

ZIAZIUN'S PEDAGOGY OF BENIGNITY CONCEPTS AS A BASIS OF CHANGE MANAGEMENT IN HIGHER EDUCATION INSTITUTION



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Abstract. The problem of finding the latest technologies for change management in education systems becomes urgent. In a dynamic environment, among a number of innovative tools for managing the activities of an education institution, the balanced scorecard methodology should be noted.

Among the strategic goals of the education institution the dominant place is occupied by the formation goal (change management) of the core capacity. Besides, the core capacity is the total professional competence of the organization, its ability to perform the main intended task, the state of its corporate culture development. It is proposed to take academician I.A.Ziaziun's experience as a basis for change management of the core capacity.

Such concepts can be: Combination of human and socio-centric approaches in the education organization. Teacher (school master) is the core capacity of the education institution. Teacher's (school master's) mission is to promote the development of the student's "Self-concept" and constant improvement of one's "me". The teacher's task is to organize the students' independent education knowledge. Subjectivity of participants of education process. Moreover, the learning technology is always "original", it is always a work of art. It should be mentioned, that the application of technological solutions is impossible without comprehensive detailed study of the students' psychological personal traits. We need to be wary to the assessment of the students' academic achievements. It should be noted, that the teacher must have their own position as well as the confidence and responsibility for the results of their work. If you want to change the education system - constantly improve yourself.

Keywords: *teacher (school master), higher education institution, education program, balanced scorecard methodology, change management.*

Introduction

The speed of change in the «VUGA» world is approaching the point of singularity, yesterday's experience is rapidly depreciating. The current education system, even higher, has not kept pace with such changes. It is necessary to make the following arguments: «Education 2.0», «Production Revolution 4.0». Proof of this is the existence of a global society in the face of a pandemic and the need for rapid changes in the way of functioning of the higher education institutions. Nevertheless, finding the latest technologies to manage changes in education systems becomes even more urgent. As we see the old methods of strategic management which have been based on learning from the success of leading organizations are losing their effectiveness, and light, adaptive methodologies, are becoming time-consuming. They are dominated by predictability quick feedback, analytics.

In a dynamic external environment, the Balanced Scorecard (BSC) (Miziuk, 2009, pp. 27) is among a number of innovative education management tools which. We have implemented it in the system of monitoring the quality of education activity of education and methodological institutions of civil protection (Lytvynovskyi, 2017).

The first priority for building the BSC as part of the strategic management of the education organization is directly related to the introduction of the scorecard into everyday activities it is the development of the "strategic target maps" as a sustainable set of goals and indicators that are interlinked and reflect cause-effect relationships across all areas of the organization's activities (Lytvynovskiy, 2017, pp. 74)

Among the strategic goals of an education institution, we define the goal of core capacity building. More details are in our monograph (Lytvynovskiy, 2017, pp. 120). The core capacity is the cumulative professional competence of the organization, its ability to fulfil the main purpose of the assignment, the state of development of its corporate culture. Its main characteristics are the availability of qualified and motivated staff; the ability of staff to master education innovation technologies; the creation of an innovative corporate culture; and continuous learning and self-education.

In managing changes in the education system, it is necessary to search for new concepts. And while Warren Buffett claims that "there are no experts from the future... but only experts from the past ...", some of the works of predecessors are still relevant today. Their application in the management of modern education systems may have been necessary to improve their functioning. In our view, whatever changes in society that technology would not have mastered, basic concepts, requirements and the like remain unchanged. Such basic phenomena remain the achievements of Academician I. Ziaziun, which we propose like a base of the the core capacity formation of the modern education system. In this publication we will discuss some of the concepts of pedagogy of benignity of this scientist, which have been understood and applied in their own practical management and scientific and pedagogical activities.

Literature review. Ukrainian-language literary search by keyword «pedagogy of benignity I. Ziaziun» gives more than 4000 links. The search for a definition of the English language confirms its versatility in our understanding. Kindness, goodness, graciousness, benignancy, candor, humaneness, geniality. It seems that these are all the phenomena that the author placed in this category.

