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National educational standards as a factor of the educational management*

The standardization of the educational process is one of the main features of the contemporary national education. Its necessity and practicability are generated by a range of conditions, including problems of the methodological level. As those conditions make appear standards, so the standards are connected directly or indirectly to the problem of pedagogical management [6, 7]. Moreover, there are some bases to consider standardization as the highest, strategical level of pedagogical management. Besides we do not take into our consideration the fact that standards are the bases for those aspects of management which can not be referred to pedagogical ones. (educational management carried out by management units, by the heads of educational establishments and so on). In our research we consider standards like pedagogical phenomena, though they have some global aspects [5].

First of all, according to the theory, the system is disposed to destruction, if it is too rigid. Such "rigid systems" were in the past, for instance, typical educational programs, the teacher had no right to go out their limits as a matter of facts.

In the compliance with them, pedagogical management, which function they completed, and in some cases are still carrying out, had a strictly regulated, rigid character. It is not the merest chance that they are disappearing and partially have already disappeared.

According to the same theory the system has a tendency to be demolished if it has too many "degrees of liberty". A great amplitude of the fluctuations is arising and can shake the system. As an example of such freedom, of the system which was too flexible, we can quote, the state of the national education system in nineties of the XX th century, when a lot of different educational establishments appeared. Among them - gymnasiums (classical and practical), lyceums (specialized and professional), schools - academies, top class schools though traditional ones still existed. Each type of school started to declare their own content of educational process; as a result a threat of destruction of the unique educational space within Russia appeared.

Standards, national by their status, appeared as a consequence of the need to hold the education within the unique space and, consequently, are called to fulfill the very important regulating function. In this sense they can be regarded as a mechanism of pedagogical management at the general scale of the country. The function of the state educational standards is certainly connected to the fact that they establish the continuity of the different stages of education, and being obligatory for different types of school, harmonize their activities [4].

Other functions of educational standards as mechanisms of pedagogical management attract our attention. Standards fix attention at the low, minimum level of

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educational content that must be assimilated. From the point of view of pedagogical management, it is very important that the teacher and pupils are quite free within the standard to choose concrete forms of learning the content and educational technologies. Moreover the teacher and pupils are free beyond the scope of the standards, they are only limited by class hours which are set up by the standards. It is easy to make a conclusion that one standard can result as a matter of fact in unlimited quantity of working, authorial programmes including their typical versions. So standards express philosophical relation of general and particular, particular and unique. Determining global strategy of education in the country and being a kind of socio-genetic programme of bringing up the rising generation, however standards give a great amount of freedom for their realization.

In the context of pedagogical management it is important that the teacher, school, management units being quite free at the level of choice of educational material, have no right to violate standards at the level of content assimilation by the pupils. All the extra material and knowledge that the pupils can acquire are inevitable

and welcomed, but they are result of their free activity, that is not obligatory. [1, 2, 3]. The above-stated limits, described by the standards, are undoubtedly important components of pedagogical management, teacher's regulating acts of pupils' activities.

THE LITERATURE

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