

ŠIAULIAI UNIVERSITY

Sergejus Neifachas

**THEORETICAL-PRAXEOLOGICAL
SELF-CONTEXTUALISATION OF MANAGEMENT
FUNCTIONS OF THE
SYSTEM OF PRE-PRIMARY EDUCATION IN THE
PROCESSES OF CHANGE OF EDUCATIONAL
POLICY OF LITHUANIA**

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**PRIEŠMOKYKLINIO UGDYMO SISTEMOS
VALDYMO FUNKCIJŲ
TEORINIS-PRAKSEOLOGINIS
KONTEKSTUALIZAVIMASIS LIETUVOS
ŠVIETIMO POLITIKOS KAITOS PROCESUOSE**

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INTRODUCTION

Relevance of the research problem. Recently management of pre-primary education in Lithuania as a unified theoretical praxeological model is only in the process of creation. Having emerged before the war and due to indefiniteness of its functions and their constant change in modern policy of education of Lithuania it partially lost the content of its management functions, which contextualizes in the post-modernistic paradigm. Due to these reasons the system of pre-primary education has not turned into a full-rate subsystem of the system of education. There is a lack of legislation, grounding the efficacy of functioning of pre-primary education as a subsystem of education. Due to the lack of methodological type instruments that are necessary for contextualisation of its management functions in modern management and policy theories there is no possibility to demonstrate how theoretical discourse on functions of management of this subsystem, which has reconstructive and reformative power for managerial changes in the processes of change of education policy, can be constructed.

In new conditions of change of the system of education the subsystem of pre-primary education is described as intermediary, which with regard to many functional parameters is not any worse than other levels of the system of education and often becomes dysfunctional because it requires “new post-modern awareness” (Gellner, 1993, p. 93). The main feature of such awareness is homogeneity and doctrinism (*conceptuality*), which contains principles of reforming power. The subsystem experiences the stage of change (*bifurcation*) (Haken, 1980; Prigogin, 1989; Stengers, 1999; Kanišauskas, 2008); therefore, *qualitative parameters (oneness, non-linearity)* change in principal (Lyotard, 1993; Pyragas, 2003; Burke, 2007); these are inspired and directed by concrete meanings of the change of education (*peculiarity, immanence*) (Habermas, 2002; Rubavičius, 2003). Management of the subsystem of pre-primary education is not related to its new status as a variable system in the general system of education. This is the main assumption in the transformation of the link of pre-primary education into an integral and equal subsystem of the system of education, which “creates conditions to prepare for school successfully for children with various needs, who have been educated in families and pre-school institutions in different ways”¹. Implementation of this aim depends on efficacy of manifestation of management functions of pre-primary education, which provides a possibility for spread of this manifestation as a multi-functional system. The pre-primary educational institution in the modern society is actualized as a universal and obligatory stage of successive maturing for school, the absence of which makes the integral system of education impossible (Targamadžė, 1996; Hargreaves, 2008; Monkevičienė, 2008; Bagdanavičius, 2009).

Methodology of the analysis of management functions of the subsystem becomes part of the discourse that gives a sense to its full-rate existential efficacy in the processes of shift of educational policy. In the modern science of management of education (Želvys, 2001; Purvaneckienė, 2003; Monkevičienė, Glebuviienė 2008, 2009) the system of pre-primary education is analysed in various empirical aspects with the help of research data that prove the importance of its functioning. Although certain researchers (Želvys, 2003; Bruzelevičienė, 2008) approached the systemic model of management of educational shift in the processes of reforms, there is a lack of giving a sense to management functions of the subsystem of pre-primary education. Therefore, there are different scientific approaches in management of education towards managerial functions of this system. Often discussions focus only on the question: What should be the status of pre-primary educational institutions (groups at kindergartens or classes at schools)? (Marcelionienė, Šeibokienė, Jankauskienė, 2000; Descriptor of Models of

¹ Law on Education of the Republic of Lithuania, 2003.

Organisation of Pre-primary Education, 2003). Arguments of such type are more praxeological than theoretical. Therefore, in the absence of theoretical concept grounding management of pre-primary education there is no basis to create post-modern meta-theories of management of this system. In such methodological type situation only *contextual* analysis of theories, which enables to disclose how various general theoretical constructs of modern management, educational management, policy, sociology, anthropology form *managerial-theoretical praxeology* of pre-primary education, become possible.

The trend of post-modern constructivism (Lyotard, 1993; Habermas, 2002; Jencks, 2002), which in its essence is social-reconstructional, enables to describe the system of pre-primary education as *adaptive* (Welsch, 2004), continuously interacting with the phenomenon of modern childhood and as being *specific, significant for the child's social becoming*. This would enable to purify the contexts of manifestation of management of pre-primary education, which could be the basis for designing the model that implements management functions of pre-primary education (adaptiveness of the local system, legitimation of children's social participation). This would enable to *understand* it as an *immanent-dissipative component* (Turner, 1997; Adorno, 1963; qtd. in Macdonald, Ziarek, 2007), to which normative (political, ideological) and corresponding features of empirical substantiation are characteristic.

