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ORGANIZATION OF SOCIOLOGICAL STUDIES IN AN EDUCATIONAL INSTITUTION AS A WAY TO INVOLVE STUDENTS IN RESEARCH WORK AND THE FORMATION OF MANAGERIAL COMPETENCE OF A TEACHER

Introduction

The change in the educational paradigm, which is realized in the competence-based approach to the formation of a modern specialist in various fields of knowledge, encourages teachers to organize the educational process accordingly. Encouraging students to research, and develop cognitive activity, self-organization, and self-discipline has become a priority in education. With the development of technology, the approach to learning is changing. A modern student is not always ready for a purely theoretical perception of the material and needs different approaches to learning activities. One such approach may be to organize micro-sociological research based on an educational institution. Involvement in such research will encourage students to search for the necessary information, set goals, justify relevance, and formulate research hypotheses, which will stimulate personal growth.

The effectiveness of the educational process is primarily determined by the desire and ability of students and teachers to be active subjects of activity, rather than alienated performers of professional and social roles. Therefore, it is important to search for ways and methods that would involve students in active research work and, at the same time, increase the professional-managerial competencies of the teacher. One of these ways is to organize micro-sociological research in an educational institution.

When offering this type of work, the teacher should be prepared to give students a certain level of freedom and take the position of a consultant, namely in choosing a research topic, formulating questionnaires, and identifying respondents. The teaching staff should be ready to cooperate with young researchers because it is possible to conduct research not only with students but
also with teachers. In the modern world, the ability to cooperate and organize work with social groups is important for any field of knowledge.

Such prominent foreign and Ukrainian scholars as O. Antonova, V. Verbets, D. Kozlov, H. Marinova, L. Maslak, N. Kushnarenko, V. Sheiko have studied the problem of organizing sociological research in an educational institution in the context of involving students in research work and forming the managerial competencies of a teacher.

**Purpose, subject and methods of the study**

The purpose of the study is to substantiate the role of sociological research in the formation of teachers’ managerial competencies and the ability of students to be active subjects of the educational process.

The subject of the study is the peculiarities of organizing sociological research in an educational institution as a way to involve students in research work and forming the managerial competencies of a teacher.

Research methods. The specificity of the topic and the peculiarities of the subject of the study led to the use of the following methods. The comparativist approach was used to identify semantic parallels in the formation of managerial competencies of a teacher and the ability of students to be active subjects of the educational process in the context of organizing sociological research in an educational institution; the hermeneutic method helped to clarify the peculiarities of organizing sociological research in an educational institution as a way to involve students in research work and form managerial competencies of a teacher. The structural-functional approach provided a study of the role of sociological research in an educational institution as a way to involve students in research work and form managerial competencies of a teacher; system-structural analysis helped to clarify the relationship and interaction of the structural elements of managerial competencies. An important component of the research methodology is the interdisciplinary approach, which involves the involvement and use of results and developments in the field of pedagogy, educational psychology, social philosophy and sociology of education.

**Results of the research**

Sociological research is a type of social research in which a social object is studied comprehensively in the entirety of connections and relationships through consistent, logical, methodological, organizational and technical procedures. There are the following types of sociological research: exploratory, descriptive and analytical.

Reconnaissance research is used to study the psychological climate in different groups (school classes, student groups, teaching staff) or to study the quality of work of a particular institution. The following methods of collecting information are used: questionnaires and interviews. Descriptive research is
conducted to obtain more comprehensive information about a particular social object: its structure, features and mechanisms of functioning. Written and oral surveys and analysis of documents (plans, reports) are used. Analytical research is conducted when the goal is to thoroughly study the causes that lead to the emergence of a particular social phenomenon [2, p. 24].

The main methods of sociological research are observation, survey and experiment. Observation is used to collect primary information about the activities of social communities, and the peculiarities of the behaviour of different subjects of social interaction. Conducting an observation involves five stages: defining the purpose, and objectives; selecting the object and situation of observation; selecting the criteria by which the observation will be carried out; choosing a method of recording the results of observation; processing, analysis and conclusions of observation [2, p. 43].

A survey is a method of collecting primary verbal information based on direct (interview) or indirect (questionnaire) social and psychological interaction between the researcher and the respondent. General and sample surveys are distinguished by the degree of coverage of the general population. A general survey involves all representatives of the labour or student collective and employers. In a sample survey, the number of respondents is a certain part of the general population or a certain proportion (sample) of the total number of students or teachers.

