METHODOLOGICAL AND PEDAGOGICAL ISSUES IN DEFINING EDUCATIONAL GOALS IN THE MANAGEMENT OF GENERAL SECONDARY SCHOOLS

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Annotation: This article discusses the determination of pedagogical goals, the object of pedagogical scientific research, and the identification of criteria that define the effectiveness of a goal-oriented approach in managing the activities of general secondary educational institutions. It covers the analysis of historical, contemporary-national, and foreign studies in line with the chronological problem principle in goal-setting. The article also emphasizes the consideration and evaluation of numerous factors and situations characterizing the initial conditions, the goal of personal development based on the educational opportunities of the community, and the use of an individual approach as the primary means to achieve it.

Keywords: practical aspects, scientific research, individual approaches, personality development, didactics, educational, subjects, relationships, formation, institution leader, activity, goal-setting, individual approaches, educational tools.

In the activities of general secondary schools, it is crucial for leaders and educators to define the goals of their activities for the next decade. Addressing the identified tasks facilitates the determination of the practical aspects of the structural elements of the goal. The integrity of the goal, along with tools that correspond to it and ensure the expected outcome, forms the structural foundation. Achieving the goal reflects the entirety of the process, beginning with the formation of the goal and culminating in its implementation.

Since the 1980s, the definition of pedagogical goals has become the object of pedagogical scientific research. The prioritization of the human factor and the need for an individual approach to teaching and educating individuals brought the necessity of studying pedagogical goals to the forefront of the academic agenda [1.45].

In the science of pedagogy, the study of the issue of goal-setting encompasses several directions, including defining the general objectives of education as well as clarifying educational and upbringing goals. One of the most important directions in addressing this issue is identifying the criteria that determine the effectiveness of a goal-oriented approach in managing the activities of general secondary educational institutions. In the current conditions, where significant attention is being paid to increasing the effectiveness of social upbringing, defining the content of educational goals is extremely important.

In pedagogy, there are various approaches to defining the concept of «goal.» These approaches differ based on their focus on cognition, didactics, or educational perspectives.

According to a group of scholars, while educational and upbringing goals can be achieved using general methods, they differ in their structure. Educational goals inherently reflect the educational process, where students acquire knowledge, develop skills and competencies for applying it, and undergo qualitative changes. Upbringing goals, however, specify the unique qualities formed in an individual as a result of their education.

The primary outcome of upbringing goals is the formation of an individual's relationships with their environment, themselves, and others. Educational and upbringing goals are interrelated and complementary, requiring no debate or contradiction.

In defining pedagogical goals, analyzing historical, modern-national, and foreign research according to the principle of chronological problem-solving is considered a priority task. Another task is to accurately understand the influence of educational institution leadership activities, particularly the goal-setting activity, on the research being analyzed.

To resolve specific educational issues, the teacher (educator) must first organize them systematically and select pedagogical tools. In this case, it is important to identify the set of tools and their interrelationships, rather than just listing them. The tools must guarantee the achievement of the goal.

The selection of tools aligned with the goal is the foundation of the education system. Using tools that match the goal in the educational process makes it easier for the teacher (educator). Identifying the set of educational tools in pedagogical situations is considered a simple method for internal school monitoring.

When using a particular tool, many factors and situations that describe the initial conditions must be considered and evaluated. Such an approach makes the tool an effective means to achieve the goal. Time, individual and group characteristics, and the capabilities and preparedness of the performers determine whether a given tool becomes widely applicable or is rejected.

The renowned educator V.A. Sukhomlinsky put forward his personal views, expressing the goal of educating an individual and the main means of its realization. In essence, the community is stronger than individual (separate) persons, and therefore, Sukhomlinsky's views on the concepts of «community» and «individual» are interconnected. As a specialist, he emphasized that a teacher should be affectionate toward children and able to enter into the spiritual world of the students. The pedagogical potential of the community is determined by the teacher's ability to understand, feel, and recognize the individuality of each student, as well as their ability to perceive the limited possibilities within the student community.

V.A. Sukhomlinsky considered the goal of a child's development to be the formation of personality based on the educational capabilities of the community. He recognized the individual approach as the main means to achieve this. He argued that the teacher's closeness to the community is of great importance, without being limited by specific organizational boundaries. That is, "those who engage with adolescents are part of the school community, the family environment, those around them, and those who work together in production".

In scientific research, conceptions based on specific historical approaches are stratified in various ways. The notion of "historicism" reflects the political, socio-cultural, and economic factors of the current era. In pedagogical practice, these factors are primarily identified as multi-faceted, firm, and stable expressions of individuality, as well as unique, singular phenomena.

