

Conclusions. Thus, the current education system in Romania is focused on the continuous process of education and upbringing of the younger generation and the formation of intellectual development and creative potential. As a result of the amendments to the Romanian Law on National Education, No.1 / 2011 of 5 January 2011, the education system contributes to the dynamic development of secondary, vocational and higher education, open to change with a view to improving the social, vocational and material status of education as a whole.

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СУЧАСНА СИСТЕМА ПЕДАГОГІЧНОЇ ОСВІТИ РУМУНІЇ

Стаття є дослідженням основних напрямків сучасної системи педагогічної освіти Румунії. Встановлено, що сучасна реформа освіти Румунії розпочалася у 2002 році і має на меті поступову інтеграцію до освітнього простору Європейського Союзу. Розглянуто сучасну структуру системи освіти Румунії та детально проаналізовано кожну складову. Визначено систему організації дошкільної освіти та її розподіл на вікові групи. Наголошено на особливостях середньої освіти. Встановлено, що середня освіта починається з початкової школи та визначено особливості системи оцінювання на цьому рівні. Зазначено, що починаючи з п'ятого класу відбувається перехід у середню школу, де змінюється система оцінювання на десятикову систему. Зазначено, що середня школа має дві складові: обов'язкову освіту та класи старшого ступеня. Підготовку фахівців здійснюють заклади державної і приватної форм власності, які мають автономію у здійсненні своєї діяльності навчання. Визначено, що система вищої освіти Румунії поділяється на три ступені. Розглянуто перший ступінь вищої освіти, який передбачає два варіанти навчання і залежно від обраної спеціальності може тривати від чотирьох до шести років. Визначено, що другий ступінь вищої освіти Румунії включає магістерську програму та аспірантуру. Встановлено, що третім рівнем вищої освіти є докторантура, яка триває від чотирьох до шести років, залежно від форми навчання, і закінчується присвоєнням ступеню доктора після успішного захисту дисертаційної роботи. Визначено ступені навчання педагогічних працівників у системі дошкільної та початкової освіти, а також мінімальні вимоги до їхньої подальшої професійної підготовки у закладах вищої освіти.

Ключові слова: педагогічна освіта, Румунія, початкова освіта, середня освіта, вища освіта.

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THE SUBJECT AREA OF THE TRAINING OF MANAGERS FOR HIGHER EDUCATION SYSTEM

In the article we investigated the approaches to training managers of educational sphere in the system of higher education of independent Ukraine, analyzed the legal and regulatory framework that defines the branch of knowledge, speciality, subject area for any educational program Training of specialists in the higher education system. It was found out that in the provisions of normative documents of the Ministry of Education and Science of Ukraine (order from 06.11.2015 no 1151), in tables of the list of specialities on which was carried out training of specialists in higher educational establishments Educational qualification levels of specialist and Master (List 2), and the list of fields of knowledge and specialties, which are trained for applicants of higher education, approved by the Decree of the Cabinet of Ministers of Ukraine of 29 April 2015 no 266 (List 2015), for the specialty "management of educational institution (by type)" 8.18010020 subject area defined in such a way that it is clearly referred to the field of knowledge 07 "Management and Administration" of the specialty 073 "Management". Changing the subject area has led to changing legal grounds for educational activities, which in turn resulted in the actual curtailment of managers' training for the educational sphere. Based on the recommendations of the International Standard Classification of Education: Education and Training in 2013 (MSKO-G 2013), in the study, within the framework of this article, an examination of the content of the educational Scientific Program "management of a higher education institution" and proved, that according to substantive content, it should be attributed to the field of Knowledge 01 education/pedagogy in speciality. Only under these conditions can the educational program meet the criteria (2.3.) Of the quality assessment of the educational programs defined by the National Agency for Quality Assurance of Higher Education, in particular: "... the content of the educational program corresponds to the subject area defined for its speciality" and can be accredited.

Keywords: Qualifications frame, branch of knowledge, speciality, educational program, subject area.

Formulation of the problem. The modern requirements to training managers for educational sphere are based on the provisions of legislative and normative acts, such as "The Law

on Education", "the Law on Higher education", "methodical recommendations on the development of Standards of higher Education" [3The search for determinants, between the

content of the management in the institution of higher education, the meaning of its preparation and procedure for determining the field of knowledge and specialty, which should be prepared by the management of the educational industry, is the **purpose of this work**.

