

УДК 37.091.313:005.3

O.V. Ivasiv

Postgraduate Student of the Department of Educational Management
University of Education Management, Teacher of French language,
ivasivolha@gmail.com

SPECIFICITY OF THE PROJECT MANAGEMENT IN EDUCATION

Today the attention of society is focused on the institutions of secondary education because they are formed not only the basis of knowledge but also motivation for work and creativity. In spite of the great arsenal of approved technologies of the education the teachers are in the search of effective technologies that are often borrowed in the economic sphere. The project has deep roots in business and technology. Although the theoretical justification of the project's in the pedagogy has been introduced by American scientist John Dewey in the middle of the 20th century the active penetration of this technology began in the late nineties.

It is well-known that the project management as a scientific concept and the practical technology is prevalent in business but in social and educational spheres were used other models.

On the basis of information sources and literature analysis we will consider concept: “project”, “pedagogical project”, “and project management”.

Many scientists have studied these concepts at the end of the 19th century and the begin of the 20th century. The project management is one of the most promising areas developments of the modern management. As scientists said that the management projects can be defined as “the kind of management activity that lies in organizational support for the implementation of projects” [3, p. 242].

Thanks to Mister G. Shchedrovitsky in the 1960's the concept project entered into the educational activities. As you know, the term “project” passed to the pedagogical branch of technology and meant the plan, prototype of a particular object, planned action plan, prototype of the alleged object [3, p. 242].

It is well-known that the classic set of the project management functions includes planning, monitoring, analysis, decision making,

streamlining and the project budget support, production organization, monitoring, evaluation, examination.

The methods of the project management allow: to define the objectives of the project and to carry out his substantiation to identify the structure of the project to determine necessary volumes and sources of funding to prepare and conclude contracts to determine terms of the project make a timetable for its implementation and calculate the necessary resources; calculate budget and budget of the project, plan and be able to account risks; provide control over the progress of the execution project [1, p.9].

There are different interpretations of the concept of educational project. Some scientists offer to understand the educational project as «a set of executed in a certain sequence of scientific, methodological, technological, organizational, financial measures that ensure the implementation of training programs», others -as a complex component, «which takes place in conditions of interaction with external environment, the activities of a temporary team of specialists associated with achievements in a certain period and with limited resources scheduled in a set of goals (tasks) and measures aimed at achieving a concrete educational result», as «the form of organization of classes, which provides a comprehensive nature of the activities of all his participants at getting educational products for a certain period of time from one lesson to one several months» [2, p.129].

The educational project is distinguished according to the target orientation attitude to the educational process the target audience and the number of participants in the project.

The purpose of the educational process is the realization of state and public interests in education which leads to economic, scientific, technical, social results. The project can cover various fields of activity: from the political to the marketing, training and management and on a scale: from a local level of educational organization to the international level [2, p.1291].

At the heart of the educational project is a certain problem with which we get the purpose and objectives of the students. The problems of research require certain methods to solve them. The main purpose of the project work is a search for solutions to the problem.

The main task in the project management is an effective organization the participation of students their active and creative

participation in the project. The project manager can be a teacher; he is assigned the role of coordinator.

So, the specifics of the project management in the institution of general secondary education are in such characteristic aspects:

- as a rule there is no funding for participation in the educational institutions projects the teachers bring students on voluntarily or participants use their own funds;
- the project activity is conceived as a learning tool and component extra-curricular work therefore the participation of teachers in projects is not included in pedagogical load;
- because the teachers find international projects and get involved to all-Ukrainian, often the directors of the schools do not know in which projects involve teachers and students;
- if the institution of education designs a project or uses it in an extra-curricular work then the name of the project must be included in the annual plan however a certain number of projects is not included in the plan as teachers unfortunately do not consider this an important work; the problem is attracting students to international projects; because many projects demand the knowledge of a foreign language so it's comprehensible that this condition reduces a lot of participants;
- working or cooperating with students the teacher has some obligations first of all, it's a help of participants find useful information, make a plan work on the project; secondly, it is necessary to develop a plan of work with students; and the most important thing is to get the feedback of the work done and to achieve a successful result on the project;
- in educational institutions the project has some advantages over usual methods because at lessons students are not always able to demonstrate the initiative and show their talents and work in the project allows students to show creativity teaches to work in a team and develop skills of an independent work;
- if the project the teacher used only in the classroom as a method to teach and no one assesses the training and effectiveness of it, then there is a great risk of the wrong because often the eachers call the project a solution to educational problems;
- in the regional educational environment don't function the centers that would provide appraisal and advisory services regarding the project management so the project is not fully implemented as

completed process the results of which can be used in the future in pedagogical activity.

Consequently, the specific features of the project are its dynamism, profitability, discreteness, technology, target orientation, problem, complexity, motivational, informational.

So a well-designed educational project helps to develop the educational process, and realize some goals and plans. The problem of the project management in educational institutions is one of the most important places because thanks to it can be the formation of the educational competence students its formed a collaboration between the teacher and the student.

References

1. Bredikhin VM, Tarasenko SI Project Management: Problems and perspectives *Young Scientist*, 2017. No. 4.4 (44.4). p. 9–11.
2. Kovaleva T.V, Vorobey D.V. Features of educational projects and managing. *Young scientist*, 2016. No. 12. p. 1290–1293.
3. Ostapenko A. The essence and content of project management and features technologies of the organization of project activities of future international experts economy. *Origins of Pedagogical Excellence*, 2013. No. 12. p. 241–245.

УДК 371.11+316.614.5

О.Б. Кізь

кандидат психологічних наук, доцент кафедри психології Тернопільського національного педагогічного університету імені Володимира Гнатюка, olgakiz55@ukr.net

ГЕНДЕРНА КУЛЬТУРА КЕРІВНИКА ЯК ЧИННИК ПОПЕРЕДЖЕННЯ ГЕНДЕРНОЇ ДЕПРИВАЦІЇ УЧАСНИКІВ ОСВІТНЬОГО ПРОЦЕСУ

Важливими умовами утвердження демократії в Україні є забезпечення рівного правового статусу та рівних можливостей його досягнення жінками та чоловіками, рівноправна їх участь в усіх сферах життєдіяльності суспільства і держави, досягнення фактичної, а не лише декларованої їх рівності в соціальній, економічній, правовій, політичній сферах, ліквідація усіх форм дискримінації загалом та за статевою ознакою зокрема. Визнання