The publications of M. Stepanenko, D. Taran, E. Sokol, G. Filipchuk are notable examples of research in this field.

In the article M. Stepanenko The basic principles of Pedagogy of benignity of academician Ivan Zyazun are revealed on the background of the most important modern problems the educators face; these problems concern primarily the improvement of the method of pedagogical influence on the pupils. The content and genre specificity of the work of Ivan Ziaziun "Pedagogy of benignity: ideals and realities" (2000) were interpreted and detailed, where a profound understanding by the author of the life realities, human spiritual values, that objectively reflect the process of education of a gifted person, its formation, self-affirmation, awareness of all-winning power of benignity, Love, Truth and Beauty is consistently displayed (Stepanenko, 2019, p. 198).

In the article Y. Socol is disclosed I.A.Ziaziun's pedagogical views on the personality of the teacher and the student in the education process (Sokol, 2016, p.16).

In the article D. Taran analyzes the spiritual and education views of I. A. Ziaziun. Attention is focused on the historical significance of education heritage of I. A. Ziaziun for the society and state as a whole (Taran, 2016, p. 248).

G. Filipchuk notes that the life-creativity of Academician Ivan Andriiovych Ziaziun was subordinated to the ideals of serving his people. His "Pedagogy of benignity" is valuable for his natural synthesis of the principles of nationality, citizenship, patriotism, endowed with transcendental education functions for "living and unborn" generations. It serves as a solid foundation for national education in the context of strengthening Ukrainian identity. In the academic and pedagogical environment of this strategy, I. Ziaziun always adhered to his traditional "sense of honor, dignity and significance of education in society." He clearly understood how important it is for a teacher, a pupil, a student, and finally a state who seeks subjectivity in the world community, to balance the fundamental components of real and humane education in order to "take on the challenge of time with

dignity." These ideas are designed on the conscious experience of the adoption of the principles of culture and nature compatibility and multiculturalism. The attention is paid to foreign achievements in improving the quality of education systems through the dialogue of cultures that stimulates the development of education, industrialization, democratization, innovation of technological processes (Filipchuk, 2018, p. 57).

These authors approach the analysis of the pedagogy of benignity I. Zyasiun from different angles. In our study on the justification of the theoretical and methodological bases of the management of changes in education systems we define the concepts of pedagogy of benignity I. Ziaziun as constants in the management of education institution at all times and under all conditions.

Research methodology. In the course of the research methods were used: content analysis - in the analysis of the content of the researched work (Ziaziun, 2000); included observation - on scientific and pedagogical activities of the Teachers of benignity (O. Rudenko, I. Lytvynovska, etc.) Empirical Application of Conceptions of benignity Pedagogy in the National Defence University of Ukraine (2000-2006) Military Institute of Taras Shevchenko National University of Kyiv (2008-2011), the Institute of Public Administration for Civil Protection (2012-2021); declaring and modelling experiments in the organization and conduct of which the author took part in the course of his scientific and pedagogical activities; data generalization - during the writing of this article.

Research results. In our opinion, the work of I. Ziaziun, where the crystallized concepts of the management of the education system and its changes will remain constant and for future generations is "Pedagogy of benignity" (Ziaziun I.A., 2000). We're pretty sure of that. Indeed, we had the opportunity to observe how the team of the Poltava Pedagogical University (1990-2004), where I. Ziaziun was a rector-builder even after his departure realized these "theoretical assumptions" in practical "higher education" activity.

Today we hear from international experts - sensitivity, care, humanity (British project «Board analyst of teaching and learning»).

But these phenomena were methodologically justified by I. Zyazun.

The strength of any building depends on many factors. However, the most important one is the reliability of the foundation, the supporting structures.