The questionnaire may consist of three parts: an introductory part, a main part, and a demographic part. The first part of the questionnaire contains the name of the organization and institution conducting the survey, explains the purpose of the survey, guarantees the anonymity of answers, outlines the rules for filling out the questionnaire, and emphasizes the importance and value of the respondent's answers. Questions can be closed, open, and semi-closed in form. A question is considered open-ended if the answer to it can be unregulated and given in any form.

Conducting a sociological study involves a certain plan of action:

1. Preparatory stage. At this stage, the research manager and executors are appointed (collection, classification and processing of empirical information); the division of the sociological research is into separate stages; setting deadlines for the development of methods, and their testing in a pilot study; organization of replication of research tools (questionnaires, expert sheets, observation protocols, etc.); determination of the timing of empirical information collection (beginning and end) and ways to control the reliability of the survey results; determination of the place and timing of mathematical

2. Collection and processing of information. Information is collected, and the collected data is prepared for processing, i.e., coding, encryption of empirical information and processing, and processing of the information received.
3. Analysis and interpretation of information. Analysis of the mathematical processing of the information obtained; determination of the forms of the final elements of the study (report, analytical note, abstract, report, etc.).

4. Implementation of the results into practice. Drafting of a report; preparation of a draft document on proposals based on the results of the sociological survey.

In order to involve students in research work, it is effective to organize such methods of sociological research as observation and surveys. As G. Marinova notes, "the main purpose of organizing research work is, first of all, to form the ability and readiness of a future specialist for theoretical generalization and analysis, as well as for empirical scientific research" [5, с. 182]. We agree with the author's position and add that today's dynamic world in the context of globalization requires a future specialist to have a high level of qualification, desire and ability to learn new things and master new technologies, as well as to self-analyze their own activities based on the results of sociological surveys.

But unfortunately, the modern educational process, according to the scientist and pedagogue Vitalii Zablotskyi, remains conservative and therefore is not able to orient a young person to self-knowledge and improvement [3, p. 216-217]. He notes that education does not realize the principle of learning at a high level of difficulty. V. Zablotskyi argues that the intellectual and psychological development of a student is possible only through intense spiritual search [3, p. 216-217], and therefore introduces the principle of choice into the field of education. The involvement of students in research work through the organization of sociological research will certainly contribute to the realization of this principle because the student strains his intellectual efforts and faces the question of choosing the object, subject and methods of research. In the process of organizing and conducting sociological research, "students develop skills and abilities to use modern technologies of information collection, data processing and interpretation, to correctly present the results of scientific research..." [5, с. 182]. Developing a sociological research program, defining its topic, purpose, hypothesis, subject and object, forming a general or sample population, determining the scope of responsibility of each member of the research group, and conducting and processing research results will encourage students to understand constructive communication, value and meaning differences between people, enrich their own experience, develop the ability to cooperate and interact responsibly in teamwork.

The observation method allows students to develop the ability to focus on certain social phenomena, to perceive information differentially - to choose the primary and secondary and to record what is only necessary according to the research protocol. The survey method, in particular interviews and questionnaires, develops the student's communication skills, analytical thinking, research skills, and creativity. Thus, observation and survey methods develop, on the one hand, professional knowledge, skills and abilities, and, on the other hand, form students' ability to be active subjects of the educational and research process. Only under
these conditions can a student become a highly professional specialist in the future.

The organization of sociological research certainly affects the formation and development of teachers' managerial competencies. However, before considering the role of the organization of sociological research in the context of the development of managerial competencies of a teacher, it is necessary to define the essence of the concepts of "competence", "competence", "managerial competence" and various components of the professional competence of a teacher.

Dmytro Kozlov defines competence as "a set of interrelated content orientations, knowledge, skills, abilities and experience necessary for professional activity" [4, p. 10]. That is, the competence of a teacher is the issues of which he or she is well aware and has thorough experience; it is the ability and willingness of a teacher to practically apply knowledge, skills and abilities in the educational process, to perform tasks and duties according to a professional standard.

