

## ВИЩА ШКОЛА

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### MANAGING THE DEVELOPMENT OF ACADEMIC STAFF TRAINING SYSTEM IN HIGHER EDUCATION BASED ON THE SYSTEM APPROACH

*In the article, the expediency of using the system approach to managing the development of academic staff training system in higher education institutions is substantiated. Effective management of developing academic staff training system in higher education institutions should be carried out in a coordinated manner and focused on the quality of academic staff because success and quality of organization of the educational process in general depend on them and use not only traditional but also innovative approaches, forms, methods and means taking into account the requirements of educational markets in both Ukraine and European countries. Managing the development of academic staff training system in higher education institutions will be more effective based on the system approach, but together with the synergetic approach. Moreover, while organizing academic staff training system it is appropriate to take into account external and internal factors that significantly affect the system. The system approach is to comply with the basic laws of the system, namely: composition, proportionality, problem consideration, ontogenesis, integration to obtain synergistic effect, awareness, stability. When managing the development of academic staff training system in higher education institutions, it is appropriate to use the structural and functional system that will ensure not only the structure of subsystems, but also their functional orientation. It is proved that the system approach to managing the development of academic staff training in higher education institutions should be carried out at different levels (international, state, university, department) using innovative technologies, forms, methods and tools that will contribute to management effectiveness which will promote information awareness of all subjects of educational process, adjust subsystems interconnection, consider time management (management cycle), university resources, external and internal factors to avoid crisis phenomena of the system, and also predict possible ways of system development for timely regulation of crisis phenomena; exercise control at all levels of the system, etc. and direct the system to a high level of the organization to obtain the synergistic effect.*

**Key words:** the system approach, academic staff, higher education institutions, management.

**Scientific problem statement.** Modern aspects of establishing and developing the system of teacher training in higher education institutions are caused by changes in the society's attitude to education and science, to the status and prestige of the teaching profession. The problem of the system of academic staff professional development in higher education institutions is recent and now it is in research focus of Ukrainian and foreign researchers, namely doctoral and candidate theses in various specialties.

**Analysis of recent research and publications.** Theoretical and practical aspects of developing the management system in the field of education are studied by O. Adamenko, M. Albert, V. Andrushchenko, T. Borova, O. Galus, H. Ielnykova, V. Zablotsky, V. Luhovoi, T. Lukina, A. Kharkivska, E. Hrykova,

F. Khmil, F. Hedoury and others. The system approach is used by R. Akoff, S. Honcharenko, H. Ielnykova, O. Iefimova, A. Kravchenya, T. Sorochan, A. Kharkivska, E. Khrykov.

**The purpose of the article.** Theoretically substantiate the feasibility of using the system approach in managing the development of the system of academic staff in higher education institutions.

**Main research material.** Methodological principles of education management in general as well as vocational and technical in particular are a reproduction of deep, determining factors, without which management activities in this area will not have necessary guarantees to achieve the expected effect [1, p. 35]. It should be noted that effective management of developing the system of academic staff training in

higher education institutions must be carried out in a coordinated manner and focus on the quality of academic staff training, because it is academic staff that affects success and quality organization of the educational process in general, while using not only traditional but also innovative approaches, methods and tools taking into account the requirements of the educational services market in Ukraine and European countries.

The author agrees with the opinion of A. Kharkivska, who in the article «System approach and innovations in modern pedagogical science» notes that the introducing the system approach in the context of modern market and economic relations contributes to the constant transformation and improvement of the education system. Based on the system approach, modern education trains graduates to adapt to different conditions and circumstances of professional activity, develops their ability to self-study and self-improvement, promotes rapid development of new skills and abilities [2]. Considering this interpretation in terms of managing the development of academic staff training in higher education, the management component of this system should be aimed at taking into account external and internal factors and implying technologies, forms, methods and tools that allow professionals to adapt quickly to various educational and social circumstances, to promote self-development, self-improvement and self-realization and fast mastering of new competences.

Taking into account the impact on the effectiveness of organizing all significant factors in interaction, according to R. Akkoff, this is the main principle of the system approach, and its essence is to study the most common forms of organization, which involves, above all, studying system parts, their interaction, studying processes that combine parts of the system with goals [3]. Thus, researching the management of developing the system of academic staff in higher education institutions should be carried out through the study of parts, namely at the international, state, university, departmental levels, understanding that they are united by one goal – effective management of the system.

O. Kustovska notes that the system approach contributes to forming an appropriate formulation of the essence of the studied problems in sciences and the choice of effective ways to solve them [4].

In management activities, the influence and interaction of many factors (both internal and external) are taken into account and have a direct and indirect impact on its functioning; management theories that use the system approach, more or less based on synergistic effect [5, p. 21].

Agreeing with O. Kustovska and from the point of view of managing development of the system of academic staff training in higher education institutions will be carried out more effectively based on the system approach, but in interaction with synergetic, while in organizing the system both internal and external fac-

tors should be taken into account because they affect the system.