In our opinion this basic theoretical and methodological construction of higher education institution which is confirmed by pedagogical practice, should be a combination of **human-centric and socio-centric approaches** to the organization of education. Modern philosophy of education in Ukraine, says I. Ziaziun, should only be humanistic: "The humanistic concept of education is holistic, that is, devoid of a statistical, impersonal approach to the person which arises not from the totality of individual cognitive processes and mental properties, but from the whole person. The most important aspect of this approach is the development of students separate normative knowledge, and the mechanisms of self-discipline, self-development and self-education taking into account the maximum manifestation of the individual abilities of each student" (Ziaziun, 1999, pp. 8-9). However, the expression of individual abilities must be translated into socially meaningful activities. The value of a society is the person who creates a socially significant product (service) for his society along with securing his own needs.

This concept becomes even more relevant in our time, the time of «consumum». A return to a focus on a human being should be at the core of an education institution. As a result, not ensuring the competitiveness of the employee and his ability to meet the ever-increasing needs in an era of consumerism, but returning to the origins of human creation and his public-interest activities. At the end, a formation of a viable generation and a sustainable society. Such a concept should therefore be included in all higher education institution development programs.

The second, but not the least, pillar is the understanding by all concerned that the **teacher is the core capacity of an education institution**. "The teacher is the fundamental force of social reproduction - cultural, economic, political. The social progress and all the achievements of the State and the people are excluded without teacher. It

is a direct productive force "(Ziaziun, 2000, s.). " The teacher is of a small number of peaceful professions that require fighting qualities to counteract lack of care and deceit. The silence in the classroom about the contradictions of life, the desire to bypass the sharp corners of life has turned into a mistrust of teenagers from the beginning to the teacher and then to the world of adults. But without trust - this natural solution, binds - it is impossible to build a normal school house "(Ziaziun, 2000, pp. 116).

In recent times there has been an administration of the education process, an error of purpose is the provision at all costs of a permanent education service. Not the public good - the education of the next generation - but the education services are supposedly in demand today. The leader, the manager, the financier came in first place. And the core capacity which the focus of education should be forgotten above all was forgotten. Among the requirements to the teacher is the number of articles, «Regalia» and his fateful competences then went to the second plan.

When setting up change management programs It is therefore necessary to find a place for the creation these fateful competences and in general the core capation of a higher education institution on which the overall outcome of a single higher education institution not only higher education, depends, but the survival of mankind as a whole.

Thus, the content-analysis of the pedagogy of benignity I.A. Ziaziun, and the study and further application of its provisions in practical activities have revealed the following constants in the formation of the core capacity of the higher education institution.

The mission of the teacher (educator) is to contribute to the development of the listener's Self Conception and the continuous improvement of his "Self-hood". "To develop means to search for new and more adequate ways of behaviour, thinking, perception and estimation, constantly to check their predictions and judgments does not fear to ask difficult questions "(Ziaziun, 2000, pp. 54).

The task of the teacher is to organize independent learning of students. Not the main actor in the audience, but the director of interaction of the listener with the teaching material, with each other and with the teacher.

"... The teacher (equal to the whole complex of didactic means used by him) is not a «filter» for the learning information], but is an assistant (consultant) in the work of the student, one of the sources of information" (Ziaziun, 2002, pp. 27). The task of the teacher is to direct "... pedagogical actions in such a way as to find in each of them unique creative beginnings and to support it, directing on self-development (Ziaziun, 2000, pp. 56).

Subjectivity of participants in the education process. "In pedagogical action there are two equal subjects on the substance - Human and Human. They must give each other a sense of peace, balance, well-being, happiness. How to do it is first and foremost known to the teacher. He must teach this to his students ... to teach them by his behavior, his status, his Knowledge, his humanity, his Freedom, his Love, his Happiness, his talent "(Zyasyun, 2000, pp. 74).

