices more often, that implies a combination of approaches depending on a current situation, we consider the statement about the use of systemic approach valuable, because it allows to take into account the situation, present relations and administrative possibilities. That is why having chosen the education of a dedicated citizen with active life philosophy as a goal, we should note that civic education is by no means a single direction of the education in a higher educational institution. Civic education of students in higher educational establishments covers all directions of educational work.

According to the system approach to the organization of the process of civic education of students it is important to distinguish structural components in the system of management of this process aimed at achieving desired results. System approach to the management of education implies deep understanding of general goal and tasks of education, that are regulated by state official documents; implementation of the main principles of education; a comprehensive study of a personality; determining specific tasks of educational work at an educational establishment; planned interaction of the sources of organized influence (family, pedagogical staff, students, community); defining priority directions of educational work, application of the optimal methods and forms of education; creating the conditions for the efficiency of educational work, qualified management of the system, analysis of the results (moral values, views, outlook, social engagement of a person). In the conception of T. Il'ina there is a notion "system-structural approach", that lies in the fact that, "at first a structural analysis is carried out and then system consideration of the object" [8, p. 7]. Researching the role and importance of system approach in education, L. Novikova considers the education as pedagogically rational management of the development process of a person as a personality and a subject, valuable for the system of management of civic education of student youth.

To apply a system approach to the organization of the managerial activity in higher educational establishments with the reflection of the essence of civic education is a necessary but insufficient condition of the effective management of civic education of youth. We should emphasize the importance of the application of humanistic approach to the management of civic education of students. In the reformation of educational process there is a necessity to re-focus on a person, to create opportunities to everyone to become oneself. Of great interest is the idea of L. Karamushka about humanistic approach, he notes that managerial activity has a "dual" subject matter of labor, that is the head of the institution should be simultaneously the head of the pedagogical staff and excellent specialist who directly implements humanistic approaches into the educational process [10]. Exactly in this way the subjects of management should plan, coordinate, control this process and continuously improve their own level of civic training in the process of civic education of students.

Application of the activity approach provides coordination of the subjects of management as equal partners in the process of implementation of the developed system. This approach consists in the fact, that activity and practical component of civic education characterizes each student in a unique and special way. In the process of management of civic education the teachers of higher educational institutions encourage students to act, to show initiative, to actively participate in the community life, to be socially active citizens.

2. Principles and methods of management of civic education of students of higher educational institutions

Determination of the management principles of civic education of students is of great importance. V. Krayevskiy distinguishes the principles as one of the key structural components of a systemic vision about the connection of pedagogical science and practice [11]. Contemporary scientists have different approaches to determining the principles of managing educational establishment, namely: H. Yelnikova underlines scientific justification principle, systemic principle and principle of social determination, democratization [12]; V. Bondar emphasizes the scientific justification principle, planning, objectivity, active balance, information connection, subordination, friendliness, constructiveness, retrospection [13]; A. Zhyhadlo spotlights the systemic principles, corporatism, integration, purposefulness, alternative, dynamics and others [14]. Introduction and rational combined application of socio-political, organizational-managerial, and functional principles is an important prerequisite of the efficient work. The principles of activation of community members and partnership rank first among other principles. When defining the essence of the concept “management principles” we rested on the idea, expressed by Ye. Khrykov [15]. Under the principles of management the scientist understands fundamental principles, initial requirements to its implementation. The researcher states that list of principles for management of the educational establishment covers about thirty items and only seven (relation to life, democratic centralism, team-spirit, single authority, scientific justification, planning, control, main chain) are mentioned by the most authors.

Principles of management are the most important for our research, such as consistency with a plan, optimal structure, feedback, diversity of subsystems, integrity of management functions. Above-mentioned principles were taken as a basis for creating the system of management of civic education of students of higher educational institution. Higher school should persistently shape and develop in students the abilities for self-realization and self-development. Systemic and complex approach to the formation of future specialists should change the incidental character of civic education.

