

The national basic research based on this approach is the paper by Zh.Petrochko<sup>1</sup>. The scientist proceeds from the fact that children in difficult circumstances may be grouped into two groups:

- 1) the ones who live in the family:
  - children living in families who find themselves in difficult circumstances and for which there is a threat of withdrawal from family environment;
  - orphans and children deprived of parental care, who live in families of citizens (foster children/graduates of family type boarding schools,
  - those who are under the custody);
- 2) those who grows outside the family environment:
  - children from the institutions for orphans and children deprived of parental care;
  - neglected and homeless children, inmates of the shelters for children, centres for social and psychological rehabilitation of children.

In this case, the author argues that particularly vulnerable are the children of the second group, because due to the lack of family environment their rights are violated more often. For the establishment and self-fulfilment of this category of children in independent adult life it is important to talk about their reintegration, defined as the return or entry to some social system by restoring or creation of the ties, social relationships, acquiring social experience, social competence. Reintegration shall be deployed in a network of social interactions at sensory-emotional, formal, emotional, social and institutional levels.

Social security approach is also represented by researches of S. Cherneta, I. Holubyeva, O. Karpenko, V. Moskalyuk, I. Pyesha, O. Potopakhina, I. Chenbay, Y. Chernovalyuk.

*Psychologically-based approach* considers the problem of orphans in the context of breakage of ties and occurrence of the deprivation, which is defined as a mental condition which is caused by the vital functions of the individual in terms of long-term deprivation or substantial limitation of opportunities to satisfy the critical needs. Presence of a child in the boarding school of any type leads to depletion of the environment, causing sensory deprivation, reduction of communication with others — social deprivation, emotional tone infiltration in conjunction with the staff — emotional deprivation, severe form of institution environment arrangement — cognitive derivation. Mental deprivation leads to deformation and slowing of the overall physical, mental health and social development of the orphans. Researcherseven talk about the formation of the “deficit type” personality: superficiality of emotional reactions, lack of deep affection and empathy to teachers and friends. These positions form the basis of research by I. Artemchuk, H. Bevz, V. Vins, I. Hladchenko, Y. Hoshovsky, M. Hulina, O. Zolotarova, O. Kiz, L. Kunhurtseva, V. Oslon, A. Polyanychko, V. Pushkar, H. Ulunova, Yurieva.

According to the *medical and social approach* (A. Holyk, L. Duhina, M. Korenyev, R. Moiseyenko, O. Stratyuk, K. Hlyebtsevych), physical development of the orphans is characterized as disontogenetic (retardation, asynchrony, regression), the significant reduction of anthropometric indicators, gastrointestinal tract diseases and metabolic disorders, pulmonary and dermatological diseases, cardiovascular pathology are observed. Often the mental and physical disorders, hospitalism is developed with the orphans. Thus, the doctors diagnose the syndrome of orphanhood, attachment disorder, behavioral regulatory disorder, multi-system disorder with the orphans.

Thus, the problem of orphans is the subject of interdisciplinary knowledge, as long as it is reflected in a number of socio-pedagogical, sociological, psychological, legal and medical research. The most significant is its expression at the level of society. We should agree with the opinion of M. Korenyev<sup>2</sup>, who noted that orphans and children deprived of parental care are the most vulnerable categories of the population which as an indicator of society detects its most urgent problems. Their diversity relates to various aspects of life of the state — from antisocial anomalies, value and moral base of its citizens, the level of culture and education to the political and socio-economic status.

*Timoshko Anna Nikolaevna, PhD, professor, dept. of educational institutions management and pedagogics of higher educational institutions, Institute of management and psychology, State Institution of Higher Education UMO, NAPS of Ukraine*

## **Self-management of the head of secondary educational institution in the process of development of organizational activities culture**

**Introduction.** Since gaining independence, Ukraine has been looking for generalization of and sharing the experience gained by the developed countries in the application of advanced technologies of public institutions organization and best practices of humanistic education.

The current situation in the country which is characterized by the rapid changes in political, economic, social and cultural spheres calls for new approaches, methods, and styles of work relations, as well as for gradual involvement of managers from different activities in conversion of rigid subordination management to mobile and flexible management. We believe that such modernization of organizational management is performed by means of mutual influences of organizational culture (the culture of the organization) and the organization heads' organizational culture based on the culture of their organizational activities.

