

**ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF DESIGNING
THE DEVELOPING EDUCATIONAL ENVIRONMENT
OF THE FUTURE MANAGERS OF ORGANIZATIONS**

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Purpose. To underline the relevance of design in the process of training activities, developing educational environment of the future managers of organizations. Special attention is paid to analysis the “pedagogical design” phenomenon. To define the essence of “developing educational environment the future managers of organizations” concept (in a broad sense it is understood as a specifically modeled conditions for the development of future managers of organizations competences, which provide the opportunity to achieve their desired goals and their implementation, to develop competence; and in the narrow sense it is a component of the pedagogical process: a form of organization the learning on the integrative framework that incorporates the best practices of innovative pedagogy). **Methodology.** The scientific methods that have been used in the paper are as follows: analysis, comparison and systematization, theoretical positions generalization, pedagogical experiment. **Findings.** Four relevant parts for the current stage in socio-economic processes development, in particular those which occur in Ukraine, organizational and pedagogical conditions of the future managers of organization developing educational environment designing have been found out: implementation of education personality-oriented technologies in the educational process as a prerequisite for subject educational activity development and self-development; improvement of the learning content when e developing educational environment designing on the basis of structural and logical analysis of the system of concepts, adjustment targets and modification the professional orientation of "Foreign language for professional purposes (English)" discipline content; intensification of educational-cognitive activity of future managers of organizations through the use of information and communication technologies and gradual transition from reproductive activities to the partial-problem and research objectives; providing future managers of organizations with long focused personal contact and best practices through the permanent remote support. **Originality.** The technology of the organizational-pedagogical conditions designing implementation into the developing educational environment of the future managers of organizations has been proposed. **Practical value.** During the experimental study it has been proved the effectiveness of these organizational-pedagogical conditions of designing and the developing educational environment, teaching-methodological support of their implementation. **Conclusions.** The designing of the developing educational environment of the future managers of organizations is an important feature of modern educational institutions and modern personality able to live and work in the new market economy and labor market. Based on the author's definition of the "developing educational environment of the future managers of organizations" essence concept, it has been identified and justified organizational and pedagogical conditions of designing the developing educational environment of the future managers of organizations. Further efforts will be carried on in the study of problems of planning integrated information educational environment of the University. **Key words:** developing educational environment, organizational and pedagogical conditions, design, future managers of organizations.

**ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ПРОЕКТУВАННЯ
РОЗВИВАЛЬНОГО ОСВІТНЬОГО СЕРЕДОВИЩА МАЙБУТНІХ МЕНЕДЖЕРІВ ОРГАНІЗАЦІЙ**

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Акцентовано увагу на актуальності проектування в процесі навчальної діяльності розвивального освітнього середовища майбутніх менеджерів організацій. Визначено сутність феноменів “педагогічне проектування” та “розвивальне освітнє середовище майбутніх менеджерів організацій”. Обґрунтовано організаційно-педагогічні умови проектування на сучасному етапі розвитку суспільно-економічних процесів, що відбуваються в Україні, зокрема умови проектування розвивального освітнього середовища майбутніх менеджерів організацій. Розкрито технології імплементації організаційно-педагогічних умов проектування розвивального освітнього середовища в процесі навчальної діяльності майбутніх менеджерів організацій.

Ключові слова: розвивальне освітнє середовище, організаційно-педагогічні умови, проектування, майбутні менеджери організацій.

PROBLEM STATEMENT The problem of the developing educational environment reflects the complex and contradictory globalization processes in education become a starting methodological position. Globaliza-

tion is gradually turning the world into a single space, contributing to the development of the world economy as a whole organism, but at the same time, causing a deepening of the international division of labor, interde-

pendence and competitiveness. Actively generated the innovative education "the world educational space", "European educational space", "global educational network".

In the context of integration processes of Ukraine, when the country's sustainable development and, in particular, the performance of organizations is directly dependent on the strategic and operational management, the issue of professional training of future managers of organizations is particularly important.

Methodological foundations environ approach in pedagogy is grounded in works by Y. Manuilov, L. Novikova, V. Slobodchikov, S. Shatsky, V. Aswn, the conceptual provisions of the education environment – in the works of V. Petrovsky, V. Panov, L. Smile. The theory and practice of designing the educational environment in educational institutions at various levels reflected M. Bratko, V. Grinyova, L. Karpova, A. Kernicky, K. Cool, T. Meng, A. Yaroshinskaya, etc.

Analysis in scientific research allowed determining significance the problem professional training of future managers of the organization and designing in the modern educational environment, which is reflected in the thesis in recent years (N. Bryukhanova, A. Wheat, C. Wise, etc.). However, the theoretical and practical aspects of creation developing educational environment in the context of ensuring the effectiveness of the learning process for the future managers of the organization not specifically addressed. The aim of the article is to define organizational and pedagogical conditions of designing the developing educational environment in the process of educational activity of future managers of organizations.