On the other hand, the principles of meta-theoretical analysis are necessary in order to interpret the system of pre-primary education as multi-functional (*social* and *institutional*), to which certain differentiation criteria (values, norms, roles) are characteristic. This helps to understand the purpose, aims and tasks of pre-primary education deeper and enables to carry out critical meta-theoretical explication of management functions of the system of pre-primary education. However, this *component of the meta-theoretical index (contextual interpretation) today is often ignored in educational, managerial researches of the system of pre-primary education*. Representatives of meta-theoretical analysis (Berger, Luckmann, 1999; Newen, Savigny, 1999; Ritzer, 2001; Kuhn, 2003; Friedrichs, 2003; Plėšnys, 2010) state that contextual analysis is restricted to formal statements that are treated as assumptions of research that are "taken for granted", which have to be empirically tested. Then there appears a separation between empirical and non-empirical areas. It is necessary to seek that theoretical statements become the "middle" component of the hypothetical curve of cognition. It is indicated (Alexander, 1982) that *the non-empirical area is the area of negative (problematic) and not positive (stating) thinking*. Therefore, often in the paradigms of management of systems of modern education this area used to be presented as the whole of abstract ideas (Giddens, 1995; Bauman, 2002; Habermas, 2002; Bourdieu, 2003). However, such attitude *misled the conception of the purpose of meta-theoretical analysis* in management of systems of education (and local in particular). For this reason for a long time *the system of pre-primary education was perceived as static, dysfunctional* (Lipset, 1981) *in the general system of education both in macro and micro management*.

Contextual meta-theory enables to disclose problematic relation of management of the system of pre-primary education between its empirical and non-empirical areas. Recently, this trend in management of education is given a particularly significant attention (Bourdieu, Passeron, 1997; James, Jenks, Prout, 1990, 1998; Berger, Luckmann, 1999; Borgnon, 2008).

Meta-contextual analysis would enable to create post-modernistic discourse on management of functions of the system of pre-primary education, which can facilitate to understand meaningfulness of its existence in the processes of shift in the policy of education.

At present there are various theories and attitudes towards management of functions of the system of pre-primary education, including investigation of dominating paradigms of education: manifestation of functions of pre-primary education in the process of reforms in educa-

tion in Lithuania is analysed by Bruzgelevičienė (2002, 2008), Monkevičienė (2003, 2007), changes in the system of pre-primary education in the context of shift in the educational paradigm are analysed by Andriekienė (1999, 2001), Juodaitytė (2003), Gražienė (2008). Application possibilities of theories on management of general systems, educational organisations in management of functions of localised systems are interpreted (Večkienė, 1996; Želvys, 2001; Rinaldi, 2005; Kontautienė, 2006; Garalis, 1999, 2005, 2007; Farguhar, Fitzsimons, 2008). Shift in the policy of education and management processes in pre-school and pre-primary education are explicated by Jucevičienė, Janiūnaitė (2000), Kučinskienė (2000), Purvaneckienė (2005), Jackūnas (2006). The analysis of tendencies of development and models of the system of pre-primary education, harmonising coherence of pre-school and pre-primary education, was carried out by Jurašaitė (2004, 2005, 2006), Dunn (2006), Vaicekauskienė (2007), Neifachas (2007), Šeibokienė (2008), Gražienė (2008).

Creators of the science of management of education of Lithuania analyse various theoretical-praxeological aspects of subsystems of education, including pre-school and pre-primary subsystems: *functions of planning, implementation and administration of the policy of education at educational institutions of all levels* were analysed by Ališauskas, 1997, 2000; Laužackas, 1999; Želvys, 1996, 1998, 1999, 2001, 2002, 2003ab, 2009; Katiliūtė, 2008; Bulajeva, Duoblienė, 2009; *aspects of the reform of education, organisation of the process of education, improving management of subsystems of the system of education*, were analysed by Barkauskaitė, 1997ab; Būdienė, 1997; Brazdeikis, 1999; Balčytienė, 1999; Bagdonas, 2000; Cibulskas, 1997; Kaminskas, 2009; Stonkūvienė, 2009; Landsbergienė, 2009, 2010; *behaviour of educational institutions and peculiarities of managerial work, most important problems and the importance of teachers' managerial abilities for management and improvement of educational processes* are tackled by Targamadžė, 1996; Gurskienė, 2001; Jucevičienė, 2002, 2003; Jucevičius, 2003; Janiūnaitė, 2002, 2004. However, they do not present methodologically grounded approach towards management problems of subsystems of education that experience transformation. Even in conceptual documents of strategic planning on the policy of education of Lithuania (*Conception of Pre-Primary Education, 2000; Law on Education of Lithuania, 2003; National Strategy of Education 2003-2012, 2003; Development Programme of Pre-School and Pre-Primary Education 2007-2012, 2007*) manifestation of coherence of functions of management system of pre-primary education is analysed in a quite fragmentary way. Since the last decade of the 20 c. in western countries management theories and praxeology of subsystems of the system of education, pre-school in particular, are a particularly relevant subject of socio-educational researches (Hansen, Kaufmann, Saifer, 1997; Walsh, 1998; Coughlin, 1998; Staerfeldt, Mathiasen, 1999).