To achieve it, we solved the following tasks: The approaches to defining a subject area of specialty for training managers of educational sphere in higher education system of independent Ukraine are analyzed, criteria which should determine the content of educational and Training, the approach to defining the coordinate system should be prepared for the educational sphere..

The analysis of recent researches and publications.

While solving the problem of the study, we were guided by the provisions of legislative and regulatory documents. However, substantiating the approaches to the organization of training of managers of the educational sphere, they relied on scientific research, in which the content and tasks of activities in the field of education management are considered in detail. The work of Y. Alferov, B. Gershunsky, Y. Konarzhevsky, V. Maslov, A. Moiseyev, M. Potashnik, V. Simonov, T. Shamova and others is devoted to the problem of the basics of management in the field of education. The theoretical foundations of the activity of the head of the educational institution and its managerial competence were reflected in the studies of V. Bondar, L. Danilenko, G. Yelnikova, V. Oliynyk, V. Pikelnaya, T. Sorochan and others. In determining the personality characteristics of the head, the programmatic results of training, we applied to research R. Krychevsky, L. Kudryashova, v. Lebedev, general principles of management theory in educational activity – L. Karabushki, L. Orban-Lembryk, Yu. Shvalba, etc. This work is interesting to us, first of all, as a reflection at the highest level of objective reality, indicating the characteristics of the subject field of a specialty for training managers of educational sphere.

Study presentation

Training of managers for educational sphere until 2015 was held in accordance with the CMU resolution of 27 August 2010 No 787 "on approval of the list of specialties, which are trained for specialists in higher educational establishments on educational and qualification and master Levels " It is a specialty of 8.18010020 school management (by type), attributed to specific categories [7]. Training of professionals in the educational and qualification level of specialist, Master of was carried out on the basis of basic or full higher education of any direction of training or specialty that did not foresee training of bachelors in this direction. After adoption of the CMU Resolution "On approval of the list of branches of knowledge and specialties, which is trained for higher education applicants" on April 29, 2015 No 266, the specialty lost the status of specific categories [6]. The Order of the Ministry of Education and Science of Ukraine 06.11.2015 № 1151, registered at the Ministry of Justice of Ukraine on November 25, 2015 under No. 1460/2 7905 "On the peculiarities of introducing the list of branches of knowledge and specialties for which the training of higher education applicants is carried out" was approved. which trained specialists in higher educational establishments according to the bachelor's educational level (List 1), List of specialties by which specialists were trained in higher educational establishments for educational qualifications We Specialist and Master levels (Listing 2), and the list of disciplines and specialties, which is the training of candidates higher education approved by the Cabinet of Ministers of Ukraine dated April 29, 2015 № 266 (List 2015). Management of the educational institution (by type) 8.18010020 is uniquely classified (according to the 2015 list) in the field of knowledge 07 "Management and administration" of specialty 073 "Management" [9].

In the table of correspondence of the List of scientific specialties (List 2011) and the List of branches of knowledge and specialties, which prepare the applicants for higher education (List 2015), we see the following picture.

Table 1

List 2011			List 2015	
Code	Branch of science, specialty group, specialty	Branch of science on which the academic degree is awarded	Industry of knowledge	Specialty
13.00.06	Theory and technique of management of education	Pedagogical	01 Educations	011 Sciences about education
			07 Management and administration	073 Management

So, at the legislative level after all admits obvious – the theory and the technique of **management of education** has the subject domain and has to belong in specialty 011 educational, pedagogical sciences.

The reforms happening in the educational sphere have to be carried out by professionals. The procedure of election of the head of institution of higher education does not provide at the candidate of the available knowledge of management in the educational sphere [1]. The yesterday's scientific and pedagogical worker elected to a position of the dean of the director or the rector has to rely on the professional team of managers who have professional education. Destroying training of specialists for the educational sphere, we, in the conditions of democratization of management of education, create the bases for gradual transition from the professional level of management of educational processes to amateur.

For a solution, it is important to understand that training of the manager of the educational sphere cannot happen "by types of economic activity" and provide production managements, distribution, exchange and consumption. It is

about management of an education system here. Another proof of "economic" approach to training of managers is what among authors of the standard of the higher education is in 073rd "Management" for the second (master) level of the higher education approved by the order MONU No 959 of 10.07.2019, 11 doctors, 2 Candidates of Economic Sciences, 1 doctor and 1 Candidate of Technical Sciences. there is no scientist, the researcher of the educational sphere. The standard is considered by the Ministry of Economic Development and Trade of Ukraine and Federation of employers of Ukraine [8].

