RESEARCH ARTICLES

Pedagogical Management Problem in the Pre-University Education System

Problema de gestión pedagógica en el sistema educativo preuniversitario

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Abstract
Language training management is a crucial task facing teachers who carry out pedagogical activities at the pre-university training stage. The pedagogical process is a complex system involving educators and students. The article describes the result of a survey conducted to examine the role of the teacher as the educational process manager. The communicative challenges to be overcome by the teacher are detailed.

Keywords: Pedagogical management, educational system, language training.

Resumen

La gestión de la formación lingüística es una tarea crucial a la que se enfrentan los docentes que desarrollan actividades pedagógicas en la etapa de formación preuniversitaria. El proceso pedagógico es un sistema complejo que involucra a educadores y estudiantes. El artículo describe el resultado de una encuesta realizada para examinar el papel del docente como gestor del proceso educativo. Se detallan los retos comunicativos a superar por el docente.

Palabras clave: Gestión pedagógica, sistema educativo, formación lingüística.

Introduction

The language training of foreign students at the pre-university training stage is a crucial task facing the universities of the Russian Federation. It is performed by preparatory faculties and contributes to the integration of Russian education into the European educational system.

As the most important social institution, pre-university training is aimed at preparing foreign students for studying core programs in Russian universities. In addition to development of communicative competence in foreigners, which is a necessary component of a second language identity, foreign students should master the knowledge and procedural-activity components ensuring the development of skills of educational and educational-professional activities.

To achieve the formulated educational objectives, we must build a complex multi-level system of pedagogical process management.

The development of pedagogical management in the field of language training was influenced by management theories. Thus, according to the theory of organizational management, any organization is a place where the interests of various management groups intersect. Accordingly, competition and rivalry for organizational resources and, as a result, conflicts between different management groups are inevitable. The organizational approach recognizes that there are confrontations between certain groups, formation of coalitions, a state of relative equilibrium, collapse of coalitions, etc., in any organization (Burkov, Korgin, Novikov, 2009; Gubko, Korgin, 2011; Gorelik, 1991; Kononenko, Khalezov, Chumakov, 1991; Matveyev, Novikov, Tsvetkov, 2005; Baron, 2008; Camerer, 2003).

From the viewpoint of the decision-making theory, the meaning of the "management" concept includes a system of scientific knowledge that constitutes the theoretical foundation of the process of making managerial (administrative) decisions. Having emerged during the period of fast industrial development, management began to be associated with activities related not only to business skills, but also to a special kind of art, the achievements of which can be applied to management by other organizations. Speaking of the specific aspects of management, scientists characterize management functions, as well as methods and techniques for managing people in businesses and non-profit organizations. Thus, managers are a special group that plays a huge role in social processes within the organization. The management category is understood as a system of methods used to achieve the goals and objectives of the organization (Ivanov, 2019; Litvak, 2003; Decision-Making Theory. Khalin, 2016; Shemetov, 2007).

Advocates of the functional theory of efficient management understand management as implementation of certain established actions. A manager is a technical executor occupying a certain position within the organization and performing organizational actions in a pre-defined manner. This understanding implies that the mode of action is more important for management than the result. It means that management is a formalized rational administration structure. Its distinguishing feature is that it is interdisciplinary in nature and focused on solving practical problems (Gerasimov, 2003; Gerasimov, Morozov, 2002; Fatkhutdinov, 2003).

Having analyzed the existing management theories, V.P. Simonov (1999) concluded that management ideas are present in pedagogical theory and are understood as a set of methods and techniques for managing pedagogical systems aimed at increasing the efficiency of the educational system.

The main integrative properties of the pedagogical process are integrity, focus, unity of the relationship between education and upbringing. For the pedagogical process to succeed, a clear administration or pedagogical management system must be built.
This study was based on the hypothesis that the teacher as the educational process organizer plays a huge role in the management of language training of foreigners within the Russian educational system. To make the pedagogical process more successful, the teacher must act as a manager organizing the educational process.

Methods

Since our work is largely theoretical in nature, we used a theoretical research method: analysis of scientific literature related to the organization of pedagogical systems management. The data accumulated by theory and practice of pedagogical management were generalized and synthesized.

In order to collect actual information, a survey was used. 46 foreign students and 13 teachers carrying out educational activities at preparatory departments took part in the survey.
At the first stage, the respondents had to name the key characteristics of a teacher as a manager organizing the pedagogical process at the pre-university training stage and specify the reasons of occurring communication failures. At the second stage, the most common characteristics of a teacher as the educational process organizer were selected. The respondents were asked to explain their choice using their own words.
The survey was anonymous.

