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PROGRAM-TARGET METHOD AS TOOL OF MANAGEMENT SYSTEM OF SOCIAL DEVELOPMENT IN THE EDUCATIONAL INSTITUTION

Annotation. The transformation of the Russian education system necessitates the introduction of modern management methods in the field of social development. With its unique features, the application of the program-target method to management issues is the most effective both at the Federal, regional levels and locally, in an educational institution.

Keywords: program-target method, program, education, educational institution, system of social development.

Modernization of the Russian education system has led to qualitatively new requirements for both the participants of the pedagogical process and the entire organizational and management system.

Today, one of the most important tasks of the reform is to focus on the full potential of students. The Federal law of 29.12.2012 N 273-FZ" about education in the Russian Federation "officially fixed concept "education" as the uniform purposeful process of education and training which is socially significant benefit and carried out in interests of the person, family, society and the state, and also set of the acquired knowledge, abilities, skills, valuable installations, experience of activity and competence of the certain volume and complexity for the purpose of intellectual, spiritual and moral, creative, physical and (or) professional development of the person, meeting his educational needs and interests [1].

The need for comprehensive development of the younger generation forms a new model of pedagogical activity. To solve the above problems, teaching staff, and even more managerial staff, should organize their activities focusing on the

principles of goal-setting, complexity and in-depth criteria analysis. Along with the planning, modeling and design, in terms of the predominant impact on the economy of market mechanisms, program-target management method is one of the priority methods of regulation of educational processes.

The program-target method is most often used in the presence of problem situations that do not find their solutions in the inertial mode of operation and development of the programmable educational system. In other words, the program-target method is used if the problem is not eliminated in the process of natural functioning of the system, but, on the contrary, tends to aggravate. As a result, it is necessary to take special measures, concentrate efforts, mobilize all the resources of the educational institution in order to solve the problem within a certain period of time. As follows from these provisions, the program-target method belongs to the category of problem-oriented, closely related to the solution of urgent, large-scale, long-term problems.

According to the E. B. A. and A. G. Lobko, in the broad sense, goal-oriented method that can solve large and complex problems by means of generating and conducting system of policy measures focused on the goal, the achievement of which provides the solution of the problems [2]. The method is based on the idea of bidirectional movement: from the goals to the means of achieving them and from the means to the goals that can be achieved through their use. The purpose is primary only in that it follows from the program problem and sets the General orientation of program actions, their orientation to the solution of the problem. At the same time, the parameters of the goal in the form of the achieved level of solving program tasks depend on the resource capabilities of the program, including such a resource as time. Thus, the program-target method not only focuses the funds used on the achievement of program goals, but also mutually agrees, links goals and means. The link is a set of necessary measures, actions aimed at solving the program problem.

A distinctive advantage of the program-target approach to the organization of social development in an educational institution is the unity of a clearly structured

content of the main document (program) with the mechanisms of its implementation. Program-target management is a tool for the implementation of the strategic plan of the educational organization and involves qualitative changes in the state of the object. Control over these changes is also an element of active feedback. In addition, in the context of limited resources, the relevance of the application of the program-target method is explained by its basic principle: the maximum result achieved with a minimum of costs (financial, logistical, personnel).

The program-target method of management of the social development system covers a number of interrelated and complementary activities, specialists of various departments, providing multilateral support based on an interdisciplinary approach, aimed at both solving the urgent problems of the younger generation, and preventing the occurrence of negative phenomena.

Another significant advantage of the program-target method of management is the justification of social efficiency - the extent to which the proposed program helps to solve the problem situation. The presence of a real social effect is a sign of the social impact of the program.

In the implementation of the program-target method for the management of social development, several stages should be identified.

The first stage is informative. At this stage, the staff of the educational institution examines the situation, identifies problems, resources and prospects for its solution.

The second stage is the target. It is at this stage that the main goal of the forthcoming work is formulated (in our case – the organization of the social development system), its division into sub-goals is carried out.

At the practical-strategic stage, a strategy for the implementation of the goal and objectives is developed, a series of activities, tools and ways to achieve the goal are developed. At this stage, in the above-mentioned case, we develop a set of measures involving various specialists-a psychologist, a social pedagogue, a specialist in social work and others

During the organizational stage of implementation of the program-target approach, a system of interdepartmental interaction necessary to achieve a positive result is created, a coordination Council is formed.

The next stage is implementation and practical. At this stage, a set of measures planned in the program is being implemented.

The final stage is an analysis of the situation in a particular direction of the program, that is, the results are summed up and a set of additional measures is developed, if the result is not achieved or not fully achieved [4].

The method of program-target planning today is the most effective way to achieve positive results in the social sphere. Program-target planning makes it possible to purposefully coordinate the actions of all departments whose activities affect the quality of life, to combine efforts to solve the tasks [3]. The practice of application of target programs at different levels has proved the successful use of this method, and therefore gives us the right to assert the effectiveness of its application in an educational institution.

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