At the same time, if to look at process of training of managers for education, we have accurate the social order. It is formulated in the laws "About Education" of Ukraine and "About the Higher Education". So, in Section IV of the law of Ukraine "About the Higher Education" which is called "management in the sphere of the higher education", powers and content of activity of all sub "conducting this process are defined. In Section VII "management of institution of higher education" tasks of administrative activity for management of all levels are specifically defined.

In educational programs of training of managers for the educational sphere, authors formulate their mission thus: Formation of new generation of administrative shots for education which perfectly know conceptual and technological bases of management of educational institution as a complete **pedagogical system**, capable to harmonize purposeful activity of their structural divisions, to react creatively to changes and calls about objective realities, to create optimal conditions for **training, education, and development of younger generations, preparation them to successful socialization and self-realization** in contradictory 21st century.

Looking at the description of subject domain of the standard of specialty 073 "Management" approved by the order of the Ministry of Education and Science of Ukraine 10.07.2019 No 959, we see that theoretical the maintenance of subject domain is paradigms, laws, regularities, the principles, historical prerequisites of development of management; concepts of system, situational, adaptive, anticipation, anti-recessionary, innovative, design management and so forth; functions, methods, technologies and management decisions in management [8].

It is obvious that the education system, establishment of education, educational process has to be the maintenance of subject domain of educational management. And only on the basis of profound knowledge of this subject domain we can speak about high-quality educational management. As confirmation of this thought serve "methodical recommendations about development of standards of the higher education" [3] in which is told that the description of subject domain of training of specialists is defined according to Paragraph 15 of the International standard classification of education: field of education and preparation of 2013 (MSKO of 2013): Object(s) of studying and/or activity (processes, the phenomena and so forth or problems which are studied); the training purposes (the expected application of the acquired kompetentnost); Theoretical maintenance of subject domain (basic concepts, concepts, principles specific to this subject domain).

Let's address the document to which it is made a reference. The International Standard Classification of Education (ISCE) is the conceptual document for collecting, compilation and the analysis of statistical data by training, comparable at the international level. MSKO enters the international system of social and economic classifications and is the guide for streamlining of educational programs and the corresponding qualifications to levels and the industries of education [4]. "MSKO: field of education and vocational training" classifies education programs and the corresponding qualifications by areas of training. At the heart of classification of the industries of education and vocational training in detail substantial approach lies. When the close interrelation of maintenance of subject domains is traced, they are grouped to scientific areas, the directions and specializations on the basis of similarity of a subject of studying. The purpose – to classify education programs and the corresponding qualifications on the fields of education and vocational training on the basis of in detail substantial component of the program, but not characteristics of potential participants. Subject contents determines by main the industry of education and vocational training to which it is necessary to carry the program or qualification. A subject of studying are the actual, practical and theoretical knowledge acquired during training at the program and confirmed with the corresponding qualification. This knowledge is applied to the solution of tasks of a certain type or used for specific goals which can be abstract, practical or unite in itself both the abstract, and practical purposes. For

practical reasons, the main subject of the program or qualification is defined by that specialization on which it is taken away big (more than 50%) or the main part of the academic credits or allowed school hours. Where it is possible, the system of the academic credits has to be applied. Programs and qualifications belong to that specialization which contains the main subject.

The analysis of contents of the educational and scientific program "management of institution of higher education" shows that the most part of the academic credits belongs to a subject education. In particular, pedagogics of the higher school of 4 credits, design management in educational systems (theoretical and methodical bases. Managements of educational projects) 4 credits, psychology of management and organizations (managements of the conflicts in institutions of higher education. Psychology of management in the higher education system) – 4 credits, managements of institution of higher education – 12 credits, the world higher education systems (the komparativny analysis. Educational technologies in institutions of higher education) – 4 credits, to ensuring quality of the higher education (monitoring of quality of the higher education. Accreditation of educational programs and licensing in institutions of higher education) – 4 credits, educational management – 10 credits, information and communicative technologies in management of education (technologies in management of education. Methods of software of use of technologies in management of education) – 4 credits, legal support of educational activity (legislative legal support educational activity. State policy in the field of the higher education) – 4 credits, document flow and business communication in management of institution of higher education – 4 credits. To studying of subject domain "education" is directed specialization objects – 18 credits. Together (with a work practice and the master's thesis – 30 more credits) it makes the 102-nd credits or 85% [5].