Researchers evaluated social purpose of the system of pre-primary education newly (Juodaitytė, 2003; Kontautienė, 2000, 2006; Kvieskienė, 2003). The basis of theoretical positions is concepts of legitimation of children's social participation, which enable to define social adaptiveness of the system of pre-primary education in the open society, which manifests itself in creation of the individual and social system of the child's activities, invoking his/her capacities (Glebuviene, 2006; Gražienė, 2001, 2008; Monkevičienė, 2008). The concept of the child's social participation defined in such a way presumes self-constructing type of social participation when logic of normality, dictate of norms are avoided and it is appealed to the very child's socio-mental resources, reflexivity and independence.

It is sought to ground multi-meaningfulness of concepts of the system of pre-primary education, highlight its syncretic character, which is valuable for creation of the science and practice of management. Complex relation of representations of the systems of pre-school

and pre-primary education, their critical reconstruction is evaluated newly (Ušėckienė, 2003; Jacikevičienė, 2000; Ruzgienė, 2001; Andriekienė, 2009). The studies of reflexive sociology (Bourdieu, 1993; Elster, 2000; Hollis, 2000; Grigas, 2001; Kabašinskaitė, 2002; Bourdieu, Wacquant, 2003) on children's educational situation in the post-industrial society are developing.

However, the problem of theoretical-praxeological contextualisation of management of the system of pre-primary education is still new and unusual for the science of management of education because essential contexts of early self-education of the institutionalised person (the child) lacked theoretical substantiation and were insufficiently actualised in the context of social-cultural development of the modern society. According to Kuhn (2003), namely non-reflected and non-tested paradigm of social-cultural development enables to implement good experience in a different manner, to cope with superficiality, declarativeness. On the other hand, authors indicate (Black, Ammon, 1992; Lyotard, 1992, 1993; Boccock, 1995; Brim, Orville, 1995) that theoretical-praxeological contextualisation means application of consistent theoretical perspective in the practice of manifestation of management functions of pre-primary education.

This presupposes the problem of our research, which is based on existing contradictions of theoretical-praxeological type in management of the system of pre-primary education, the most essential of which are these: *the system of pre-primary education* is an intermediate stage of the system of education, the aims of which are perceived as being not sufficiently significant in functioning of the modern system of education; therefore, *meta-theoretical substantiation of its management functions is lacking*; in the reform of the system of education of Lithuania *the subsystem of pre-primary education often becomes dysfunctional* and in the processes of change of education sometimes *loses its exceptional purpose*. In management of the system of pre-primary education such functions of this system as adaptiveness of the local system in the processes of shift in the educational policy of Lithuania through legitimating children's social participation that supports the child's socio-cultural resources and socio-cultural status of modern childhood are insufficiently conceptualised.

Theoretical and practical bases of management of the system of pre-primary education are constructed on the basis of: general concepts of management of education; general political discourse on management of the systems of education, which analyses both general and certain specific management functions of subsystems of education (more often pre-school than pre-primary), which came to prominence in the processes of shift in the educational policy. In this political discourse managerial contexts, content and meanings of pre-primary education are not highlighted and understood either by theoreticians or practitioners of management of education.

Hence, **the research problem** of our research is defined as follows: how in the processes of changes of educational policy of Lithuania, when the discourse on the changes in management of the educational system is being formed, theoretical-praxeological discourse on management of pre-primary education, which can be methodologically grounded and understood applying paradigmatic-meta-contextual instrumentation characteristic to contemporary social sciences and the humanities, contextualizes.

The assumption of research: in the process of global changes in the educational system and dominating discourse on systemic management of educational links, it is necessary to substantiate the discourse that contextualizes management functions of pre-primary education and instrumentation of its analysis. This can be done by applying modern constructivist and phenomenological theoretical approaches that are applied in post-modern management of

educational systems and organisations. Based on them, theoretical-praxeological meanings of the discourse that contextualises the functions of management of pre-primary education can be highlighted.

The **subject** of this dissertation **research** is theoretical-praxeological contexts of management of functions of the system of pre-primary education.

Research aim is to create methodological instrumentation for theoretical-praxeological substantiation of management functions of the system of pre-primary education by means of meta-contextual analysis of management functions of the educational system and subsystems and to identify theoretical-praxeological content of the managerial discourse and its meanings.