**Analysis of the problem.** E. Schein, a renowned American researcher, treats organizational culture as ‘a system of basic collective ideas that are acquired by a group in solving problems of adaptation to the external environment and internal integration, which proved to be effective and therefore are regarded as values and passed on to new group members as the correct system of perception, thinking and feeling regarding these problems’<sup>3</sup>, p. 31–32. Vladimir Spivak from Russia defines organizational culture as ‘a system of material and spiritual values, and manifestations that interact with each other and occur in behaviors, interactions, perception of self and the environment’.

Development of the system of education being a state's priority area requires the strategic management tools to ensure effective work of educational institutions and increase their competitiveness. One of such tools is the organizational management culture. A world-wide theoretical and practical interest in the problem of assessment and development of organizational culture is a good proof of scientists' and experts' understanding of the importance and uniqueness of organizational management culture as a strategic tool.

<sup>1</sup> Петрочко Ж. В. Дитина у складних життєвих обставинах: соціально-педагогічне забезпечення прав: [монографія]/Ж. В. Петрочко. – Рівне: видавець О. Зень, 2010. – 368 с.

<sup>2</sup> Корень М. М. Медико-психологічні та соціальні проблеми дітей-сиріт/М. М. Корень, І. С. Лебець, Р. О. Моїсеєнко. – Х.; К.: Веллар, 2003. – 240 с.

<sup>3</sup> Раскрепощенный менеджер: для руководителя-практика/М. Вудкок, Д. Френсис: [пер. с англ.]. - М.: Дело, 1991. – 320 с.

Now that different educational institutions have almost equal opportunities in using advanced technologies and providing high quality knowledge, it is organizational culture that determines the educational organization's competitiveness and uniqueness. That's why '... the main content of the organization's strategic management is the development and implementation of a strategic plan of its development. This implies, first of all, the formation of a new organizational culture that provides a practical implementation of the organization's strategy'<sup>1</sup>.

In its turn, as practice shows, personal management (self-management) has greatly increased the level of organizational culture not only of professional managers, but also any specialist in any field of public life. The concepts described in the literature stem from the basic idea around which is formed a system of personal work methods and techniques to realize this idea. For example in L. Zaivert's concept of self-management it is the idea of time saving, in the concept of V. A. Andreev it is the idea of creative self-development, in the concept of M. Woodcove and D. Francis it is the idea of overcoming of one's own limitations, in the concept of A. T. Hrolenko it is the idea of development of individual business culture, in the concept of B. and H. Schwalbe it is the idea of personal business success. Creative organization of self-management in education includes the study of distinctive characteristics of both the subjects of personal-professional self-cognition, self-forecasting, self-projecting, self-regulation, and self-development (Z. Kuliand, A. Linenko, T. Osadcha, O. Pekhota, O. Sannikova, L. Talanova) and the subjects of pedagogical cognition, modeling, communication, and work (I. Ziazium, N. Kichu, L. Kondrashova, N. Kuzmina, N. Khmel, R. Khmeliuk).

Accordingly, high levels of secondary school heads' organizational culture can be reached by their improvement of professional competence as educational process managers (T. Dziuba, V. Kryzhko, M. Lukashevich, Ye. Pavliutenkov, V. Simonov).

The aim of this article is to analyze the content and distinctive characteristics of self-management of the head of the secondary educational institution as an important condition for the development of his/her organizational culture.

**Main findings and discussion.** The society and state have been created by the man. It is therefore logical that the development of humans, the society, and the state must be done in coordination and collaboration. This can be achieved by using the paradigm of organized management which is typical for the transitional stage of the societal development and stresses the priority of joint actions of first-persons and subordinates. Only an organized leader with a highly developed organizational culture can influence (raise levels of) organizational culture of educational institutions (e. g. secondary schools).

Organizational culture of the head of an educational institution (secondary school) determines the degree of his/her knowledge of the theory of management, organization work methods, experience, skills, abilities to implement organizational procedures that take up much of education managers' time of this level: work responsibilities, staff selection and placement, human resource management, organizational plans development, identifying priorities and communicating their importance to the staff, delegation of responsibilities in the implementation of management decisions, supervision, organization of compliance with the rules of conduct of all the members of the educational process, business communication, organization and conduct of business negotiations, and professional competence development through self-management.