So, it is obvious that specialty of "management of educational institution" it was carried to the 073rd "Management" not behind in detail substantial approach as demands the order of the Ministry of Education and Science of Ukraine of June "01", 2016 No 600, and on formal grounds (time of management – means management).

In order that the educational program corresponded to the criteria of estimation of quality of the educational program determined by national agency on ensuring quality of the higher education, in particular Paragraph 2.3. – "the maintenance of OP corresponds subject to area of the specialty defined for it" [2] and could be accredited, – for it have to be subject domain not: paradigms, laws, regularities, principles, historical prerequisites of development of management; concepts of system, situational, adaptive, antisipativny, anti-recessionary, innovative, design management and so forth; functions, methods, technologies and management decisions in management, and "education".

Conclusions and prospekts for further research.

1. In provisions of normative documents of the Ministry of Education and Science of Ukraine (the order of 06.11.2015 No 1151) in tables of correspondences of the list of specialties under which training of specialists in higher educational institutions on educational and qualification levels of the expert and the master (list 2), and to the list of fields of knowledge and specialties on which training of applicants of the higher education is carried out, approved by the resolution of the Cabinet of Ukraine of April 29, 2015 No 266 (list 2015) was carried out, for specialty "management of educational institution (on type)" 8.18010020 subject domain it is defined in such a way that it is carried to field of knowledge 07 "management and

administration" of specialty 073 "Management" for which types of economic activity act as subject domain. It provides preparation to production management, distribution, exchange and consumption, but not education.

2. Gave change of subject domain to change of legislative bases of implementation of educational activity that in turn led to actual turnings of training of managers for the educational sphere. The reforms happening in the educational sphere have to be carried out by professionals. The procedure of election of the head of institution of higher education does not provide at the candidate of the available knowledge of management in the educational sphere. The yesterday's scientific and pedagogical worker elected to a position of the dean of the director or the rector has to rely on the professional team of managers who have professional education. Substituting subject domain of training of managers of the educational sphere from "education" for the economic sphere, conditions of democratization of management of education, the bases for gradual transition from professional management of educational processes to amateur are created.

3. The contents of the educational program of training of managers for the sphere of the higher education have to reflect the social order which it is accurately formulated in Sections IV "management in the sphere of the higher education" and VII "management of institution of higher education" of the Law of Ukraine "About the Higher Education".

4. Results of expertize of contents of the educational and scientific program "management of institution of higher education" which is carried out on the basis of the recommendations of the International standard classification of education: the field of education and preparation of 2013 (MSKO of 2013) show that behind subject contents (85% are the 102nd credits from 120) it has to be implicitly carried to field of knowledge 01 educations / pedagogics of specialty 011 educational, pedagogical sciences. Only under these conditions the educational program can correspond to criteria (2.3.) estimations of quality of the educational program, certain national agency on ensuring quality of the higher education, in particular: the contents of the educational program correspond subject to area of the specialty defined for it and can be accredited, so are prolonged training of managers for the educational sphere not by specialists in production management, distribution, exchange and consumption, and specialists in management of educational processes.

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ПРЕДМЕТНА ОБЛАСТЬ ПІДГОТОВКИ УПРАВЛІНЦІВ ДЛЯ СИСТЕМИ ВИЩОЇ ОСВІТИ

В статті досліджено підходи до підготовки управлінців освітньої сфери в системі вищої освіти незалежної України, проаналізовано законодавчо-нормативну базу, що визначає галузь знань, спеціальність, предметну область для будь-якої освітньої програми при підготовці фахівців у системі вищої освіти. З'ясовано, що в положеннях нормативних документів Міністерства освіти і науки України (Наказ від 06.11.2015 № 1151), в таблицях відповідності переліку спеціальностей, за якими здійснювалася підготовка фахівців у вищих навчальних закладах за освітньо-кваліфікаційними рівнями спеціаліста і магістра (Перелік 2), та Переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти, затвердженому постановою Кабінету Міністрів України від 29 квітня 2015 року № 266 (Перелік 2015), для спеціальності "Управління навчальним закладом (за типом)" 8.18010020 предметну область визначено таким чином, що її однозначно віднесено до галузі знань 07 "Управління та адміністрування" спеціальності 073 "Менеджмент". Зміна предметної області призвела до змінення юридичних підстав провадження освітньої діяльності, що у свою чергу призвело до фактичного згорання підготовки управлінців для освітньої сфери. На основі рекомендацій Міжнародної стандартної класифікації освіти: галузі освіти і підготовки 2013 р. (МСКО-Г 2013), в дослідженні, в рамках даної статті, проведено експертизу змісту освітньо-наукової програми "Управління закладом вищої освіти" і доведено, що за предметним змістом вона має бути віднесена до галузі знань 01 Освіта/Педагогіка спеціальності 011 Освітні, педагогічні науки. Тільки за цих умов освітня програма може відповідати критеріям (2.3.) оцінювання якості освітніх програм, визначеним Національним агентством із забезпечення якості вищої освіти, зокрема: "...зміст освітньої програми відповідає предметній області визначеної для неї спеціальності" і може бути акредитованою.