Types of Organizational Structures of Management Systems in the Context of Pedagogical System Management

In management theory, it is customary to distinguish four types of organizational structures of control systems.

1) Linear organizational structure, where individual and group subjects are organized in a special hierarchy which implies subordination and coordination. The accuracy of management decisions is determined by the subordination and responsibility system of each component.
2) Functional structure is a structure where decisions of the line manager are further detailed by functional managers. Functional connections are coordination-based. However, the functional organizational structure proved to be inviable in management practice, since

decisions of individual managers conflicted each other very often, which contributed to conflicts within the organization, which acted as a factor disorganizing management.

3) Linear functional organizational structure is understood as a mixed type of management. The connections and relationships between the subjects enhance the functionality and efficiency of operations greatly. It removes the shortcomings of the previous structures as it is the essence of management in all large bureaucratic organizations: from private firms to larger government structures.

4) Matrix structure is a structure where temporary groups are created within functional units to solve certain organizational problems. Experience and qualifications are prioritized over the organizational status. There is a horizontal coordination of united actions. This organizational structure type is believed to be more flexible, since it can be easily modified and restructured according to specific goals and objectives.

As noted by V.S. Lazarev, each of these structures has educational systems in a state of stationary functioning (Lazarev, 2002). Education system management means a "special activity where its subjects, by solving management problems, organize cooperative functioning of the managing and managed subsystems (management bodies and educational institutions) to achieve worthwhile goals of the system and educational institutions" (Region: Result-Based Education Management. Theory and Practice (2001). Novaya Shkola, Moscow, p. 39).

The educational process quality can only be managed knowing the peculiarities of combining educational elements into a single entity, the pedagogical process.
The pedagogical process is a process aimed at changing the state of the pedagogical system. Its structure consists of all the components and connections between them. The key elements of the pedagogical process are: the education goal, the content of the educational process, the teacher and the student, methods, forms, and means of education.

The integrity of the pedagogical system is ensured by connections between the pedagogical system elements. The system is associated with such concepts as "element", "integrity", and "core factors". Each element of the pedagogical system is an element of the whole and performs a defined function.

Consider the main characteristics of the pedagogical system:

1) It represents the unity of elements,
2) All the pedagogical system elements are organized in a certain way,
3) The pedagogical system elements have integrative properties,
4) The pedagogical system is characterized by rational use of the teaching and learning resources, means, and time,
5) The pedagogical system is stable, which is the most important condition for an effective management process,
6) The pedagogical system contributes to adaptation of the education process participants to the environment,
7) The pedagogical system is a developing system capable of self-improvement.

Aspects of Managing the System of Language Training of Foreigners Within the Russian Education System

Like the creators of the "Russian Pedagogical Encyclopedia", by management we mean "a type of social administration that supports the focus and organized nature of the educational, innovation, and supporting processes" (Russian Pedagogical Encyclopedia, Vol. 2: p. 470). Pedagogical system management is a complex process. The objects of management are social systems: a class, a group, a stream, an educational institution, educational training systems, etc.

The pre-university education subsystems are the pedagogical process, educational work, and practice. The pedagogical process means focused interaction between the teacher and the students aimed at solving learning, development and educational tasks (Pedagogy, Slastenin, 1998: P. 127).

The pre-university education stage is the first stage of training of foreigners in Russia and is subject to the intra-university management system. Having arrived in Russia, foreigners become involved in the holistic pedagogical process aimed at achieving the best possible result, access to education in Russian.

The process of managing the pre-university training of foreign students requires a goal-setting system where the management goals correlate with the age, cultural and psychological characteristics of the foreigners.

Managing the language training system for foreigners is an activity related to the development of solutions in accordance with the set objective: to develop knowledge, abilities, skills, and educational competencies that will help foreign students pursue a degree successfully in the future.

Pre-university education is implemented by a system of educational institutions where the interests of educational service providers (the state, universities, etc.) meet those of the consumers (foreign students).

Traditionally, heads of the educational institution, their deputies, heads of specific units, faculties, departments, etc., are in charge of the administration system. Pedagogical management proceeds from the need to involve the teacher in the educational process management, since the teacher is the main actor in the pedagogical process and the organizer of educational and cognitive activities of foreign students.

Teaching Russian as a foreign language to foreigners involves implementation of a combination of pedagogical interaction techniques and methods by teachers as organizers of the educational process.

The core person of the educational process is the teacher, since his/her activities meet the goals and objectives of the educational organization.
According to L. de Caluwé:

"Managing the educational and cognitive process is closely related to the training course. Here, each teacher is also a mentor (manager). The goal of management is to support the functioning of small groups and individual students.... The management and teaching processes are closely related. This is expressed in the fact that the Russian education system does not allocate time for consulting, nor are there any "special consultants" (L. De Caluwé et al., 1993, p. 86).