From our perspective, it is entirely unexpected for the harmonious and unequal development of specific individual qualities, compared to extraordinary and novel phenomena, to become critically important for pedagogy. V.I. Zhuravlev aptly notes: "The inconsistency of numerous facts and indicators in the image, consciousness, and behavior of the modern student-the imbalance in the directions of knowledge and the unequal significance of their practical application-was not considered a foundation for pedagogical analysis until recently" [2.45].

In today's context, "the need to establish reliable criteria that adequately reflect the qualities contributing to personal development"or, in other words, define the goals of educational institutions-has become more pressing. Pedagogy cannot disregard issues such as the lack of control over the process of personal development, the absence of checks on outcomes, the inability to measure quality indicators, and the discrepancies between development, deviations, or regressions when compared to established benchmarks.

As expected, there is now a growing necessity for creative approaches to research methods and methodologies aimed at constructing a social portrait of students whose qualities resemble those of adults in terms of maturity. However, knowledge in this field is not solely confined to achieving and organizing results. It also encompasses historical exploration and predictive, often contentious, analyses.

The model of an individual, recognized as a social benchmark of education, is viewed as a "tool" or "criterion" by one group of pedagogical scientists, while another group regards it as "alternatives" or "multi-variability". In our view, a model is a process based on continuity and is envisioned as an ideal goal in terms of its outcomes.

Diverse goals require different criteria, as a single tool cannot evaluate various objectives and be universally applicable to all real-life situations. The abundance of moral and ethical qualities that should be reflected in an individual necessitates their generalization from a pedagogical perspective. However, moral and ethical attributes, such as knowledge, diligence, responsibility, aesthetic culture, worldview, and physical development, cannot be measured and assessed by a single criterion.[2.45]

When discussing the formation of an individual, the competence of educational leaders, including school administrators and teachers, stands out as a critical factor. In our view, these competencies undoubtedly represent significant goals that reflect the holistic development of a person. A compelling argument can be made that predicting developmental goals at all levels of education is a fundamental responsibility of educational institutions [3.112]. Accordingly, it is crucial to clarify the overarching objectives embedded in the content of educational subjects and identify specific educational and developmental opportunities during the curriculum design process.

Recent years have witnessed extensive pedagogical research, resulting in the creation of innovative textbooks and methodological guides based on principles of choice and diversity. These studies have also explored the subject-specific and interdisciplinary relationships of educational and developmental objectives [3.114].

These objectives are typically identified on two levels:

The Process Dimension: Considering the progression of the educational subject or curriculum.

The Organizational Dimension: Analyzing the developmental stages relevant to age groups.

Achieving a comprehensive and integrated approach to personal education and development objectives must remain the primary focus [3.115].

Systematic planning of holistic goals serves as a foundational characteristic in achieving educational objectives. The integration of goals reflects the creation of conditions for identifying variable and alternative goals. Determining the leading educational tools and specifying their application across subjects and age groups are regarded as essential tasks [4.35]. The application of this idea to the activities of general secondary school administrators involves the following directions for goal determination:

Considering the institution as a systemic entity.

Taking into account the unique characteristics of the pedagogical team.

Working based on the specific contingent of students.

Relying on the professional qualifications of teachers [4.36]. In practice, achieving specific goals represents the realization of possibilities to attain them. Research by Y.N. Kulyutkin and G.S. Sukhoskaya highlights that the essence of educational objectives lies in achieving specific effectiveness in the learning process. The results depend on the key conditions for achieving the goals. The authors define "effectiveness" as the expression of outcomes. These outcomes can range from highly effective to minimally effective or even ineffective [4.38].

The research primarily focuses on analyzing the relationship between goals and motivations within the educational process. According to several pedagogical scholars, the traditions of goal-setting and achieving encompass complex interrelations. The purpose of an action manifests either as its anticipated outcome or as the condition towards which the action is directed. The outcome helps identify the causal and meaningful foundations of an activity by addressing the needs of the subjects involved-clarifying the means through which the result was achieved. In some instances, the goals and motivations of an activity may align or diverge, depending on the context.

Scientific studies exploring the interplay between goals and means in educational activities are particularly significant. Researchers emphasize that the acquisition of knowledge is understood as both a theoretical concept and a practical representation. Knowledge acquisition is also noted to function as a means to achieve specific goals, a psychological mechanism for completing educational tasks, and a decision-making tool for school administrators. Theoretical knowledge and practical representations serve as critical subjective conditions and tools for defining, selecting, and achieving goals, as well as for making informed decisions [5.45].