The article hypothesis is supported with the ideas of A. Huryanov and O. Hryshko, who believe that the system approach is methodology for studying objects as systems. Moreover, the system includes two components: the external environment, including input, output of the system, connection with the external environment, feedback; internal structure – a set of interconnected components that influence the management subject on the object, processing input and output and achieving the goals of the system [6].

A. Kravchenya notes that the system approach to managing the quality of future IT teachers training structures and systematizes the management process, necessitates the formation of a targeted system of educational process management, which provides an orderly set of interconnected and interacting subjects and objects of training, designed to achieve the goal – to ensure high qualification of future teachers [7].

According to O. Iefimov, the system approach is about meeting the basic laws of the system. Let's analyze them in terms of managing the development of academic staff training in higher education, namely [8]:

1. Composition, ie coordination of common and private goals – a common goal is effective management of the development of the academic staff training system in higher education institutions, while private goals are of each participant in the educational process from the professional to the social.

2. Proportionality. Internal proportionality must be combined with external one, ie the appropriate level of developing the elements of the external environment. When managing the development of academic staff training system in higher education institutions should take into account not only the internal needs of a particular university or lecturer, but also rely on the needs of the external environment (needs of the market of educational services, current trends in education and science, etc.).

3. Considering «the bottleneck» with extra attention to the weakest system element: to take into account the problems that may arise while managing the development of academic staff training system in higher education institutions (lack of funds, low motivation).

4. Ontogenesis, which takes into account the sequence of stages of the life cycle (of a company/product). It is in the process of managing the development of academic staff training system in higher education institutions when the needs of each lecturer from young professionals (teaching experience up to 3 years) to doctors, professors, because each of them has own requests on topics, technologies, tools, methods, forms of increasing own scientific and pedagogical level.

5. Integrations that direct the system to a high level of organization and that allow to obtain a synergistic effect. That is, this effect in managing the development of academic staff training system in higher education is manifested due to the fact that the sum of potential goals is greater than the sum of the goals themselves, thus there is another additional unit of effect, defined as synergistic effect.

6. Awareness, which highlights information as the main condition for competitiveness. In this case, the phrase «He who has information, has the world» is appropriate, so in managing the development of academic staff training system in higher education, information awareness is one of the key characteristics that will ensure the process effectiveness.

7. Stability, which includes requirements for making the system (static state) and its functioning (dynamic state). While managing the development of academic staff training system in higher education institutions, it is appropriate to use a structural and functional system that will ensure not only the structure of subsystems, but also their functional orientation.

#### **Conclusions and future research opportunities.**

Thus, summarizing the above mentioned, the system approach to managing the development of academic staff training in higher education should be carried out at different levels (international, state, university, department) using innovative technologies, forms, methods and tools that will promote management efficiency, promote information for all the subjects of educational process, adjust to all subsystems interconnection, to consider time management (management cycle), university resources, external and internal factors to avoid crisis phenomena of the system, and also predict possible ways of system

development for timely regulation of crisis phenomena; exercise control at all levels of the system, etc. and direct the system to a high level of the organization to obtain a synergistic effect.

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#### **Бабакіна О. О. Управління розвитком системи підготовки академічного персоналу у вищій школі на основі системного підходу**

*У статті обґрунтовується доцільність використання системного підходу до управління розвитком системи підготовки академічних кадрів у закладах вищої освіти. Ефективне управління розвиваючою системою підготовки академічного персоналу у закладах вищої освіти має здійснюватися скоординовано та зосереджено на якості академічного персоналу, оскільки успіх та якість організації освітнього процесу в цілому залежать від них і використовують не лише традиційні, а й інноваційні підходи, форми, методи та засоби з урахуванням вимог освітніх ринків як України, так і європейських країн. Управління розвитком системи підготовки академічного персоналу в закладах вищої освіти буде більш ефективним на основі системного підходу, але разом із синергетичним підходом. Більше того, під час організації системи навчання академічного персоналу доцільно враховувати зовнішні та внутрішні чинники, які істотно впливають на систему. Системний підхід полягає у дотриманні основних законів системи, а саме: складу, пропорційності, розгляду проблеми, онтогенезу, інтеграції для отримання синергетичного ефекту, усвідомлення, стабільності. Під час управління розвитком системи підготовки академічних кадрів у закладах вищої освіти доцільно використовувати структурно-функціональну систему, яка забезпечить не лише структуру підсистем, а й їх функціональну спрямованість. Доведено, що системний підхід до управління розвитком підготовки академічного персоналу у закладах вищої освіти має здійснюватися на різних рівнях (міжнародний, державний, університет, кафедра) із використанням інноваційних технологій, форм, методів та інструментів, які сприятимуть ефективності управління, поінформованості всіх суб'єктів освітнього процесу, коригуватимуть взаємозв'язок підсистем, урахуватимуть управління часом (цикл управління), ресурси університету, зовнішні та внутрішні чинники, щоб уникнути кризових явищ системи, а також передбачити можливі шляхи розвитку системи для своєчасного регулювання кризових явищ; здійснювати контроль на всіх рівнях системи та спрямовувати систему на високий рівень організації для отримання синергетичного ефекту.*

**Ключові слова:** системний підхід, науковий колектив, заклади вищої освіти, менеджмент.