Language training of foreigners at the pre-university education stage is carried out in groups of 5 to 12 people. A study group is a crucial element of the educational system at the pre-university training stage.

The organizer of the educational process itself is the teacher. Foreign students receive language training. They study the vocabulary and grammar of the Russian language, learn the language for specific purposes, as well as study their vocation-related subjects.
A teacher of Russian as a foreign language creates conditions necessary for individual self-expression of foreign students and encourages all-round development of the students.
The entire system of teaching foreign students is based on achievement of the educational goal. A teacher of Russian as a foreign language is a translator of life and cultural values. By contributing to the creation of a favorable microenvironment, the teacher creates a moral and psychological climate within the team.

Experiment Results

The role of pedagogical management in the management of language training was studied on the basis of survey data. The educational process participants were asked to evaluate the role of the teacher in managing the language training of foreigners.

The respondents named 5 key characteristics contributing to the management of the language training of foreigners.
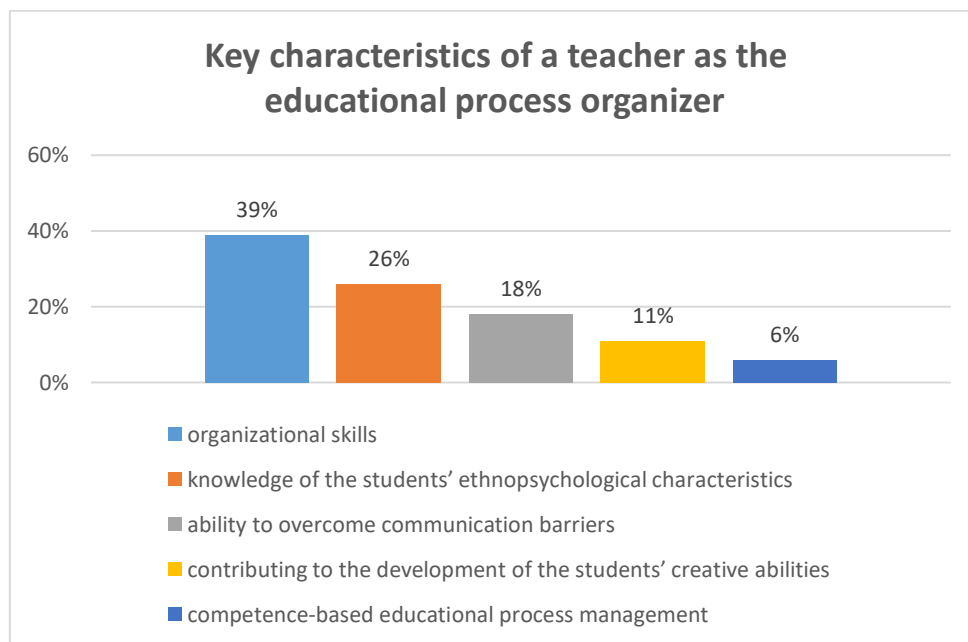
The study showed that the pedagogical process management at the pre-university training stage is aimed at increasing the effectiveness of the educational process. The activities of the teacher as a pedagogical process manager should be focused and based on the mechanisms of hidden management.

A teacher responsible for language training must have, apart from professional knowledge, special organizational skills. This was stated by 39 % of the respondents. A

Russianist should be able to establish relationships with students and colleagues knowing the peculiarities of the language, the culture of the country the foreigners came from.

The following main organizational skills were named: ability to lead, ability to build a team, ability to effectively delegate powers, ability to control the work of students, ability to correct the work of students, capacity for self-development, capacity for personal and professional growth, capacity for self-government, capacity for self-determination and self-improvement. The ability to find an individual approach to each student is valued in a teacher.

26 % of the respondents notes the need to know ethnopsychological characteristics of students. A teacher providing language training must understand that foreigners coming to Russia find themselves in an unfamiliar environment. They carry characteristics determined by their ethnicity, their psychological makeup. Furthermore, difficulties in learning Russian are related to the mismatch between the Russian educational system and that of the students' native country. A new cultural and educational environment creates challenges in adaptation to learning and living in the target language country.