EXPERIMENTAL PART AND RESULTS OBTAINED. Regulatory imperatives. Regulatory imperatives for such areas of study found in government programs and documents at the highest level, including in the National doctrine of education development of Ukraine in XXI century [1] National strategy of education development in Ukraine for the period until 2021. (2013) [2], the Law of Ukraine "On higher education" [3], decrees of the President of Ukraine "On additional measures for the development of education in Ukraine" [4], "Main directions of higher education reform" [5], the National framework of qualifications (2011) [6], the White book of national education of Ukraine (2009) [7], Tuning-SQF (Sectorial Qualification Frameworks) [8], In the Prague communiqué (2001) [9], which noted the need for greater attention to the subjects of pedagogical process, emphasized the importance of introduction of modern educational strategies at all stages.

The goal of the research is the substantiation of organizational-pedagogical conditions of designing the developing educational environment in the process of educational activity future managers of the organization – contributed to use the modern theoretical research methods as: analysis, comparison and systematization, generalization of theoretical positions.

What is developing educational environment of the future Manager organizations? Based on the analysis of

scientific approaches to definition the essence educational environment (A. Verav, V. Ponomarev, A. Yaroshinskaya), developmental potential of the educational environment (Sh. Amonashvili, Grineva, Davydov, D. Elkonin, K. Kruta, V. Rubtsov, V. Slobodchikov) we have determined that the developing educational environment of the future Manager organizations in the broad sense specifically modeled conditions for the development of competences of a future Manager organizations as a subject of educational activity in which the opportunity to achieve the intended goals and process of achieving them to develop their competence in the narrow sense – is a component of the pedagogical process: a form of organization learning on the integrative framework that incorporates the best practices of innovative pedagogy [10, pp. 201-202].

In structural terms, developing educational environment is a complex of the following components:

- component interaction (teachers, students, external stakeholders);
- organizational component (motivational target setting, forms, methods and means of training);
- educational component (educational resources of the University, banks and knowledge bases, educational software, telecommunications) that provide system integration of various technologies, including innovation in the process of educational activity.

The functional aspect the educational environment of the future managers of organizations for production functions the managers of organization are focused on the creation of organizational and pedagogical conditions that contributed to the formation of readiness of the person to professional self-development [11, p. 8].

What is design education environment of the future managers of organizations? The designing of the developing educational environment of the future managers of organizations to understand multi-step planning activities for the definition of the organizational and pedagogical conditions realization of concrete pedagogical systems, which ensure the formation of readiness personality of a future Manager of the organization for professional self-development and improvement of his skills to adapt to fast-changing modernity in a globalizing world [10, p. 201].

We believe that the essence phenomenon of "pedagogical design" reflects the implementation in student centered approach to education. It contributes to the formation and improvement of skills individual to adapt to the challenges of the globalizing world. Identified the model (teacher↔student) and the specificity of designing the developing educational environment in the UNIVERSITY as a kind of social designing, the "scope of validity" which is a pedagogical activity with heterogeneous specificity of its features at different levels. The detailed argument is described in the dissertation study of the author [10, p. 201]. The theoretical foundations of the study became the basis for the development of organizational-pedagogical for conditions designing of the developing educational environment in the process of educational activity of future managers of organizations.

Based on the analysis of psychological-pedagogical and methodical literature on the research topic, the study of peculiarities of professional activity of future managers of the organization, their own experience of their training identified and justified a set of organizational-pedagogical conditions of designing of the developing educational environment in the process of educational activity of future managers of organizations: implementation in the educational process the personality-oriented technologies of education as a prerequisite for development and self-development of the subject in educational activity; improvement the learning content when designing of the developing educational environment on the basis of structural and logical analysis the system of concepts, adjustment the targets and modifications professional orientation of content in the discipline "Foreign language for professional purposes (English)"; the intensification of educational-cognitive activity of future managers of organizations through the use of information communication technologies and gradual transition from reproductive activities to the partial-problem and research objectives; providing future managers of the organizations long focused personal contact with the best practices through the permanent remote support [10, pp. 202-203].

How to organize the implementation organizational-pedagogical conditions of designing of the developing educational environment in the process educational activity of future managers of organizations?

The implementation of the organizational and pedagogical conditions occurred during the formative experiment in accordance with the stages of design and the author developed a conceptual model designing of the developing educational environment of the future managers of organizations. The model is the aim, tasks, object, subject, approaches, principles, and organizational-pedagogical conditions of design, requirements of the educational environment, designed and its components (Fig. 1).