Research tasks:

1. Employing the analysis of scientific (philosophical, sociological, managerial, political, educational) literature, to substantiate managerial functions of the system of pre-primary education in the processes of shift in the educational policy in Lithuania based on general and special bases of management theory of education .
2. Applying theoretical-praxeological paradigms of contemporary social sciences and the humanities of the science of management and policy of education, to create instrumentation for contextual analysis of the discourse on management functions of pre-primary education.
3. Analysing the theoretical-praxeological discourse that contextualises management functions of pre-primary education in the processes of educational policy of Lithuania, to identify the content and meaning of contexts.
4. To carry out the empirical study and to identify how management functions of pre-primary education self-contextualise in the documents on strategic management of the educational policy of Lithuania.

Methodological basis of research:

The essence of *the processes of change* of the policy of education comes to prominence when they are explained on the basis of theory of systematicity (*synergetics*), when legitimation of reconstruction of processes takes place, which is the basis for the appearance of legitimated interpretation. It acquires institutional power and is able to form its own theories that ensure correctness of interpretations. This way meta-theories that interpret management functions of pre-primary education are created.

Because the processes of change of pre-primary education are analysed in the general context of political changes of the system of education, they are interpreted on the basis of constructivism and reconstructivism theories. *Reconstructivism* enables to explain the meanings of concepts that legitimate pre-primary education in the contexts of contemporary changes in the policy of education and based on that to look for the practical, applied basis. In order to find the reconstructional basis for conceptualisation of the change of the existing situation all most important today's systems of education and phenomena of social reality (children's socialisation processes, social adaptiveness of the system of pre-primary education as an organisation) are consistently reviewed and their interaction with systemic changes that take place in education as in a social system is identified.

The research employs the ideas of *constructive* post-modernism, which enable to cognate the reality of management of pre-primary education both through rational-empirical and emotional-reflexive understanding, appealing to practice as an area grounded on "common-sense".

Creation of the theory of management of pre-primary education is based on the conception that every social-humanitarian theory is grounded on the following approaches: post-modernistic conception of globalisation processes, perception of constructive and reconstructive processiveness, systematicity (synergetics), principles of determinism and theoretical standards accompanying them.

Grounding meaningfulness of existential functioning of the system of pre-primary education in the system of education, *theories of phenomenological hermeneutics, realistic sociology*, which enable to explain multi-functional relations of this system with the meanings of the world of childhood and their actual functioning in social reality, are applied. Based on paradigms of modern phenomenology and realistic micro-sociology, meta-reflexive relations of the system of pre-primary education with the phenomenon of childhood, socio-cultural conceptions of which in principal reconstruct the managerial context of pre-primary education because it interacts with legitimization of children's dependence on adults' policy (Brewer, 1992; Brimm, Orville, 1995; Bourdeu, Passeron, 1997), come to prominence.

The basis of the analysis of management functions of the system of pre-primary education in the processes of change in the educational policy was *social anthropological philosophy of post-modern management and methodology of globalisation*. Explaining globalisation processes, management of the system of pre-primary education from socio-cultural, educational standpoint can be understood as an open (dissipative) system that closely interacts with managerial humanities and constructive management of changes in education.

The research employs the paradigm of *institutionalisation* of post-modern management, according to which (Immergut, 1998) the system of pre-primary education as a social institution is formed in the institutionalised multicultural medium (of the adult and child's subculture) that is based on the conception of social and cultural identity of childhood (Bronfenbrenner, 1971; Woodhead, 1990; Corsas, 1997; James, Jenks, Prout, 1990, 1998; Juodaitytė, 1999). In the context of such paradigm the phenomenon of childhood is highlighted, which manifests itself in the institution of pre-primary education as a micro medium and which again forms socio-cultural context of management of the system of pre-primary education as of an institutionalised one anew.

Interpreting functions of management of the subsystem of pre-primary education as a new link of the system of education, it is attempted to apply conceptions of management presupposed by social humanities, which have been formed in the conception of global changes in education through the paradigm of the feeling of reality.

Theoretical-praxeological research on management of the system of pre-primary education and pedagogical processes is grounded on the paradigm of the qualitative research: perception of practice and theory of management of the system of pre-primary education as a humanitarian meta-context of efficient management (concepts, approaches, regulations), which is disclosed through hermeneutic meta-analysis of the documents on education, is researched. Applied theoretical methods enable to analyse and present the world of studied phenomena and processes; i.e., processes of theoretical-praxeological contextualisation of the system of management of pre-primary education in the processes of shift in the educational policy.

Thus, such research *methodology* is chosen which is adequate to orientation of the research subject: the basis is *methodological* principles of qualitative researches of approach of post-modernistic philosophy towards social reality, the possibility to "interpret social meanings" and "discuss the meaning of social reality" (Kardelis, 2005; Katiliūtė, 2008).