Of great importance is the fact that the essence of managerial activity in educational establishment lies in transferring the principles of pedagogics, psychology, advanced experience into the practices of the operation of educational institutions for the effective organization of management of civic education of students.

Therefore, we agree with the scientist, that management will be effective, if it is implemented on the basis of scientifically substantiated plan; scientifically planned content of the activity in the managerial cycle is implemented better; it is provided with a sufficient amount of information about the decisions made in a managerial cycle; the level of diversity of subsystems of an educational institutions is better provided; the integrity of all management functions is provided in each managerial cycle.

Functions of management should be seen not as their random choice, but as an integrated system of regulation of the activity of the subject, aimed at the achievement of a specific purpose. O.Tereshchenko determines in the structure of management the following functions: forecasting, planning, organization, control, pedagogical analysis, coordination and regulation, that make up managerial activity [16, p. 53]. These functions simultaneously determine the sequence of stages of managerial activity and present a certain algorithm of management. The function of result evaluation in the universal management cycle illustrates a cognition formula: from a live observation to abstract thinking, and then to practice, which, is the criterion of the truth.

It should be noted that management functions in educational systems are profoundly and thoroughly researched by scholars. H. Yelnikova generalized management functions, outlined by other authors: forecasting, organization, instruction, coordination, control, planning, decision, operational influence, motivation, pedagogical analysis, regulation, structuring, programming, connection, guidance. Having analyzed them, the scholar singled out the sequence of management functions: motivation, goal statement, planning, organization, control, regulation, result evaluation. General management functions have a cross-cutting character. The author divides them into main (principal) and cyclic-localized, namely:

- main functions: function of information support, processing of information, establishing communication links, guidance;

- cyclic-localized functions: goal setting and forecasting, planning and programming, motivation and organization, control and regulation [17, p. 75-81].

The choice of management methods of educational establishment is provided within the scope of the research. These methods are divided by scientists into general, specific and partial. We take as a basis the classification of management methods by H. Yelnikova, who specified partial methods as to the specific character of the civic education of students of higher educational institutions [17, p. 81-88]. Enumerated methods of management were used in accordance with job descriptions of management subjects. Traditional means of management of education don't lose their relevance: instructions, orders, coordination of actions, control, stimulation. Methods of education are scientifically based general ways of pedagogical-purposeful subject-to subject interaction of all participants of educational process, aimed at the achievement of educational goal.

A. Aleksiuk considers the methods as the way of interrelated practical activity of teachers and students [18].

Taking into account practical experience of a teacher, N. Shchurkova suggests the following groups of educational methods: persuasion (influence on the minds and views of students), exercises (influence on the behavior of students, organization of students activity, stimulation of its positive motives), self-evaluation (the help is provided for self-analysis and self-evaluation of a student) [19].

Concept “forms of education organization” determines the external side of this process. Efficiency of the mentioned process in higher school is determined by the orientation of the educational process in general to a great extent. In higher educational establishments the priority role among other methods and forms of civic education belongs to the interactive methods, based on a democratic style of interaction and focused on an independent search for truth, fostering the formation of critical thinking, initiative, and creativity. Role-playing games, public speaking, social and psychological trainings, intellectual auctions, brain-storming, etc. belong to these methods. Besides these methods, it is reasonable to use traditional ones, such as conversations, discussions, lectures, different activities using books, periodicals, independent reviewing, etc. Lozova V., Trotsko H. note that it is reasonable to use a variety of methods in the educational process, though their application acquired certain peculiarities nowadays, that require a quality-innovative and individual introduction [20].