The technology of learning is always "... author's, it is always an art. (Ziaziun, 2000, pp. 52). "... not to impose a system of knowledge on students, but to deepen with each of them the secrets of the extremely interesting and original science ..." (Zyasyun, 2000, pp. 52). "... The dogmatism of the teaching of knowledge-free purposefulness restricts human freedom and prevents it from realizing itself creatively, individually, uniquely, unobtrusively, subjectively" (Ziaziun, 2000, pp. 48).

The application of technological solutions is impossible without a comprehensive detailed study of the mental characteristics of the listeners. Effective learning management requires the selection, development (generation) and application of learning interventions based on the analysis of the learner's dynamic model. "Attention and respect for the child, for his or her inner peace and for the creation of conditions for the maximum development of natural gifts and the potential of every child, for his or her self-improvement and spiritual growth are the road to the democratization of school life and the creation of creative life, the initiative, independent personality of a citizen of our society, bequeathed to us by great teachers "(Ziaziun, 2000, pp. 151).

"Any organizational form of the education process is only called a pedagogical process when it has a structure that reproduces a step-

by-step approach and an operational approach that meets the criteria of: naturalness combined with formality; integrity with discretion"(Ziaziun, 2000, pp. 28).

Search for adequate teaching methods.

"Active forms of study (modeling, micro-development, play) include in the work" internal states of the student "(Ziaziun, 2000, pp. 134)" ... saturation of activities with practical exercises has made a sober assessment of his abilities (a typical answer to the student's questionnaire) ... "(Zyazun, 2000, pp. 137).

A cautious attitude to the evaluation of students' education achievements. "There is no assessment for the mechanical reproduction of information. Moreover, there is no negative assessment. I still put my own thoughts independent thinking on the situation of the problem (Ziaziun, 2000, pp. 56). "... When you work with students for a year, you must know them and the grade cannot be unexpected for the student if he works properly ..." (Ziaziun, 2000, pp. 189).

The teacher's own attitude, confidence and responsibility for the results of his work. "A sense of self-confidence is necessary not only for a person's professional activities, but also for her in almost every purpose of

everyday life. Self-confidence is usually the result of a person's experience of his or her ability to meet the challenges that life presents to him or herself (Ziaziun, 2000, pp. 55). "... Work must be organized and work must be carried out. As air we need responsibility for the quality of personal work "(Ziaziun, 2000, pp. 189).

If you want to change the education system, you have to work hard. "... This is the most important sign of talent, and hence of pedagogy. The ordinary teacher or below the average level always finishes and therefore does not reach the top of the skill, and therefore influence on the psychology of subjects of learning. (Ziaziun, 2000, pp. 35).

The content of these concepts is very precisely defined by the author and it does not require further interpretation or generalization. Even though 20 years have elapsed since the publication of the research of the Academician, their application in the modern education system is problematic. In our opinion, it is sometimes due to vanity and lack of vision of the rectorate from laziness and low psychological and pedagogical competence of teachers from «diploma» motivation of the listeners. It could be different.

Conclusions

1. In the justification of the groundwork for change management (development programs for higher education institutions) it is necessary to bear in mind that the theoretical and methodological principles of the functioning of the higher education institution were and are a combination of human-centric and socio-centric approach in the organization of education, recognition of the teacher as the core capacity of the education institution.

2. There are constants of the change management in the higher education institution, namely: the mission of the teacher in creating «Self-concept»; the task of the teacher in organising personalized knowledge of the listener (student) subjectivity of the participants in the education process; awareness of the leadership of the technology of teaching is always author's, and its administration is the path to non-existence; the search for adequate teaching methods is the daily work of the teacher; a cautious attitude to the determination of systems of evaluation of students' education achievements is the key to its effectiveness; creation of conditions for the institution of the teacher's own position, confidence and responsibility for his or her work; creation of a dynamic system for the creation of core capacity - cumulative competence, corporate culture of the higher education institution.

The direction of further research is the scientific support for the introduction of these concepts into the functioning of the sectoral education system and the theoretical and methodological justification of the concept of its changes management.

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