
MANAGEMENT AND ORGANIZATIONAL ASPECTS OF MANAGEMENT OF THE CLASS AS A LEARNING ENVIRONMENT

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Abstract: The material presents the management of the class as a learning environment. Training covers as a system of management, co-ordination, self-regulation and self-regulation; managerial-organizational aspect of classroom management as a learning environment (traditional and non-traditional approaches); designing classes through person-oriented technology.

Keywords: class management, management, management technologies.

1. INTRODUCTION

Revolutionary changes in the educational sphere are based on the dominance of democracy and humanism, the open to the future education. This implies: linking the organization and the individual (as opposed to opposing the individual); Replacement of the authoritarian democratic type of humane subject-subject relationship both at the "pupil-teacher" level and at the "pupil-student" level; without edifying tone, conformism and uncritical acceptance of foreign positions, based on pluralism in student thinking and action; developing new integrated technologies, shifting the "center of gravity" from giving knowledge to a ready-to-learn approach to learning, learning the practical application of knowledge by students, an atmosphere of trust and psychological comfort.

To ensure efficiency in education and schooling, it is necessary to provide an appropriate classroom learning environment. If the environment is "positive, dynamic and interesting, it contributes to efficiency" (Ivanov, 2003: 376). We believe that the following aspects of classroom management can be outlined as a learning environment [Todorina, 2005]:

- management-organizational;
- management and technology;
- management-hygiene.

In this paper we emphasize the management-organizational aspect of class management.

For effective classroom management, it is advisable to interpret training as a management system. More generally, the concept of "management" can also be considered as a process (based on the cybernetic approach, without taking into account the relationship between the elements of the system and assessing their behavior only based on their status and functioning information), and activity (taking into account the relationships between the elements of the system (between the subject and the object of management)). [Simeonov, 1995: 27.] The same author views management as a complex process of impacts and interactions, from purposeful activities and actions.

In view of the current educational tendency to develop the impact on the personality of interaction and the requirement for pluralism in thinking and actions in the conditions of subjective subjective relationships, we should consider management in the learning environment as interaction between teacher-student levels and " pupil-student ".

The management of pupils' cognitive activity can be externally and internally, ie. self-management - unintentional or emotional regulation of the mental activity and deliberate or purposeful (self-targeting) [Desev, 2003: 472]. In the case of external self-government it is necessary to take into account the internal one, ie. self-regulation of cognitive activity.

If we follow the specifics of management in education, we will reach the levels: teacher management as a supervised subject; management of the teacher and leaders in the class (formal and informal); self-management of students. This process of changing levels of government is lengthy and complex. The teacher, in his position as a class manager, realizes the modern functions of a manager, facilitator, mediator and moderator.

2. MANAGEMENT AND ORGANIZATIONAL ASPECTS OF CLASSIC MANAGEMENT AS A TRAINING ENVIRONMENT

It is important to determine the prerequisites for organizing training without which it could not exist. Very accurately and completely they are defined by M. Andreev in the following way: 1) presence of a goal which stimulates the participation of teachers and students in the training at a satisfactory level; 2) presence of physiological and mental readiness to participate in the training; 3) willingness of the student to learn during the

training process; 4) presence of student activity in the training, as well as concentration of his / her attention on the educational activity; 5) availability of training material which is organized specifically for the needs of the training and presented to the students through didactic methods and means; 6) presence of a constant response to the student who prepares it for participation at each subsequent moment of the educational activity; 7) a certain degree of understanding of the meaning and meaning of the learning material offered for learning, as well as its application value; 8) the willingness of the student to counteract the learning failure if he / she appears; 9) the existence of an institution in which the act of education (school) takes place [Andreev, 1996].

2.1. Traditional approach to organization of classroom classes

For the management of the class as an educational environment, an important place is the organization of the lesson.

In order to achieve an effective organization of the lessons from which the lesson is central, the pre-teacher preparation for the lesson [Todorina - 1996, 2000, 2003, 2011] plays a significant role.

• The teacher's pre-training for the school year consists of:

1. Study of the new, special, pedagogical and methodological literature on the subjects of interest.
2. Detailed acquaintance with the main documents on content of education and training (curriculum, curriculum, textbooks and teaching aids) on the subjects to be taught. Orientation in relation to the basic requirements, tasks and the necessary volume of knowledge, skills, habits and qualities of the students.
3. Studying the class or classes documentation that will work on: the level of preparation and development of the individual pupils, the peculiarities of their physical and psychological development, the family environment, etc. If the students are taken for the first time, they could Home visits are also being made to get in touch with parents.
4. Analyzing good pedagogical experience of other teachers or of their own with relevant lessons learned about past achievements and omissions.
5. Preparing the necessary visual and technical means: repairing the old ones, purchasing new or hand-made ones. Providing conditions for their good storage.
6. Elaboration of the annual distribution (thematic plan) of the study material for the respective subjects.

• The immediate (specific) preparation of the teacher for the lesson is based on the annual distribution.