3. The system of extra-curriculum forms of organization of educational process

We share the opinion of scientists, who give preference to extra-curriculum forms of organization of educational process (civic organizations, clubs, additional courses, interest groups, sports clubs) and include a number of activities, that provide the management of civic education of students after classes, into the integrated target-oriented program. Unlike professional training, education has no clear formal criteria that define its social importance and the necessity for a higher educational institution. The authors suggest the classification of active methods of extra-curriculum activity, namely: case methods, discussion, reflection, search, association, analytical, games that were reflected in the integrated target-oriented program of management of civic education of students, developed by the authors.

To effective methods belong: methodological conference-training “With thoughts about the future”; public speaking “My right to be traditional” (defense of implemented projects); meetings of initiative groups, practical activity of senior students and their participation in business role-playing games and trainings for the first-year students; round-table discussions; running events on civic education at the regional level; cooperation with regional and all-Ukrainian civic organizations; summing up the results of the whole educational period: systemic analysis of events, aimed at the formation of the civic education of students during schooling; press-conference “Civic education at higher school: achievements and prospects” and others.

An important idea for our research is the idea, expressed by I. Bekh, who defines as perspective such forms of cooperation in the system “teacher-student”, that activate and stimulate the initiative, and manifest in setting educational tasks by the student themselves with expanding the scopes of their personal improvement, strengthening their values [21]. We agree with the opinion of the scholar, that involvement of students to the bodies of student self-governance, civic youth organizations, organizing committees of different events promotes the formation of citizenship. No one activity can last long when it is imposed. Personal qualities are formed in the process of direct participation in educational events. Organization of the efficient student self-governance plays an important role in the formation of life values. In this case it is not reasonable to reject the events and activities that became traditional. Revision of priorities in the preparation of celebrations, events, competitions, and contests is considered to be relevant.

Since young people are influenced to a greater extent by the opinions of their peers and friends, student self-governance in civic education is one of the main aspects; in the process of civic education student self-governance holds a prominent place and encompasses all spheres of a university life: educational, training, scientific research, sports and recreation, everyday life, pastime, leisure activities, participation in social and civic life and its functions at all levels (academic group, faculty, institute, university, etc.).

Self-governance plays one of the most important roles in the formation of decision-making. Therefore, the social activity of a student of a higher educational establishment is implemented through such a democratic institution as an extensive system of student self-governance. Organization of management of civic education of students is implemented as a system of interrelated events and activities, that create favorable conditions for the education of a dedicated citizen with active life philosophy. That particular result can be evaluated and corresponding conclusions will be made.

We think that civic-mindedness cannot be a natural quality of a personality, as any personal quality is the result of socialization, influence of macro- and micro environment. Personality is formed spontaneously as well as under the influence of purposeful activity of the state, family, community, pedagogical staff, public associations, etc. Therefore, the ways of improving the management of civic education were substantiated to provide the efficiency of civic education. They include: realizing by the teachers their tasks, comprehensive use of civic educational potential of all subjects, simulating the elements of civil society in the educational institution; involvement of students into values-targeted activity and stimulating the self-governance of students. The main component of the educational process of students is to create a favourable pedagogical climate in the educational institution. To create an optimal pedagogical climate it is necessary to take into consideration such factors as maturity level to perceive courses, disciplines, programs; necessity in the course according to the new requirements and social needs; readiness to direct all efforts to the new types of work; level of motivation to education (high, low,

positive, negative, neutral, active, passive); the character of subjective expectations of a student; realistic need in the given information; benefits, that give the subject of education the opportunities to acquire certain information; be ready to reject existing stereotypes.

The idea, expressed by of S. Berdnikova is valuable for our research, who determines the ways to improve the process of civic education of students: to create of a democratic environment in the group; to provide the functioning of civic awareness of a personality; to use active and interactive methods of education, aimed at the development of creativity, initiative, self-dependence and critical thinking; cross-cutting of the ideas of citizenship and democracy in the system of the life of the group [22].