Scientific research is grounded on the following methods:

- Highlighting the reconstructions of management functions of the system of pre-primary education in the context of global educational changes, the *analysis of theoretical literature* (philosophical, pedagogical, sociological, managerial) is carried out, relations with the reality are described, and the methodology of qualitative research and methods that correspond to it are substantiated.
- Substantiating self-contextualisation of management functions of the system of pre-primary education, *meta-analysis* of modern theories (inter-paradigmatic reflection, constructivism, reconstructivism, phenomenology, hermeneutic phenomenology) is carried out.
- *interpretation methods*: the analysis of a situation, theoretical modelling and interpretation are carried out; management processes of the system of pre-primary education are disclosed; it is demonstrated how in the processes of shift in the educational policy the notional perception of the functions of pre-primary education and their management, which is significant for theoretical-praxeological self-contextualization, is being formed.
- *The analysis* of political documents regulating the system of education and pre-primary education of the Republic of Lithuania was done by applying qualitative content analysis that is carried out according to Mayring (2000) methods. Its essence consists of systemic implementation of steps: 1) multiplex reading of texts; 2) distinguishing manifest categories and subcategories and their substantiation by proofs extracted from the text; 3) interpretation of categories that encompass subcategories.

Scientific novelty and originality.

- Scientific novelty and originality of the dissertation research was determined by methodological investigation of theoretical-praxeological meta-contexts of management of the system of pre-primary education in the processes of shift in the educational policy, which was carried out for the first time in education studies in Lithuania. Their reconstructional managerial meanings, which are grounded on *post-modern phenomenological hermeneutics*, are demonstrated.
- The contexts reconstructing management functions of *pre-primary education*, their *theoretical-empirical representativeness* through the analysis of management of the system of pre-primary education are disclosed. The analysis of *multi-meaningfulness* of management functions of the system of pre-primary education system and of the contexts that characterise it is followed by formulation of *legitimacy of paradigmatic theories* (reconstructionism, constructivism, phenomenological hermeneutics, and new institutionalism), explaining the meanings of management functions of this subsystem.
- Processes of modelling of theoretical-praxeological meaning of management functions of the system of pre-primary education in the shift in the educational policy of Lithuania are theoretically grounded and, based on such theoretical decision, the empirical study according to adaptive indicators of modelled processes in concrete documents on educational policy of Lithuania was carried out. This meta-method has strategic significance for contextualisation of management of *functions of subsystems of education* and can be repeated in any other country that implements the reform of education and wants to understand the complexity of management processes of education in the conditions of shift of policy.

- The meta-context of management of pre-primary education is grounded not only on the theoretical *paradigm* of modern *phenomenology and constructivism*; its contextualisation *in practice* is also disclosed, substantiating it as a new *environment necessary for the formation of thinking* that is *necessary for management of microsystems of education*, which in its essence is *phenomenological-hermeneutic*. Original theoretical-praxeological models of educational systems, environments, expression of functions in socio-cultural environment were created and *original* theoretical-empirical traditions of subsystems of managing the system of education were demonstrated. Applying empirical (qualitative) research methods, the phenomena that transform the policy of education, which interact with managerial functions of localized subsystems of the system of education (such as *pre-primary education*) were described.

Theoretical significance:

- Hermeneutical-phenomenological trend that contextualizes the theory of management of functions of the system of pre-primary education has been theoretically grounded and its paradigmatic directiveness towards social anthropocentric values (maintaining the socio-cultural status of childhood, the legitimation principle of the child's social participation in educational processes) as a basis for the formation of the new stage of scientific trend of management of pre-primary education, has been highlighted (adaptive subsystem).
- The *phenomenological-hermeneutic* paradigm of contextual interpreting of management functions of the system of pre-primary education has been highlighted, theoretical, praxeological discourses on management of functions that construct it (institutional legitimation of functions, adaptiveness of the local system, legitimation of children's social participation) have been described, and their reconstructional-managerial essence has been emphasized.
- *The results of the theoretical research* may contribute to a better perception of the essence of the content of contexts of management functions of pre-primary education and their reconstructional meanings in strategic approaches of the educational policy, which shape preferences of various objects of education with regard to management of pre-primary education. This would encourage making political strategic decisions, orientating to the diversity of discourses on management that function in the processes of educational policy.
- Theoretical discourses that contextualize management functions of the system of pre-primary education in the processes of shift in the educational policy in Lithuania have been identified, their content is described, managerial reconstructional meanings that are significant for legitimation of functions of the system of pre-primary education in management are disclosed.
- The accumulated scientific data open up new theoretical praxeological thinking opportunities for theoreticians and practitioners of management of pre-primary education because the efficacy of this subsystem of education is illustrated through social-humanitarian discourse that gives a sense to managerial functions in a written form.

Practical significance of research:

- Applied significance of the dissertation research is also determined by the diversity of potential users of research results. These are heads, deputy heads and teachers of pre-primary educational institutions, managers and politicians of education of various levels, learners' parents.

