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## Professionally significant features of managers and administrators in education as the factor of educational environment designing

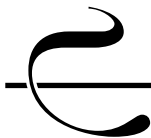
*In the article there are examined professionally significant features of managers and administrators in education, their most typical dynamic characteristics as components of sense of life strategies directed on formation of safe educational environment.*

**Key words:** vector of factorness, manager in education, psychological safety of environment and personality, self-realization, sense of life strategies: preventive, isolating, rehabilitating.

Psychological factors of safety of educational environment considered in modern psychological and pedagogical sciences are analyzed basically in a vector of factorness (the importance of influence) from the point of view of such components of safety of educational environment as features of subjects of educational process, influence of their psychological features on specificity of safety of modeled space. In modern pedagogics and pedagogical psychology the problem of psychological safety of environment and personality in educational space occupies one of the central places. Numerous concepts, models and systems of operationalization on forecasting and maintenance of psychological safety of schoolboys in conditions of educational space it is possible to typologize according three levels: the general (level of education system), private (level of process of training) and individual (level of concrete discipline).

Special section in the problem of safety of educational environment, along with health and psychological status of pupils, is a section devoted to studying of teachers' influence (those who are direct organizers of structural and functional components of the process of training) on features and specific displays of the training environment, development and self-development of pupils of different age groups. During the present period there is enough researches devoted to studying of various aspects of pedagogical activity of features of personality of the teacher, anyhow influencing on safety of formation of educational environment (requirement to the personality of the teacher, pedagogical abilities, individual styles of pedagogical activity, functions of pedagogical activity, pedagogical tact and its structure, etc.). Plenty of works are devoted to a problem of how the basic components of pedagogical activity – constructive component, organizing component, communicative component – influence considered features of education.

However, analyzing the pedagogical and psychological-pedagogical literature, it is observed an obvious deficiency of researches of how the style (or the way, more exactly) of management of an educational establishment influences features of safety of educational environment. Those data which are presented more often have fragmentary character and consider only separate private questions of considered problem. So in works of Anischenko T.A. (2005), Eliseev S.A. (1982), Shelomova T.V. (1997) there

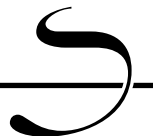


are examined psychological factors of safety of work of the manager in education. They reveal, that at the present period of development of modern school organizations, towards managers in education there are increased requirements to competence and efficiency of personality, to physical, moral, mental qualities and abilities. Such requirements entail increase of psychological loadings which negatively affect working capacity of the person, his attitude to work, and social and psychological climate in collective. Within the limits of the offered by these authors approach there are considered psychophysiological (safe psychomotility, necessary level of development of psychomotility for maintenance of a safe level of emotional and psychological stability, ability to overcome states, negatively influencing psychomotility) and psychological factors (mental states, individual and psychological factors, self-control, behaviour in extreme situation) of safety of work of the manager in education. It allows to study in more details restrictions of personal traumagenic factor from technical and organizational features, to correlate success and safety of work, to synthesize personal traumagenic factor in the system "person-person". Developing on a scientific basis special preventive actions which were included in structure of education, up brining, professional orientation, psychological preparation in the field of management, it is necessary to be guided by that success of the manager in education is influenced by following features:

- critical estimation of a parity between success and safety of work;
- ability to not risking in usual administrative activity, observing thus instructions, normative and legal acts;
- ability to run risks in extreme situation, providing thus success and safety of work;
- untraumatic and accident-free approach to work with creative contents;
- prediction of variants of action of sources of danger;
- distinction of weak signals, harbingers of danger;
- ability to the safe work organization.

The stated approach examines how the work of the manager in education structurally contains elements of danger (psychological and sociological), but basically it is focused on those aspects of safety of educational environment which are mainly connected with efficiency of prophylaxis of infringements of requirements of activity safety. However, thus there is no focus on features of the personality of the head of school which directly influence on psychological health of schoolboys and pedagogical collective providing a state of "psychological comfort" for all participants of pedagogical process.

The testing spent with teachers-heads in a number of schools of Kamensk-Shakhtinsk town of the Rostov area has allowed to reveal the most typical dynamic characteristics as components of their sense of life strategies. At a qualitative level depending on orientation on a problem of safe educational environment there were revealed three sense of life strategies: preventive (prevention of risks in educational environment), isolating (tendencies to see the reason of risks in educational environ-



ment exclusively in a context of social problems), rehabilitating (strategy of overcoming of risks in educational environment).

Studying of aspiration to self-actualization has shown that depending on orientation on a problem of psychological safety, teachers-heads focus on various aspects of self-realization. Also there have been revealed three basic similar to the stated above tendencies by means of which teachers-heads realize themselves during construction of safe educational environment. In preventive groups teachers live the present in a greater degree, not postponing life on "then". In a greater degree the positive sight at human nature is inherent in them (strategy of thinking as: "The person is kind by nature, all his negative features are from environment and education"). The creative attitude to life, aspiration to search for different variants of decision of arisen situations. Aspiration to have own, independent opinion on these or those questions. Free, easy, natural behaviour is given without efforts; the teacher is not afraid to be natural before subordinates or pupils. Sensitiveness (sensitivity of the person to his desires and needs). A scale of contactness and flexibility of behaviour testify that in preventive group teachers in a greater degree are focused on sociability, establishment of strong and benevolent relations with associates, aspiration not to be guided by social stereotypes, ability to self-expression in communication.

### **The Literature**

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