Ключові слова: рамка кваліфікацій, галузь знань, спеціальність, освітня програма, предметна область.

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PARABLES AS A METHOD OF PREVENTING BULLYING AT LEARNING INSTITUTIONS IN UKRAINE AND THE USA

This article deals with a systematic approach as one of the violence prevention methods and bullying at higher learning institutions; the concepts of bullying, cyberbullying, including cybermobbing, internet mobbing are clarified; the role of increasing the students' aggression is focused on, which is manifested in various reactions: anger, meanness, insult, irritation, tendency to physical actions, in particular the willingness to solve problems and controversial issues with the help of physical force; the statistical bullying manifestation data at higher learning institutions of Ukraine and the US are investigated, the using of parables' role of contributing to the achievement of goals and objectives in the prevention of violence and bullying are highlighted.

The problem of bullying is widely discussed in Internet, newspapers, scientific journals, etc. It is gaining more and more topical importance in our country every year, since it has not been thoroughly studied both from the point of theoretical studies view and from practice view as well.

Keywords: bullying, systematic approach, parable, youth education, learning institutions, comprehension, education, development, evolution, knowledge quality level.

Formulation of the problem.

Globalization, changing learning technologies, the transition to a post-industrial information society, affirmation of the country's priorities has led to the development of the individual as the main indicator and key lever of modern progress and the state development. The necessity for educational reform and the need for a radical modernization of educational institutions put forward the demand for society and the state to ensure the priority of the education and science development, which depend on the qualitative professional activity of teachers, their readiness for useful work, pedagogical competence, skills, awareness and improvement the process of education and learning technologies, including differentiated and problem-based learning, game and information technology training, credit-module technology self-directed learning to increase the learning process quality, as this is one of the important factors in improving the education quality and providing educational services. However, the systematic approach consumption is used in the prevention of violence and bullying at higher learning institutions.

Research objective is: to consider a systematic approach as one of the methods of prevention of violence and bullying at learning institutions; to find out the concepts of bullying, cyberbullying, in particular cyber mobbing, Internet mobbing; to pay attention to the growth of students' aggression, to highlight the role of parables that contribute to achieving goals and objectives in educating young people and warn them against the violence and bullying, to investigate statistics on bullying at educational institutions of Ukraine and the USA.

Analysis of recent researches and publications.

Analysis of recent researches and publications. The problem of bullying and cyberbullying is considered by both Ukrainian scientists and foreign researchers as well: L. Naidenova, O. Belyaeva, G. Bychkovskaya, N. Boitsova, A. Velenko, Wang J., Nansel R. Tonja, Rjnald J. Innovatti, J. Salman, A. James, D. Smith. All of them cover bullying, cyberbullying as a global and mass phenomenon and the latest form of violence, which involves violence in the form of harassment, discrimination, boycott, humiliation using modern media, including mobile phones, e-mail, social networks. Researchers are paying attention to the causes of bullying and methods of preventing and overcoming violence. However, researchers ignored the use of parables in conversation to educate the young people, including students, and warn them against violence and bullying, in particular mental violence in the form of harassment, discrimination, misinformation, damage to personal belongings, physical violence, harassment during a long conscious process of cruelty and attitude to the individual.

Research presentation. Every year, psychologists are finding more and more new directions of professional activity in order to find out why children begin to be separated from the class staff, groups that can be mocked and laughed at. L.A. Naydenova notes that recently psychologists have been approached by students, teachers, parents with questions, such as that someone is constantly called and demanded something; those unknown who require appointments and relationships; there was written a lot of offensive in chatting to the address of child or other players during the play; on social networks constantly someone asks

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