D. Kozlov notes that, compared to the concept of "competence", the concept of "competence" is inherently much broader. Thus, referring to the Law of Ukraine "On Higher Education", he defines that competence "includes not only cognitive and operational and technological components but also motivational, ethical, social" [4, p. 10]. Competence in relation to competence is defined as its component: "competence means the possession of competence, which includes a person's attitude to it and the subject of activity" [4, p. 11]. Thus, the boundaries of a teacher's competence include knowledge and practical experience in certain professional issues (competence) and extend to other areas of educational activities that require further study, and clarification and at the same time increase the level of professionalism and qualification.

D. Kozlov emphasizes that the concept of a competence-based approach has become part of the conceptual apparatus of Ukrainian pedagogy in connection with the accession of the education system to the Bologna Process in Europe [4, p. 12]. The educational reform, which is being actively implemented in Ukraine, requires that the competence of a teacher should include a high degree of creativity, mobility and adaptability to professional activities, and readiness for lifelong learning.

According to Ukrainian researcher Olena Antonova, the basic component of the competency-based approach is the concept of "key competencies," which include:
- competence in the social and civil sphere, which ensures social activity and civic responsibility of the subject;
- competence in the field of social communication, which implies the ability to communicate orally and in writing in a native and foreign language; the ability to interact effectively and without conflict;
- competence in the social and individual sphere, which forms the ability to build family and interpersonal relationships, maintain a healthy lifestyle, improve one's spiritual and cultural level, etc;
- competence in the information sphere, which allows one to obtain, comprehend, process and use information from various sources;
- is a systemic competence that promotes the development of independent cognitive activity in social and personal life, skills of physical and mental self-regulation, self-organization and self-development;
- competence in the professional and labour sphere, which forms the ability to analyze the situation in the labour market, assess one's own professional capabilities, navigate the norms and ethics of labour relations and a wide range of professional issues, the ability to quickly and flexibly apply one's knowledge and experience to solve practical problems [1, p. 4].

O. Antonova emphasizes that mastering these key competencies creates the basis for the successful life of not only a teacher but also any person in the modern world.

D. Kozlov notes that in the psychological and pedagogical literature, the concept of professional competence is considered in both broad and narrow senses. In a broad sense, professional competence is the application of one's own knowledge and skills in practice, using mental, psychological and even physical capabilities [4, p. 15]. That is, in this sense, professional competence includes special competence (the ability to perform professional tasks and develop specialist knowledge, skills, and abilities); social competence (the ability to interact with other subjects of professional activity, willingness to take responsibility for the results of their own work). "In the narrow sense, the professional competence of a specialist is the professional training and ability of a labour subject to perform tasks and duties of the activity, the measure and the main criterion of his/her compliance with the requirements of professional activity" [4, p. 15]. In this sense, the narrow sense of professional competence is realized by teachers every day in their academic and extracurricular activities with students.

Thus, a teacher's professional competence is a qualitative characteristic of a specialist, which includes a system of scientific and theoretical knowledge in various related fields, an understanding of how to apply it, and integrative indicators of the level of his or her cultural development.

The scientific and pedagogical literature identifies the following components of a teacher's professional competence:
- motivational (motivation, values, interest in the profession);
- functional (knowledge of the methods of professional activity required to perform a particular task);
- communication (the ability to communicate and build professional relationships with colleagues and students from the "I am an adult" position;
the ability to choose the optimal style of communication in various non-standard situations;
- reflective (the ability to be aware of one's own emotions, feelings and actions, the ability to see and analyze personal achievements).

D. Kozlov points out that a qualified teacher should have a certain set of skills, namely: analytical, design, organizational, prognostic, reflective, communicative, perceptual and managerial [4, p. 16-17]. Among all these types, the most important skill is considered to be managerial, because the quality of learning depends on the teacher's ability to organize and manage the educational process.

Based on the research of D. Kozlov, we understand the managerial competence of a teacher as "the ability to plan, organize and control the educational process and own professional activity to achieve the predicted result, namely: to specify the goals of education and upbringing; to assess the level of student's academic achievements; to use various types and methods of control; to manage students' work in the classroom; to organize students' independent work; to determine pedagogical tasks in accordance with the discipline" [4, p. 20-21]. We share D. Kozlov's views and also note that, in our opinion, one of the main features of a teacher's managerial competence is the organization of the educational process in which the student will be an active subject of activity, not just a passive performer of certain tasks under proper control. One of the ways is to organize sociological research in the educational institution as a way to involve students in research work.