Aim: designing effective education environment of the future managers of the organization, which provides conditions for the formation the subject of educational activities and readiness for professional self-development

Tasks: designing the developing educational environment of the future managers of the organization; development and implementation the organizational-pedagogical conditions in effective functioning for the developing educational environment of the future managers of the organization; formation readiness in subjects of educational activity to professional self-development; development diagnostic procedures to determine the level readiness of subjects of educational activity to professional self-development

Object: the process of training future managers of the organization

Subject: organizational-pedagogical conditions influencing the processes of formation a harmonious, versatile development of personality (the subject of educational activities) for which professional competence is the basis for competitiveness, self-realization and self-development in professional field

Approaches: innovative, systematic, competency-based, learner-centered, subject-subject, integrative

Design principles: subjectivity, creation a reflexive educational environment; activity, autonomy and creativity; the connection with the real, including professional life; advanced nature of the content of education; coordination all participants of educational process; partial openness the developing educational environment; dynamism; functionality

The demands for the educational environment that is designed: personal orientation; integrity, interrelationship and interdependence the major components of the environment; the openness of the environment to change; the synergistic nature of development; variability in relation to individual characteristics and needs of the subjects in educational activity

Components for the developing educational environment: structural: component interaction (teachers, students, external participants), organizational component (goal, objectives, motives, principles, criteria, forms, methods and means of teaching, the system of organizational and managerial influences, communication system), information-education component (educational resources of the University, banks and knowledge bases, educational software, telecommunications), which provide the systematic integration of content and complex technologies in the process of educational activity; functional: concerning the production functions of the managers of the organization and is focused on the creation of organizational-pedagogical conditions that contributed to the formation of readiness of the person to professional self-development

Organizational-pedagogical conditions for designing of the developing educational environment of the future managers of the organization

Implementation in the educational process personality-oriented technologies of education as a prerequisite for development and self-development in the subject of educational activities	Improve-ment the learning content when designing of the developing educational environment on the basis of structural and logical analysis the system of concepts, adjustment the targets and modification	Activation the educational-cognitive activity for future managers of the organization through the use of information, communication technologies and gradual transition from reproductive activities to the partial-problem and research ob-	Providing future managers the long personal focused contact with the best practices through the permanent remote support
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	professional orientation in content of the discipline "Foreign language for professional purposes (English)"	objectives	
Result: formed in subjects of training activities, readiness for professional self-development			

Figure 1. A conceptual model of designing in the developing educational environment of the future managers of the organization

Implementation the first organizational and pedagogical condition in the process of learning activities used personal oriented technologies as a condition of development and self-development the subject educational activity of the future managers of the organization: Dialogue discussion, i.e. learning technology on the basis debates and discussions, lectures-discussions, lectures and talks, workshops, round tables; technology case studies; design technology; gaming technology (gaming debate, games problem situations, role-playing and business games, exercises); technology of critical thinking development (from training to the individual and independent work, influence, exercises, tests, etc.) In particular the applied training "My organizational and communication skills", lectures, discussions and training exercises "Competencies," "Planning and organization of work," round tables "The modern educational program of the future "Modern educational program future Manager of the organization"" Developing educational environment of the future managers of the organization" using the works of Ukrainian and foreign scientists (S. Kouzmin, O. Pavlenko, O. Triakina, N. Timchenko-Mikhailidi, V. Pugach) [12; 13], tests-exercises "Technique research in self-confidence"; "Determine the percent of competitiveness", "Are you a purposeful man?", "Do you know the communication secrets?", which allowed to consider play an educational activity as a problematic field, which intensified the construction of a subject-developmental educational environment, and ensures the development and self-development of subjects in educational activity, for both vectors: students and teachers as subjects of educational activity, supported by the willingness of the teaching staff the universities to subject-subject relations in educational activities, thereby ensuring the integrity and consistency application of personality-oriented technologies in the design and realization the developing educational environment of the future managers of the organization

The second organizational and pedagogical condition was aimed at modification of the content designing in the developing educational environment on the basis of structural and logical analysis the system of concepts and implementation of professional orientation content,

particularly the content and targets of the discipline "Foreign language for professional purposes (English)" for future managers of organizations through the use of adapted English learning / reference / information tools UNECE and groups START-ed UN / ECE; their introduction in the normative-methodical documents of educational activity of students – future managers (updated content, adjusted targets, and updated educational-methodical complex of the discipline "Foreign language for professional purposes (English)"). In the implementation of the said conditions effective forms of work is recognized as a brain attack, in particular "Requirements of the labor market for competences of managers at different levels", "the Aim and importance of standards for the organization", "management systems Standards"; questions and answers, the method of expert groups and the like. For English language teachers was held methodical seminar "Designing of the developing educational environment in the learning process standards in the classroom in English" organized and systematic consultation on the effective introduction in educational process of organizational-pedagogical conditions and provided scientific and methodological support, which was aimed at improving the personal qualities of teachers (integration of consciousness, global thinking, wide knowledge and pedagogical skills)..