Management activity of the participants of civic education is aimed at educating a highly dedicated citizens, it is based on the understanding of a contemporary educational establishment as open social system, in which civic education is carried out. In the implementation of the mentioned management system of civic education, the subjects are required to have a broad outlook and deep thinking, built on the “vision field” of the activity as to the creating the environment favourable for the implementation of this process. Along with purposeful management activity, when implementing the process of civic education of a student, all necessary conditions are created for the professional self-improvement of the participants of civic education, their self-improvement, self-realization, subjects of management master certain managerial qualities, plan their own direction of educational work according to their duties, needs, and abilities. As the researcher S. Yurchenko states, the efficiency of the management of education in educational institutions improves provided that the organizational structure is scientifically based and provides the interaction and interdependence of all chains of management. The first level in the structure of management of education in the institutions of higher education is provided by rector and vice-rectors. They perform managerial activity: they provide the choice and selection of personnel, perform inner control, provide assistance in the organization of teaching, training and education, manage the work with parents, etc. The second level is performed by directors, deans, heads of the departments, who take decisions according to the delegated responsibilities. The third level of management is implemented by teachers and employees. The fourth level of management is represented by the heads of public organizations, student leaders, and parents. They all serve as management subjects in the process of civic education of students at certain stages of management [23]. We share the opinion of S. Yurchenko as to four levels of management structure.

The subject in the process of management is any participant of civic education of students, who under the influence of purposeful management will gradually move to self-management and self-education. The idea of H. Yelnikova sounds quite persuasive, that it is necessary to analyze the structure, aims and tasks at the level of the institution, conditions of the organization of educational process, as well as “to monitor how a teacher realizes national goals, studies individual needs, motives, etc.” [24, p. 148].

Therefore, at the beginning of the academic year, integrated and target-oriented program implies the correction of the concept of civic education in higher educational establishments. A continuous process of purposeful influence on the system is the management, which is provided by a constant exchange of information. Management of civic education of students of a higher educational establishment is “management sub-structure” in the system of management of education. The authors agree with the conceptual principles as to scientific background of the development of management in the educational establishment, that is highlighted in the research paper of H. Yelnikova and they were taken as a basis in the system of management of civic education of students developed by the authors. Organization of managerial sub-structure, according to the opinion of the scientist, has two stages: establishing the order of subordinate and coordinated relations of management subjects according to their performance functions, determining the order and frequency of direct and reverse relation among the subjects of management [24, p. 62-64]. We should take into consideration that in managerial sub-system we distinguish two structural levels of strategic and tactic management, which include rectorate, deans, heads of the departments and teaching staff. In our opinion, this list should be supplemented by student leaders and their associations. According to the opinion of I. Bekh, personality-centered education, the ideas of humanization, democratization of life of an educational establishment as key issues of the transformation of a contemporary education substantially change the organization and implementation of educational process. Student as the subject of education, development of his or her personal qualities, formation of individual life style and responsible attitude to the community, society, to oneself should be in the center of attention. It is achieved provided that there is a friendly attitude of the subjects of management to students [25].

During the process of managing civic education student leaders should display organizational and managerial qualities. Student self-governance, which is carried out according to the article 38 of the Law of Ukraine “About higher education”, is an integral part of managerial structure. According to S. Lapshyna, this makes the issue of leadership relevant: “Each business needs its own leader. Managerial mechanism is implemented through the leaders. They used to say that a leader should come to everyone. Nowadays they think in a different way: to come to a right person and the right person will come to everyone. Right people are leaders, that occupy key positions in the system. It is important, that they should not only appointed by the order, but enjoy the recognition of the majority, they should be exceptionally talented, have an authority” [26].

Important structural component of management of civic education of students are subjects of this activity, whose interaction and interrelation provide the efficiency of the managerial process. O. Akimenko and I. Andrukh note that “the most effective form of interaction in psychology is subject-to-object relation” [27, p. 93]. There is a direct relationship among the subjects of management and their main job functions.