The main components of a teacher's managerial competence include the following:
- positional and value (professional and pedagogical orientation, professional motivation, professional and value orientation and pedagogical abilities);
- cognitive-operational (a system of knowledge about management as a leading activity of a professional teacher, about pedagogical management, about ways and forms of professional self-improvement);
- analytical and reflexive (ability to carry out pedagogical analysis of resources, design goals for students and the teacher in managerial formulations; ability to plan the educational process, organize it, implement and analyze it; ability to continuous professional development, mastery of methods of analysis and generalization of own experience through articles, speeches; ability to choose a strategic direction and forms of activity for professional growth) [4, p. 23].

Particular attention should be paid to the analysis of the attitudinal and value component, i.e. the professional motivations of the teacher. Ukrainian scholar Volodymyr Sabadukha emphasizes that in order for the educational process to be focused on the development of student's abilities, it is necessary to fundamentally change its content. The teacher should be a carrier of the personal principle - be motivated by social interest, strive to improve the intellectual and
psychological level of development of student youth, form in the student the ability to spiritual improvement and the will to overcome life's trials [7, p. 546].

V. Sabadukha notes that modern teachers have a low level of motivation and tell students only about the object and subject of the discipline, and the mechanisms of their development, but do not explain that the subject and product of the student's educational activity should be his or her abilities, essential forces. From the point of view of the scientist, the concept of "essential forces" covers four components: abilities, skills and knowledge (professional component), thinking and motivation (intellectual component) [7, p. 544]. In the process of studying, students are taught to master the content of the subject, the professional component, but almost no attention is paid to the formation of the intellectual component - the development of thinking, motivation to act (formation of social interest), while in the conditions of the globalized world and the information society, thinking and motivation to act are a more important component of abilities.

On the other hand, a teacher motivated by social interest has sufficient professional and intellectual potential to teach a discipline with high quality, and on the other hand, to perceive his or her relationship with students holistically and to control the process of spiritual development of a young person. The primary goal of such a teacher is to develop the spiritual potential of students. Skills and abilities include several related pedagogical technologies that a teacher is able to combine in a consistent manner. The subject is taught in the context of the scientific picture of the world. Thinking is three-dimensional and covers the teaching process, the nature of relationships, and the process of developing abilities. A teacher with a personal degree is able to highlight the connection between the subject matter and real technological, economic, legal, political, and worldview problems. The modern educational situation in Ukraine requires such a teacher [7, p. 546].

It should be emphasized that the organization of sociological research in an educational institution requires both an appropriate level of development of the position and value component (motivation) and the analytical and reflective abilities of the teacher, i.e. the ability to set the goal of sociological research, organize and conduct it, and analyze the results. The managerial competence of a teacher is related to organizational management, which includes such skills as developing a sociological research program; coordinating an action program in accordance with current legislation and sectoral regulations; correctly assessing resources (time, number of performers, their necessary and sufficient qualifications, information for performers and for providing it to the public, other interested persons and organizations); if necessary, drawing up a budget for sociological research; distributing duties and responsibilities.

**Conclusions**
Thus, by studying innovative processes in pedagogy and sociology, experts argue that education in the twenty-first century should become discursive, and the object of educational discourse should be recognized as the creation of a mature personality. The organization of sociological research in educational institutions of professional higher education will contribute to the education of mature individuals who are active subjects of activity among students. Also, the organization of sociological research is aimed at developing the following competencies of a teacher and a student: the ability to search for the necessary information material, the ability to determine the reliability of sources and to critically analyze them; identifying and solve social problems; motivating people and moving towards a common goal; the ability to navigate social processes, analyze ongoing transformations and act consciously and socially responsible; the ability to predict the course of social processes, analyze socio-psychological phenomena.

References

Abstract
The article examines the peculiarities of the organization of sociological studies in an educational institution as a way to develop the managerial competence of a teacher and the skills of a student. The main types and methods of sociological studies, stages of their organization and implementation were analyzed. The main components of the managerial competence of a teacher are defined, which include: positional-valuable, cognitive-operational and analytical-reflexive. It is proved that the organization and implementation of sociological studies increase the level of managerial competence of the teacher and form the students' position of an active subject of the educational process, contributing to the development of their essential forces - abilities, skills, knowledge, thinking and motivation.

Keywords: sociological study, students’ essential forces, competence, managerial competence

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