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STATE-PUBLIC MANAGEMENT OF EDUCATION AS OBJECT OF SCIENTIFIC DISCOURSE

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Democracy is one of the oldest forms of political power in society, which immanently has the characteristics of sovereignty of people. «Transition to democracy is a wide-ranging process that involves modernization changes not only in the political, economic, social, cultural and educational processes <...> » [1, c. 59]. It means that such transition determines permanent and flexible response of subjects to changes, necessity of government publicity and transparency of management decisions and order as the traditional elements of democratic development, characterized by inconsistency, unpredictability, emergence of mutually

exclusive factors affecting the management process. Taking it all into account and understanding the necessity of fundamental changes in education and its management, a lot of questions should be considered concerning coordination of conceptual theses, basic terms and their definitions; also state-public management essence must be elaborated and retrospective of its development since the beginning of the 90th of the previous century must be considered. The study of public participation in the management of education are dedicated to the works of foreign authors such as J. Mill, D. Dewey, D. Conant, R. Westbrook, E. Guttman, E. Entwistle, T. Knight, A. Neil, M. Barber and others, who confirmed the relevance of the described problems not only in Ukraine but in many countries and its global nature. In Ukraine, the issue of the optimal mix of public and state in managing was explored by V. Grabowski, G. Yelnykova, A. Zaychenko, U. Kavun, L. Kalinina, M. Komarnitskiy, S. Koroliuk, G. Kostyuk, V. Knyazev, O. Marchak, O. Onats, L. Paraschenko, M. Ryabukha, O. Savchenko, O. Suhomlynska and others [1-8].

In the early 90-ies of the twentieth century, the situation changed after the full recognition of human rights and Ukraine declaration as a democratic state. People were able to defend, fight for their freedom and independence and to defend their rights. The state has ceased to be a comprehensive structure that controls and regulates everything. It is clear that the successful solution of these problems is possible only if the free democratic system is based on the principle of "free person – developed civil society – a strong state" structure in which people perceive democracy as their power, not the proclamation of ideas and making crucial decisions on behalf of the people. The introduction of democracy requires hard work, effort and patience on the part of people who should not only be united by the ideas of democracy, peace, social equality, faith in the success of democracy as a qualitatively different form of government under the

conditions prevailing in the society, but also familiar with the techniques of social democratization processes.

Where and how is a free person, for whom democracy and civil society is a natural common ground, is formed? First of all, "<...> it is the school as a leading educational institution, family, social institutions <...>", educational and informational environment [3, p. 22].

Modern Ukrainian school is not an exception and, therefore, it reflects these innovative changes that are declared and implemented in the country. The main modern challenge is to develop the young generation with a high level of human and the public dignity formation, provided with legal guarantees, moral and material benefits that can actually perceive, assess, and most importantly - to introduce and develop the ideas of democracy and social equality to address social significant on a national loss; teaching students not only to live in a modern state and to comply with its laws, to defend their rights and respect the rights of others, but also to apply to these practical skills during their own life and self-realization. The last thing may be ensured only by radically reforming the education system, as an important social sector of our country, in the organic unity of its construction and other sectors of the state and public administration of education on democratic and other innovative principles. It should be noted that the establishment and development of a civil society is based on local self-government institutions that have to provide a decisive impact on the objectives, content, form and results of the partnership between the person, the state and society.

Defining the phenomenon of state and public administration in education is one of the most difficult problems of public and social administration, based on numerous theoretical concepts of management, including public management, informational, principles of public and social administration. Primarily, this means the integrity, structured unity of interrelated components that are characterized in this case the relations

of authorities, "<...> which, in turn, have a structure, that is subjects and objects, organizational forms, principles of organization, management and implementation of the norms and democratic values" [4, p. 60].

The system of state and public administration in the education sector includes many different components, describing its subjective nature (public and authorities, local and regional authorities, educational authorities, individuals as subjects, public associations and the government generally), subject-object aspect of state-civil society relations (management and public governance, jurisdiction, powers, rights and duties, responsibilities, acts and actions, programs and methods, etc.) as well as organizational structures, organizations and institutions (the President of Ukraine, the Parliament of Ukraine, Government of Ukraine, the courts, the community, state and social institutions).

It should be noted that in the current studies, in most cases, the public is understood as the organized structures that meet the interests of different social groups in education and do not obey educational authorities. In particular, they are the following:

- associations of education workers (Associations of Education leaders, school managers, association of private schools, teachers for Democracy, League of culture, democratic development agencies, methodical associations, etc.);
- unions of education customers: parents, students (student and parent bodies of self-government, associations, clubs, etc.);
- structures that are functionally nonrelated to the education system, but are interested in competent and well-educated citizens of the country (employers, artistic and scientific associations, research institutions, etc.);
- non-governmental institutions which extend additional resources for schools to choose innovative ways and democratic development (charities, educational technology centers, resource centers, foundations, etc.).

The abovementioned components are the elements of a state system, interact with each other, will inevitably form a unity, numerous combinations of subjective state-public, informational and communicative relations, methods of internal and external links, which induce the appearance of different types of information serve as a supplement and interaction between components of the system and society, ways of interaction (both direct and indirect), an object of any hierarchical level that systematically operate in the structure of the latter only.

In conclusion we note that in Ukraine at the turn of the century there were developed quite favorable conditions for the modernization of educational management with the new democratic principles, universal and invariant values. Thus the development of a democratic society in Ukraine at the beginning of the 90th of the XX determined the implementation of state and public administration in education. This model is not new for education sphere, for the history of independence and autonomy gaining of the Ukrainian state in the first and last quarters of the XX th century.

State-public management of education became the declared legislative norm, that determined forming of relations of state power and society in control system of social spheres of country and required the change of forms, methods and technologies of administratively-command management to a management with the dominant of public component. State-public management in the sphere of education is priority direction of modern scientific searches and practice of state administration in democratic society. It is possible to assert today that importance of modelling and implementation of the system of state-public management of education is conditioned not only by an existent public educational policy but also by real necessities and interests of socially active society, leaders and participants of educational process.

In terms of modern state-public administration there are transitional processes of transformation in education: from a command, planning and centralized model of management education with hierarchical subordination of the educational sector to governmental bodies to gradually state-public management based on democratic principles in market conditions, from an ordinary human to a citizen as a free and self-sufficient person, who needs democracy, universal and national values, from linear to nonlinear processes in the field of management processes in education.

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