The third feature implementation of organizational and pedagogical conditions was: activation of educational-cognitive activity future managers of organizations through the use of information and communication technologies (webinars; involvement of extrapolation, adaptation and implementation of international educational tools, primarily the UNECE instruments portfolio; web resources: domains for different fields of activity, resources on management, human potential, the establishment of national committees on trade facilitation and transport; information about organizations working on trade facilitation; annotations to web resources (for example, "The world Bank. The development of an information portal on trade"); proposals for training based on the competency model of managers; educational portals and sites in Ukraine; educational websites and portals that support distance learning; domains related to the key areas of business; monolingual English dictionary of terms in foreign trade; a guide to effective information search on the Internet); gradual transition from reproductive activities to the partial-problem and research tasks with the aim of stimulating the motivational and cognitive spheres, formation of cognitive independence of future managers of organizations (search exercises and tasks of the "Management systems", "National and foreign experience", case studies "Business Process Analysis in Cambodia", "Integration and harmonization – the Felixstowe approach EN"; tasks organization independent of the design of learning activities, simulations of real situations, which may use the received knowledge and the like). The implementation of this provision was based on new approaches, new content and technology that meets the requirements of the information society and information and knowledge economy.

The fourth organizational and pedagogical condition implemented by providing future managers of the organizations long focused personal contact with the best practices through the mass permanently, including remote support (round tables/ meetings with well-known top managers; presentations, learning and adaptation of best practices; webinars; development and case studies "Facilitating port expansion through process simplification", etc., partial application of the methodology of cascade training (in terms of informal education: English study group, seminars-trainings in cooperation with the student government, in particular "International standards and the competence of managers"); use thematic dictionaries of international organizations; access to a permanently updated online training resources, a portfolio of print and electronic teaching resources) as well as through the implementation of integrated English author of the special course "Fundamentals of standardization", in particular the matrix of knowledge and skills of the module "International trade, standards and regulations", a group exercises the type of "Standardization as a design process: fundamentals of standards and standardization", the search task on "International and regional cooperation in the field of standardization", "Harmonization of standards" "Standardization in Organizations" and the like. Classes for the course was conducted using the above-considered innovative technologies and was aimed at creating an orientation field of self-determination, self-improvement and self-development of the subject of educational activities in the educational space of the University, supporting in using English-language international training and informational tools professional direction. For teachers of special subjects was held methodical seminar "Designing of the developing educational environment in the learning process standards" and are given basic training and methodological support, which included samples of adapted training programs, integrated English modules, thematic plans, methodological recommendations, English search, test tasks, sample cases, selected English thematic information resources.

CONCLUSIONS. The designing of the developing educational environment of the future managers of or-

ganizations is an important feature as modern educational institutions and the modern personality is able to live and work in the new market economy and labor market. Based on the author's definition of the essence concept "developing educational environment of the future managers of organizations" (in a broad sense understood as a specifically modeled conditions for the development competences of a future Manager of the organization, which provided the opportunity to achieve their desired goals and their implementation, to develop competence; and in the narrow sense – is a component of the pedagogical process: a form of organization learning on the integrative framework that incorporates the best practices of innovative pedagogy), the author identified and justified organizational-pedagogical conditions designing of the developing educational environment of the future managers of organizations:

- implementation in the educational process the personality-oriented technologies of education as a prerequisite for development and self-development of the subject of educational activity;

- improvement the learning content when designing in the developing educational environment on the basis of structural and logical analysis the system of concepts, adjustment the targets and modification professional orientation content of the discipline "Foreign language for professional purposes (English)";

- intensification the educational-cognitive activity of future managers of organizations through the use of information and communication technologies and gradual transition from reproductive activities to the partial-problem and research objectives;

- providing future managers of the organizations long focused personal contact with the best practices through the permanent remote support.

During the experimental study proved the effectiveness these organizational-pedagogical conditions of designing of the developing educational environment and teaching-methodological support of their implementation. Future efforts will consist in the studying problems of planning integrated information educational environment of the University.

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**ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ПРОЕКТИРОВАНИЯ
РАЗВИВАЮЩЕЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ БУДУЩИХ МЕНЕДЖЕРОВ ОРГАНИЗАЦИЙ**

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Обращено внимание на актуальность проектирования в процессе учебной деятельности развивающей образовательной среды будущих менеджеров организаций. Определена сущность понятий «педагогическое проектирование» и «развивающая образовательная среда будущих менеджеров организаций». Обоснованы организационно-педагогические условия проектирования на современном этапе развития социально-экономических процессов, в частности тех, которые протекают в Украине, развивающей образовательной среды будущих менеджеров организаций. Раскрыто технологи имплементации организационно-педагогические условий проектирования, развивающей образовательной среды будущих менеджеров организаций.

Ключевые слова: развивающая образовательная среда, организационно-педагогические условия, проектирование, будущие менеджеры организаций.

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