- The strategists of education, teachers' community and society at large will have an opportunity to familiarize with the manifestation of the phenomenon of modern management (functions of management) of pre-primary education in social reality and to perceive its relations with the processes of the educational policy. The presented empirical materials should be valuable analysing praxeological issues of management of pre-school and pre-primary type educational institutions and will help to understand reconstructional, empirical meanings of theory. It can serve for the delivery of a course on management of pre-school and pre-primary educational institutions to students or for a purposeful analysis of situational functional management of subsystems of the educational system (pre-school, pre-primary) in the processes of shift of the educational policy during thematic seminars.
- Methods of content analysis of the documents regulating education of the Republic of Lithuania, (orientated to *theoretical praxeological* substantiation of the change of management functions in the processes of the reform of education), which have been prepared and tested in the conditions of the qualitative research, can be applied as an instrument for targeted content analysis of regulating documentation.
- Obtained research data are topical for creation of management strategies of functions of pre-primary education, of theoretical-praxeological discourses that give a sense and help to perceive multi-functionality of this subsystem. Our carried out research inspires the necessity of researching managerial, theoretical-praxeological type preferences of heads and teachers of pre-primary educational institutions, parents and strategists of the reform and helps to perceive processes of formation of situational praxeological management of the link of pre-primary education.

Logical structure of the dissertation. Logical structure of the dissertation was determined by the content, aims and tasks of the problem and chosen research methods:

- *In the first and second sections* theoretical foundation of the research paper is formed: peculiarities of management of the system of pre-primary education on the basis of paradigmatic legitimation are analysed, managerial functions in the discourse on the change of the policy of education are contextualized, theoretical-praxeological aspect of management of the system of pre-primary education, which determined distinguishing of scientific research-methodological meta-contexts, is discussed.
- *In the third section* management of the system of pre-primary education in the theoretical-praxeological discourse on modernising the system of education, in the phenomenological paradigm of childhood, in the contexts of coherence of universal and communal micromanagement are analysed. Main conceptions (paradigms) of the theoretical praxeological analysis are distinguished and their functioning in the processes of constructing new managerial knowledge is described.
- *In the fourth section* the context of the research is discussed, focusing on main tendencies and problems of management of the system of pre-primary education in Lithuania. Methodology and methods of the empirical study in the context of contemporary social sciences and the humanities is being formulated.
- *In the fifth sections* the results of the research are generalised. Conceptual context of the documents regulating education is analysed. The significance of the results for theory and practice is discussed, conclusions, generalisations that imply recommendations for theoretical praxeological research on management functions of the system of pre-primary education are formulated.

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REVIEW OF THE CONTENTS OF DISSERTATION

The first section “Peculiarities of management of the system of pre-primary education and logic of contextualisation on the basis of paradigmatic legitimisation” discusses theoretical and praxeological contexts of management of the system of pre-primary education in the discourse on educational policy. Attention is focussed on **the analysis of management situation, theoretical conceptions and functions of the system of pre-primary education**. In the general policy of education the system of pre-primary education is perceived as a structure characterised by the autonomy of the educational system and cyclicity of management system. The basis of management conception of the model of pre-primary education is anthropological principles (Blonskij, 1934; Vygotskis, 1984), a child’s social adaptation ideas (Abramenkova, 1998; Osorina, 2002; Juodaitytė, 2002), theory of educational systems (Karakovskij, 1996; Novikova, 1996; Selivanova, 1997) and the conception of managing adaptive education systems (Tretjakov, Mitin, Bojarinceva, 2003).

Pre-primary education is perceived as a continuation of pre-school education; however, containing qualitatively new (the problem of the valuable self is particularly emphasized, attributing existential and cultural meaning to childhood as a social, cultural, anthropocentric and pedagogical category) specific aims and tasks and creating “equal opportunities of successful preparation for school for children with different needs, who were differently brought up in families and pre-school institutions” (Law on Education of the Republic of Lithuania, 2003). Such is the mission of pre-primary education that will last one year of the child’s life, which outlines the content of quality (“text”) which is agreed upon between the users of the services (children, parents, society), professionals (teachers, heads, strategists), politicians (of various levels). But the “**text**” (content) of the agreement is determined by the **context**: today’s and future challenges for our society, strategic tasks, endeavours of education. Therefore, it is declared that pre-primary education ensures life-long learning opportunities, creates conditions for all children to receive qualitative services of education, it is a subsystem of education which is open to changes that take place in the world and in the country and that an educational institution is a learning organisation. These are essential strategic trends of educational policy, outlining the tasks of education development in the EU, which turn into essential constructs of the change of education in Lithuania.