As to the latter we should emphasize that some management subjects can have partially duplicate functions, but this reduplication will rather have an enhancing character. Subordination requirements exclude total reduplication of functions. However, there is expanding of these functions depending on the position and the goals of the manager of a certain division. We consider sensible the idea by T. Sorochan, who notes that “a clear definition of authorities and tasks of every employee is more effective than encouragement and punishment” [28]. Let us take a closer look at the functions of subjects of management of civic education of students, taking into account the outlined methods of managing this process. Job functions of a rector (director) include: analysis, motivation, control, regulation, monitoring, and all these functions are strategic. The objects of management of the second horizontal should plan the corresponding process, control its organization and inform executors about managerial decision and control their fulfillment. The main job functions of the dean (head of the department) are similar to the functions of the vice-rector (director) but the most important of them are regulation, obtaining and control of managerial information. Job functions of the manager of this level cannot be called regulatory.

The functions of the teachers and employees are more extended, they should not only obtain managerial information but also provide organizational and methodological complex of civic education. Among the subjects of management of civic education of students are student leaders, the heads of public organizations, parents. Functional duties of the subjects of management of the last horizontal can be defined as executing functions, because they directly participate in the community life of the institution, and this participation is regulated by higher subjects of management. Their functional duties include obtaining managerial information, organization of own projects and their implementation.

Redistribution of functions, replacement of executives, provision of additional information or equipment are possible. Management of civic education of students of higher school is important at all levels of subordination vertical. Determined job functions of the subjects of management provide the efficiency of each component of civic education of students. As the level of civic education increases gradually and according to a plan as a result of different approaches, therefore it is reasonable to consider the management of this process stage by stage. Interrelation of management stages will provide gradual modernization of the educational process in a higher education institution in order to improve the efficiency of management of civic education of students. Hence, in order to optimize the civic education of students of higher educational establishment the ways of improvement of management of this process were substantiated.

Conclusions.

Theoretical analysis of scientific research showed that in the contemporary pedagogical literature no clear understanding of the concepts “civic-mindedness”, “civic education”, “management of civic education” has emerged so far. The analysis of the definitions allowed to reveal the essence of the concept “civic education of students” and define it as an integrated

quality of a personality, that is characterized by the complex of quite stable, formed, socially important properties, that reflect the system of his or her attitudes to society, community, oneself, and manifests in the active participation in social activity. The concept “management of civic education of students of higher educational establishments” is defined as an activity of management sub-system aimed at the creation of the conditions of effective functioning and development of educational process of higher educational establishment and provides its transition into an absolutely new state in order to improve the level of civic education of students.

Social and pedagogical prerequisites of civic education were distinguished, namely, the establishment of civic society in Ukraine as an independent democratic state requires the creation of optimal conditions at different institution levels for the management of educational process aimed at the formation of civic-mindedness as a leading feature of a personality, able to become an active subject of a social, political and legal activities, to participate in the government of the state, in solving the tasks of the national and local levels, to realize oneself as a citizen with full rights in Ukraine; the integration of education to the global educational system implies modernization of management of education of students of higher educational establishments in the context of requirements of Bologna process with the aim of transition from authoritarian to mobile, open and democratic system of management; mobilization of social-economic and social-cultural resources in the modern Ukrainian society that influence the national system of education and serve as an effective factor of the development of civic culture of student youth, that requires essential reformation of managerial processes in education. According to the results of the conducted research the practical recommendations for the managing the process of civic education of students were developed. The results of the research can be used in the practice of higher educational institutions.

References.