Knowing the psychological makeup of students determined by the national and cultural patterns of the target language country helps establish adequate communication. When organizing the educational process, the teacher of the preparatory department should be able to use the resources, means, and students effectively and systematically, taking into account the ethnopsychological characteristics of the students.
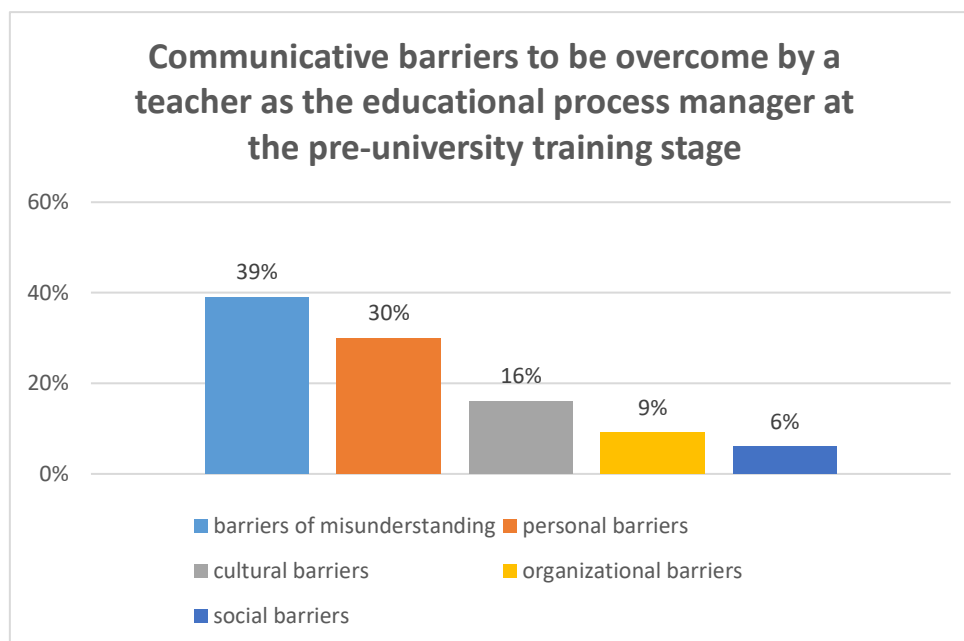
18 % of the respondents note the need for the ability to overcome communication barriers.

During the pedagogical process, communication barriers may arise associated with socio-psychological factors occurring in the process of communication (Figure 2).
Among communication barriers, 39 % of the respondents noted barriers related to misunderstanding at the semantic, phonetic and non-verbal levels.

30 % of the respondents singled out personal barriers among communication barriers. The experiment subjects said that personal barriers are related to ideological differences among students, their negative past experiences, their age, etc.

The next most common type of communication barriers is cultural barriers (16 % of the respondents) related to national and religious, ethical and aesthetic difficulties.
9 % of the respondents believe that communication barriers include organizational barriers related to the uncertainty of responsibilities and rights of students and teachers.
Communication barriers also include social barriers: status-related, professional, educational barriers.

Figure 2

Communicative barriers to be overcome by a teacher as the educational process manager at the pre-university training stage

(bar chart with values: barriers of misunderstanding 39%, personal barriers 30%, cultural barriers 16%, organizational barriers 9%, social barriers 6%)

Legend:
- barriers of misunderstanding
- personal barriers
- cultural barriers
- organizational barriers
- social barriers

Pedagogical support of the development of creative abilities of foreigners in the new educational environment is also considered as an essential condition for education. 11 % of the respondents believe that encouraging the development of students' creative abilities implies formation of a personality capable of self-expression, self-realization and having a positive "self-image".

6 % of the respondents note competence-based educational process management as a necessary characteristic of a teacher as an educational process organizer.
The task of the educational process organizer is associated with the need to base the educational process on general cultural and professional competencies.

Conclusions

The problem of pedagogical management in the pre-university language training system is relatively new and requires special attention from the managers organizing the educational process. Pedagogical management as an economic factor is associated with the development of market relations and the need to promote the Russian educational product on the global market.

Education management is pedagogical management, i.e., a set of principles, methods, organizational forms, techniques of managing the educational process which increase its efficiency and quality.

A teacher responsible for language training at the pre-university education stage is characterized by:

– presence of organizational skills, a teacher should have skills aimed at creating a language learning group with an atmosphere of mutual respect and understanding. Here it is important to know the ethnopsychological characteristics of the students, to be able to comprehend their spiritual life, as well as to overcome communication barriers,

– an individual approach to students. The person organizing the pedagogical process at the pre-university language training stage should be able to find an individual approach to each student. Here we should dwell on the mechanism of hidden control allowing the teacher to manage students unobtrusively, prompting them to take actions in the right direction; knowledge of the national and psychological characteristics of the students,

– ability to creatively manage the team and individuals, allowing each educational process participant to grow. It means the capacity for competence-based, creative management of the training team, contributing to the development of each member of the study group,

– ability to create a favorable psychological atmosphere in the study group. A teacher of Russian as a foreign language must organize the educational process in such a way that the relations between the study group members are based on the perception of a person capable of interaction.

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