The structure of management process of pre-primary education is complex. Its composite parts are: initial conception; i.e., the totality of ideas, activities ensuring their implementation; the environment mastered by the objects; management, assisting all composite parts to be connected into the whole, and the innovative development cycle. Management of the system of pre-primary education does not mean mere regulation of its formation and development processes because this is not the main aim. The natural aim is developing substances: the personality of a child involved in the system. This means that the system must be managed perceiving the meaningful contexts of the child’s interaction with it. This aspect of management requires to search for the ways how to involve the child optimally (besides, every child) into the processes of identification of aims and the processes of creating situations that encourage everyone’s (both the child’s and the adult’s) *reflection*, self-knowledge and self-realisation. Thus, the epistemology of management of pre-primary education can be analysed as a process involving three aspects: management of creating an integral system, enforcement of its integrity; corrective-adaptive management when every child and adult is involved into the system of interaction.

Three **conceptions** (structural, functional and necessitarian (causal)) of investigating the essence of **pre-primary education system** can be distinguished. *Structural conception*, accor-

ding to which pre-primary education system is analysed as a subordinated hierarchic structure. Main attention is focused on the relation between the system of education and its subsystem. This relation is treated as an initial relation that forms the system. Researchers attempting to understand the pre-primary education system first of all must ascertain the internal structure of the system, its elements, relations between the elements as well as relations between the system and its every element. It is necessary to identify how the system functions in relation with other systems and how as an outcome of this relation the contexts that are significant to the change of the internal structure are being formed. The advocates of this conception are of the opinion that the system of pre-primary education in turn is an element of the educational system that is organised in a more complex way, while every separate element constitutes a subordinated complex system.

Functional conception, according to which the system of pre-primary education is open to the impact of the change of education and social environment. It is maintained that the initial relation is the relation between the system and social environment. This relation determines all forms of the existence of the system. The advocates of this conception understand the system of pre-primary education as a whole of certain parameters which unambiguously determine its state and dynamics.

Necessitarian (causal) conception, according to which the system of pre-primary education is investigated as a complex developing formation the reasons of the movement of which lie in itself. The relation between the content and form of the system with its contradictory unity which ensures relative stability and variability of the system, is maintained as initial. The advocates of this conception state that the driving force of the system of pre-primary education is its internal contradictions.

Relations turn the elements into a related whole. *The integrity of the system* means the degree of its organisation as a whole, corresponding systemic features, characteristics of elements and their interaction. Besides, the integrity of interrelated elements of the system provides the system with new integrated quality which is not characteristic to its composite elements. The evolution of the system and its elements does not break the integrity of the system. It is also worth acknowledging that integrity is as if limitary value (threshold) of the system, passing of which is related to the violation of relative stability of the system. In the critical case the violation of the integrity of the system would mean its conversion into another. Thus, integrity is the content of relative stability of the system.

Based on the theoretical analysis, **in the second section “Self-contextualisation of management of the system of pre-primary education in the discourse on meanings of continuous change of education” the functions of management of the system of pre-primary education** are distinguished and comprehensively analysed. Maintenance, influencing and dispersion (the policy of childhood culture, of social welfare) of the system of pre-primary education is still an exclusive function of national system of education. Decentralisation and integration processes in the activity of the system of education have already overstepped the limit of cooperation and agreements of subsystems of the educational system: based on the laws on education pre-primary educational institutions have been created and actually function. They implement general policies of corresponding areas of educational activities or ensure the compatibility of national functional and sectorial (the trends of children’s social care) policies, the unity of their essential principles, aims and means. This means that in the area of education part of national governmental prerogatives are irreversibly delegated to the institutions of the system of education (of pre-primary education), and within the limits of delegated prerogatives the latter independently make decisions that are obligatory to implement.

There are three types of functions of the system of pre-primary education. First, **exceptional function**, which is given in the areas in which the subsystem of education has an exceptional right (of organisation of children's education) to identify the norms of pre-primary age children's rights and duties; thus, here the subsystem functions only being authorised by the system of education. Such areas are: the already mentioned general policy of children's education, regulation of social educational resources, and creation and functioning of internal educational environment.

Second, **mixed or general function**, is valid in the areas in which the institutions of the subsystem of education can make legal decisions on such level which is not regulated by the functions given to the institutions of the system of education in that area. In turn the decisions of the institutions of the subsystem of education here must correspond to the criteria of subsidiarity and proportion. Such areas are the majority of traditionally regulated areas of social and educational activity. Subsidiarity is a principle according to which the system does not take any actions (except for the areas for which it has exceptional function) if the decision is more efficient at the national, regional or local level. Legal powers of the system are being limited by the principles of proportion and necessity, according to which the actions of these institutions must not exceed the extents which are necessary for the achievement of the goals of establishing the system or the subsystem. Subsidiarity is the essential management principal of the EU, forming the basis for making decisions as close to the place of their implementation as possible, that is the lowermost competent management levels. Based on this principle, the functions of management levels are redistributed. Currently every subsystem of education solves decentralisation problems in different ways.

Third, **the supplementing function**, is given to the institutions of the system of education in the areas in which the institutions limit themselves with the actions that supplement or support the actions of the national system of education. In other words, the major part of legal initiative and power in these areas remains in the hands of national ministries. Such areas are the policy of education, culture, economical and social cohesion.