1. Concept of the national education of student youth. (2009). *Appendix to the decision of the collegium of the Ministry of Education and Science of Ukraine*, 7/2-4 [in Ukrainian]
2. Rastrigin, L.A. (1980). *Modern principles of management of complicated objects*. Moskva: Sovetskoe radio [in Russian]
3. Rohova, T.V. (2006). *Personal approach in the management of pedagogical governance of school*. Kharkiv : Nove slovo [in Ukrainian]
4. Prokopenko, A.I. (2005). *Scientific principles of management in the educational system*. Kharkiv: KhNU [in Ukrainian]
5. Alfimov, V. (2007). Model of creative personality of lyceum students. *Upravlinnia osvitoiu*, 8, 23-28[in Ukrainian]
6. Kuchynska, I.O. (2005). Civic education: past experience and modern requirements. *Ukrainska literature*, 5, 40-42 [in Ukrainian]
7. Kremen, V., Pazynich, S., Ponomariov, O. (2008). Current issues of the philosophy of social management. *Teoriia i praktyka upravlinnia sotsialnymi systemamy*, 1, 3-10[in Ukrainian]
8. Il'ina, T. A. (1991). *Moral education*. M. : Vysshaja shkola [in Russian]
9. Novikova, L. (1996). *Education, education, education!*. Moskva [in Russian]

10. Karamushka, L.M. (1997). *Psychological principles of management in the system of high education*. Kyiv: IZMN [in Ukrainian]
11. Kraevskij, V. (1977). *Problems of scientific substantiation of education*. Moskva [in Russian]
12. Yelnikova, H.V. (1999). *Scientific background of the management of general secondary education in the region*. Kyiv: DAKKO [in Ukrainian]
13. Bondar, V.I. (1987). *Managerial activity of the headmaster: didactical aspect*. Kyiv: Radianska shkola [in Russian]
14. Zhigadlo, A. P. (2009). *Management of educational system of civic-mindedness development of students of higher technical institutions*. Extended abstract of doctor's thesis. Moskva [in Russian]
15. Tsekhmistrova, H. (2005). *Management in education and pedagogical diagnostics*. Kyiv: Vydavnychi Dim «Slovo» [in Ukrainian]
16. Tereshchenko, O.L. (2008). System approach to the management of civic education in general secondary educational establishment. *Upravlinnia shkoloiu*, 22(24), 50-54 [in Ukrainian]
17. Yelnikova, H.V. (2006). Theoretical principles of adaptive management of social systems. *Dyrektor shkoly, litseiu, himnazii*, 6. 59-64 [in Ukrainian]
18. Aleksiuk, A. (1973). *General methods of education in school*. Kyiv [in Ukrainian]
19. Shchurkova, N.E. (2002). *Pedagogical technology*. Moskva : Pedagogicheskoe obwestvo Rossii [in Russian]
20. Lozova, V. (1997). *Theoretical principles of training and education*. Kharkiv [in Ukrainian]
21. Bekh, I.D. (1998). Psychological and pedagogical conditions of civic education of youth. *Hromadianske vykhovannia studentskoi molodi v umovakh transformatsii suspilstva: materialamy Vseukrainskoho naukovo-praktychnoho seminaru* (pp. 23-27). – Cherkasy: [in Ukrainian]
22. Berdnikova, Ye. (2005). Creation of conditions to implement the system of civic education of a personality. *Istoriia ta pravoznavstvo*, 16/18, 21-23[in Ukrainian]
23. Yurchenko, S. (2006). Management of educational work: education as a system. *Zavuch*, 9, 1-4 [in Ukrainian]
24. Yelnikova, H.V. (1999). *Scientific fundamentals of management of general secondary education in a region*. Kyiv: DAKKO [in Ukrainian]
25. Bekh, I.D. (2008). *Personality values*. Kyiv: Yurinkom Inter [in Ukrainian]
26. Lashyna, S. (2006). Educational system in present-day conditions. *Zavuch*, 9, 4-7 [in Ukrainian]
27. Akimenko, O. (2008). Psychological aspects of management of teaching staff. *Dyrektor shkoly, litseiu, himnazii*, 2, 92-98 [in Ukrainian]
28. Sorochan, T. (2009). Anti-crisis recommendations for the head of an educational institution. *Upravlinnia osvitoiu*, 11, 3-5 [in Ukrainian]