Self-management in the management is understood as consistent and purposeful use by the leader of effective methods, techniques, and technologies of self-realization and self-development of their creativity.

The main objective of self-management is to maximize one's own capabilities, to consciously control one's life (to self-determine), and to overcome negative external difficulties at work and in personal life. Many managers are sometimes too focused on work processes rather than work results. With this approach they prefer:

- To do things right instead of doing the right things;
- To solve problems instead of creating alternatives;
- To save resources instead of optimizing the use of resources;
- To perform the responsibilities instead of reaching the results;
- To reduce costs instead of improving performance.

In response to the evolution of management and global changes in the management of educational institutions, self-management is gaining ground as a new trend in modern management in general and educational management in particular.

Proper organization of self-management by heads of secondary educational institutions has an objective that agrees with the end result of the institution's work that is provided by high organizational culture of all participants of the educational process and especially its head. The success of management largely depends on the head's organizational culture which represents his/her desire and abilities to plan the work on self-development, self-realization, and self-perfection, and thus is based on the principles of self-management. The results of the diagnostic stage of the pedagogical experiment allowed us to conclude that the formation and development of heads' organizational culture includes primarily self-development of his/her personal and professional qualities.

For effective self-development of individual qualities heads must choose a way to work on themselves which would agree with the distinctive features of their organizational culture and would be most effective for them. Keeping this in mind we used the method of introspection to analyze the strengths and weaknesses of managerial work.

For diagnosing self-organization of heads of an educational institutions as a component of their self-management one can use the following L. Zaivert's mini-tests: at the beginning of the day i reserve time to prepare myself for work and work planning; i delegate responsibilities to others as much as possible; i write down the goals and objectives, specifying deadlines for their implementation; i try to work on each official paper at one go; every day I make a list of things to do. I do the most important things first; i try to free my work time from irrelevant phone calls, unexpected visitors and urgent meetings; i try to distribute my work load in accordance with the diagram of my workability; My work time plan has gaps that enable me to respond to urgent problems; i try to direct my activities so as to concentrate primarily on 'vital' issues; i can say 'no' if my work time may be wasted by others when I need to do important things.

In answering each question the respondent can select one of the following answers with a certain number of points: 'hardly ever' (0), 'sometimes' (1), 'often' (2), 'hardly never' (3).

Interpretation of results:

0–15 points — You do not plan your work time and are in the power of external circumstances. You attain some goals if you make a list of priorities and follow it (31% of the respondents).

16–20 points — You try to master your time, but you are not always consistent enough to succeed (53% of the respondents).

21–25 points — You are an effective self-manager. You can be a model to everyone who wants to learn to use their work time efficiently (17% of the respondents).

The results of the investigation suggest that only 17% of the heads of secondary educational institutions are quite effective self-managers.

<sup>1</sup> Лукашевич Н. П. Теория и практика самоменеджмента: [учеб. пособ.]/Н. П. Лукашевич. - [2-е изд. испр.]. - К.: МАУП, 2004. - 360 с. С.31.

Self-management organization sets a number of special tasks depending on the organization of school work. The incomplete list of them includes the problems the teaching staff is currently solving, staff stability, staff's age, funding, facilities, use of best teaching practices, and participants of the educational process. Without solving these problems the success can hardly be expected.

**Conclusion.** Self-management is to be understood as managers' consistent and purposeful use of effective methods, techniques and technologies of self-realization and development of their creative potential to help develop their organizational activities culture.

Socio-economic and socio-political changes in Ukraine directly affect the process of educational modernization based on the competent management of secondary educational institutions the core of which is heads' organizational culture. Skillful management affects the 'cost' and 'rate' of education development and improvement.

The effective school development requires a new head, and hence a cohort of new generation leaders with a highly developed organizational culture. In our opinion, an important role in the training of both current and future heads of secondary educational institutions in education quality management is played by a creative self-management organization that motivates managers to rethink their professional credo, to clarify their roles in school development, as well as to determining their professional self-identity in new social and economic conditions.