It is good to do one or several days before the lesson is held. An outline of the immediate preparation of the lesson is the developed plan-syllabus. In order for a syllabus to be a good one, each teacher should follow several main stages in the planning of the lesson:

1. Determine the place and role of the lesson in the general system of lessons on a global topic or section.
2. Select the content of the lesson, the specific learning material (textbooks and other sources are used).
3. Determining the structure of the lesson with the sequence and duration of the individual components according to the objectives and tasks of the lesson, the type of lesson, the specifics of the subject, the level of preparation and development of the students, etc.
4. Determination of the technological side of the lesson: the forms (frontal, group and individual), the methods and techniques (including for examination and evaluation), the necessary didactic means and techniques in the lesson, choosing the optimal combinations according to the known basic determinants and observing the principles of training.
5. Consider any additional self-employment of students; preparation of various options for individualization and differentiation of the activity; planning appropriate didactic games.
6. Provision of homework in different variants (may be differentiated) according to the activity in the lesson and the achieved goals; preparation and instruction for homework.
7. Obtaining visual material, testing the technical means; approbation of upcoming lessons in the lesson.

On the basis of this training the teacher develops a written plan-syllabus of the lesson (a tutorial). There is no commonly agreed scheme for compiling a plan-conspect. It can be detailed or short. Of course, beginner teachers need a detailed lesson plan. It usually includes two main parts. The first one lists: 1) date, class, sequential number of the lesson; 2) theme of the lesson (methodological unit); 3) type of the lesson; 4) aims of the lesson (educational, educative and developing); 5) used forms, methods and means of education. The second part introduces the course of the lesson, depending on its type.

2.2. Productive pedagogical technology for organizing the educational process

A complete technology (productive pedagogical technology) for the organization of the educational process is offered by JP Podlasy, which includes 12 steps [Podlasie, 2003]:

- Step 1: Thinking, Comparing [for details Podlaski, 2003: 7-54]
- Step 2: Select the technology [cit. : 55-98]

- Step 3: Design the process [cit. Cit .: 99-158]
- Step 4: Redraw the lesson [cit. et al., 159-204]
- Step 5: Really think [cit. et al., 205-234]
- Step 6: Divide with the illusions [cf. et al., 235-280]
- Step 7: We rely on the principles [cit. et al., 281-318]
- Step 8: Diagnosis [cit. et al., 321-352]
- Step 9: Select Methods [cit. : 353-396]
- Step 10: Predict [cit. et al., 398-422]
- Step 11: Optimize [cit. et al., 423-462]
- Step 12: Draw a plan [cit. et al., 463-495]

The proposed productive pedagogical technology for organizing the learning process is original and creative. Allows the teacher to express his / her own position in relation to the design, planning, conversion and prognosis of the lesson in the direction of its optimization and in order to improve the quality of the training. It is also worth noting that the principles of training that must be complied with due to their normative nature remain the basis for the planning of the lesson, and that training methods can be chosen depending on specific determinants. The steps listed step by step cover many important aspects of organizing the overall educational process in the creative demands of the educator.

3. CONSTRUCTION OF THE SCIENTISTS THROUGH A PERSONALIZED TYPE OF TECHNOLOGY

An important place for organizing the learning process is the person-centered educational technologies that take into account the age and individual psychological characteristics of the students.

From the perspective of this approach is proposed a structure of the planning of the system of person-oriented occupations [Huttorsko, 2001: 255].

According to these authors, the students are involved in the planning, planning, preparation, implementation and reflection of the educational process [2001: 255]. Emphasizes that prioritization of self-realization aims at prioritizing the concepts of self-realization of children - so the forms and methods of training are directed towards organizing productive activity of the students, they have priority over the content of the study material, they have an active influence on it can change and transform it. Such an approach strengthens the personality of learning, translates the emphasis from the question "what is learned" to the question of how to learn and the center of attention of the educator turns out to be not the study material, but the pupil himself, his teaching activity. The design of the occupation system begins with the selection and construction of a technological structure. It can be: a coherent structure; block structure; diverse concepts; homogeneous activity; group work; situational structure; individual programs. The design of the specific content is done through a technology map with corresponding databases. An individual system of student sessions is also presented. The individual curriculum is drawn up and corrected by the students together with the teacher. As a result, the student becomes a subject, constructing his education.

Of this type are both models that I have developed: a model of technology for mastering group learning methods in the initial classes in transition from subjective to subject-subjective relationships [Todorina, 1994, Todorina, 2000]; a technology model for the development of competences in future teachers for working with gifted children through interactive teaching methods [Todorina, 2009, Todorina, 2012]. Both models provide conditions for democratization and humanism, in accordance with the needs, choices and choices of learners, as well as for the development of socially significant personal qualities.

CONCLUSION

It is useful for the educator, as a supervised subject, to know the characteristics of the different styles of management and communication with the learners (authoritarian, democratic and liberal) and to judge who is best suited to the specific situation. Preferably, the democratic style is a combination of respect and diligence. A good class manager should be able to choose the appropriate strategy for organizing the activity, building communication, interactions and relationships in the classroom. It is expedient in its organizational and managerial activity to keep an effective manager in line with the current educational tendency to transform the subjective subjective relationship of subordination into subject-subjective relations of interdependence.

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