A goal also serves as a clarified form of existing educational needs and motivations. If specific subjects and means, as well as their interactions, are utilized during goal realization, then the process of anticipating goals is closely tied to conceptual understanding of those subjects. This highlights the role of conceptual frameworks as essential tools for defining goals. In creative problem-solving, the content of goal formation varies depending on the associated motivations. Often, creative tasks require adapting overlooked scenarios to critical situations, formulating intermediate goals, and making decisions that collectively shape overarching objectives.

Motivations significantly influence the resolution of creative tasks and foster a deeper interest in pedagogical research. Consequently, the researcher aligns with the perspective that intermediate goal motivations must be explicitly identified. In the context of a school leader's creative activities, the following typology of intermediate goals warrants special attention.

Some theoretical perspectives from psychologists confirm the nature of the goal-setting process, particularly the distinction between motivation and goals. For instance, motivation is considered the purpose of solving a task. Thus, motivation and goals are not exactly the same thing, although they are closely interconnected.

Before delving into the essence of goals, it is important to clarify the conceptual significance of the term "goal" and its application in pedagogy. Three key aspects are considered in this regard:

A goal is the ideal, subjective image of the anticipated result in human activity.

A goal is reflected in the outcome of a given activity (even though it may be reflected in consciousness, it may not manifest as an image of the result).

A goal is both the practical result of an activity and its ideal image, thus the goals of the pedagogical team and teacher must align with the specific circumstances during goal selection.

In our view, the formation of goals in the management of general secondary education institutions involves several levels: the educational goals of the pedagogical team, teachers, students, and parents. Such multi-level acceptance of educational goals enhances the likelihood of achieving the expected results.

The selection of the activity's goal is reinforced by its implementation plan. Goals and plans are inseparable and complement each other: "If the goal is the reflection of the subject in the form of possibilities, then the plan reflects how those possibilities turn into actual human actions". In the hierarchy of goals, the following two principles are expressed:

Final-Intermediate.

Abstract-Clarity.

The principle of abstractness and clarity in the hierarchy of educational goals can be broken down into the following levels:

Ideal views about the all-round development of an individual.

Main alternative forms of human activity.

Generalized types of activity.

Activity (with an initial basis in subjective-objective relations) can be classified into three types: reformulated, comprehended, and value-directed.

In this context, V. Russ presented another approach, classifying human activity into two forms: emotional-practical and ideal (existing). The existing activity is further divided into the following types:

Comprehended activity.

Value-directed activity.

Activity designed and modeled with the outcome of the activity program.

Creative (artistic) activity.

As noted by I. E. Unt, when analyzing the development of educational goals, the teacher, who is guiding students' learning activities, must not only define the educational goal but also have a

clear understanding of how to evaluate its achievement (i.e., adjusting the feedback and activity states).

In pedagogical activity, there are two types of developmental educational goals: the acquisition of formal-logical skills and the development of creative abilities. The teacher shapes the educational goal in alignment with the curriculum and the student's interests and abilities, thereby transferring additional knowledge that complements the student's cognitive capabilities.

In the context of general secondary education institutions, the implementation of goals, the interconnection of educational objectives, and the motivational aspects of learning are critical issues, as discussed in the works of O. E. Lebedev.[9].

It is known that any pedagogical activity is aimed at shaping a particular individual and that this goal is a social one, set by society before the educational institution. This goal clarifies the expected results of all activities, which are reflected in pedagogical goals. One of the significant aspects of the research is determining the structural composition of educational goals. In this regard, the following elements are worth highlighting:

Using methods that allow the transition from comprehending activity to creative activity. Adopting a creative approach in studying the content of educational material.

The educational process's formative aspect is reflected in teaching students to conduct independent activities, cultivating skills for accomplishing tasks without the teacher's direct guidance.

In pedagogy, O. E. Lebedev was the first to study the system of educational goals and their interconnections, leading to the development of the "goal chain" or "goal tree". According to this approach, the interconnection of goals at the same level is expressed in the development of goals within the educational period, reflecting relationships between subjects or in the content of multiple subjects.

In the research, educational goals are categorized as primary and specific (individual).

Primary Educational Goals Include:

Formation of general secondary education knowledge.

Development of skills and competencies.

Shaping scientific worldviews.

Cultivating moral and ethical qualities in students.

Forming motivation for labor activities.

Developing motivation for social activities.

Establishing goals related to learning, activities, and subjects.

In our view, such "primary" goals also reflect the participation of the student as a subject in goal-directed activities, encompassing both educational and moral-educational tasks. Therefore, educational goals can be defined as a natural, interconnected movement of general educational goals, as well as the educational outcomes related to specific subjects.

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