*Triakina Olga Alexandrovna,  
Dnipropetrovsk Alfred Nobel University of Economics and Law,  
post-graduate student of the department of general and social pedagogics*

### **Implementation of the on-line modules of the World Customs Organizations into professional training of Ukrainian Customs personnel**

At the beginning of the 21st century the dynamic nature of international trade on the one hand and strengthening of organized crime and terrorism on the other have placed a great responsibility on Customs administrations globally to provide effective and efficient control, which would establish and maintain the economic security of the members of the international trade supply chain. This consequently has led to a requirement for Customs authorities to develop human resources which could better understand the full economic role of Customs in trade facilitation, economic and social protection, provision of economic data and revenue collection.

What is more, the global tendency of the academic world towards increased transparency of qualifications as one of the main components necessary to adapt education and training systems to the demands of the knowledge society has called for closer cooperation in the university sector worldwide and developing of unified professional standards in the area of lifelong education and training. Therefore the development of international and national systems of qualifications and professional standards has become a response to the need for the personnel able to satisfy the requirements of the labor market<sup>1</sup>.

Simultaneously the international processes of globalization and unification have concerned all the spheres of political, social, economic and academic life in Ukraine. As a result, the occurrence of new conditions of labor market has increasingly demanded effective approaches in training future professionals and their compliance with the globally adopted training methods and best practices.

In the view of the fact that the Ukrainian Customs administration plays a vitally important role in the implementation of a range of critically important government policies and contributes to the achievement of a number of national development objectives, the question of professional training of Customs officers has become significantly important to meet the requirements of the new strategic environment<sup>2</sup>.

It has been proved that during rather short period of the existence and implementation of the concepts of professional training of Customs personnel in Ukraine the academic experience of the international Customs community, especially of the Member States of the World Customs Organization (hereinafter — WCO), has been of considerable interest to Ukrainian educators. Thus, our research carried out in this paper concerning implementation of the WCO on-line modules into the professional training targeted at professionalization of Ukrainian Customs officials is, in our opinion, quite topical due to the need to identify the successful instruments and best practices of professional education adopted in the developed countries, which can be used by the Ukrainian academic world to develop or improve educational programs for Customs staff to BA and MBA level as well as for postgraduate training in compliance with international requirements.

Scientific works researching the issues of professional competence and professional training in terms of a higher education institution are of significant interest for our study (T. Bilous, O. Vasilenko, O. Vorobieva, A. Gordeeva, G. Devyatova, I. Zakir'yanova, I. Izmestyeva). The studies of A. Belyaeva, O. Kon'kova, V. Lyednov, M. Makhmutov, O. Melnikov, A. Krupchenko etc. are devoted to common problems of the theory of continuous professional education and building educational programs in continuous professional training of Customs authorities. Scientists are also considering the issues of productive professional activities of Customs personnel (A. Pankratov), factors of improving the mechanism of Customs administering (I. Vasiliev, I. Pogiba, L. Lozbenko, O. Kanheldiyev), experience of implementing international standards in professional training of Customs officers (O. Pavlenko), areas of academic study of Customs human resources (D. Viddowson), innovative methods and patterns of professional training in the field of Customs affairs (A. Poro, S. Jeannard, L. De Bock). Simultaneously, scholars of the international organizations such as the WCO, the WTO, the UN Economic Commission for Europe, the International Chamber of Commerce have dedicated a number of studies to unify job descriptions of Customs staff, to find effective methods, techniques and tools of the professional training of specialists in the field of Customs. However, theoretical analysis and practical application of these methods and tools for training needs of the personnel of the Ukrainian Customs administrations have not been done properly so far.

The purpose of the article is to analyze the experience of implementation of the WCO training instruments, including on-line modules, into the curricular of training programs of Customs officers in the University of Canberra (Australia) and give recommendations as to their subsequent adaptation to the national needs of the Customs Service of Ukraine.

It should be noted that nowadays five universities offer academic programmes recognized by the WCO<sup>3</sup>:

- the University of Münster (Germany);
- the Center for Customs & Excise Studies, University of Canberra (Australia);
- the University of Costa Rica;

<sup>1</sup> The WCO Capacity Building Development Compendium 2009, p. 4.

<sup>2</sup> Customs professional development: a key enabler for management excellence.//WCO News. – February 2011. – № 64. – p. 31.

<sup>3</sup> Viddowson, D. Raising the academic standing of the Customs profession.//WCO News. – February 2011. – № 64. – p. 29–30.