Control of the defined functions is carried out, first, in the political way; i.e., both the very educational institutions endeavour not to exceed the competence given to them, and the Ministry of Education controls these limits; second, via legal control that is carried out by the court which observes and ensures the implementation of establishment agreements made by the Government and the Ministry of Education and the requirements of laws, and solves legal disputes of all objects of education.

Pre-primary educational institutions were strengthening as organisations that supply qualitative adults' and children's educational services to the society and its community groups. Therefore, it is sought to make these institutions attractive both for parents and their children. Socio-cultural functions of pre-primary educational institutions in the territory of the community are being developed and the newest management principles are being applied. Based on that the system of pre-primary education becomes increasingly more determined by general socio-educational processes presupposed by market economy; it does not just flexibly respond to them but also renews together with them.

The achievements of pre-primary education are reflected in the new context of social policy (children's, women's, family's) of the European Union countries and in conceptual documents on education. Pre-primary education becomes important both from the political and from the social standpoint. Pre-primary educational institutions on equal rights with all other educational institutions participate in the creation of ideology of a persons's life-long learning and children's humanistic education in the society (educational pluralism in the children's educational areas is being developed). The efficacy of the system of pre-primary education is

based on the orientation to the “new thinking”. Its main characteristics are multi-variability and universality (poly-functional space).

In the second subsection different theoretical approaches to the management of the system of pre-primary education are presented and analysed in order to understand management contexts of the subsystem of education in the process of reform. Important paradigms like **learning society, knowledge society, globalisation** are distinguished in the analysis. Besides, based on the strategic approach to management of the system of pre-primary education, the relation between these two conceptions is outlined. It is identified that strategic decisions regarding management of pre-primary education express the approach to transform this system and its development, and this shows the endeavours of social management objects to change the quality of action characteristic to a corresponding system essentially. Such perception is to be related to the problems of society’s development and to the transformations that are directly related to the society: namely these problems according to B.Melnik (2002) can be treated as particularly important for the meta-analysis of qualitative changes.

The noted manifestations of changes of *the conception of knowledge society* and of educational institutions enable to conclude that the processes of educational changes in the paradigm of globalisation reflect the integrity of transformations and raise a necessity to perceive their consequences as a system phenomenon. It should also be noted that the impact of transformations influence such sectors of education (institutions), which are directly related to social anthropological and biosocial life forms. Such prioritising of the reform of education is explained by the fact that namely these forms mean the opportunities of mankind’s existence and progress as well as the logic of trajectories of changes in the relations of the surrounding environment.

Having studied management of the system of pre-primary education, it can be stated that management of the system of pre-primary education is analysed based on different attitudes and perspectives. In this dissertation management of the system of pre-primary education is defined as a multi-aspect conception, encompassing integral interrelated paradigms (of learning society, knowledge society and globalisation).

Pre-primary institution turns into a modern institution because it is based on the new educational philosophy and dimensions of systemic-integral thinking, linking social child’s and family’s policy with the new educational culture of the society. According to A.Juodaitytė (2002), changes took place simultaneously orientating to the new educational rights of children and parents as members of education. They are based on *today’s educational meta-contexts*:

- *anthropocentric*, the child’s as a man’s conception, the child’s evaluations in the changes of development and in the interaction with the environment (multi-dimensional and syncretic child’s evaluation);
- *socio-educational meta-contexts* of a family as a new children’s educational institution, developing parents’ rights, (as a guarantee of the society’s trust in them in children’s education), parents’ duties, their interest in the child’s education in the pre-primary institution, maintaining active participation in the creation and implementation of new children’s educational models both in the pre-primary institution and in the family;
- new interaction between the pre-primary institution and the family as between equal institutions that improve children’s educational models and create a new socio-educational image of the pre-primary institution in social environment.

Improvement of management of pre-primary education is orientated to *systemic-strategic meta-context*. It is treated as a formal planning system for preparation and implementation

of a strategy which is related to the mission and aims of an organisation. Systemic-strategic meta-context is not limited to solely formal strategic planning system. It also embraces strategic thinking which more creative, not formal. Besides, in order to define long-term and short-term management aims of the organisation *prescriptive and emergent meta-contexts* are distinguished. According to them final targeted orientation is not clear in advance and its partial strategic decisions are prepared throughout the whole average length period. Namely such transformations determine the changes in the quality of the subsystem of educational system and in the rise of welfare on a global scale. Due to this reason the perception of such factors and circumstances which determine global transformations and their manifestation can be treated as an essential assumption to know and manage processes that take place in the spaces of global reform.

In the discourse on self-contextualisation of management of the system of pre-primary education, global changes in education and management theories the educational policy in the context of social values is analysed. It can be stated that considering the valuable basis of educational policy as a key characteristics of the concept of educational policy, the formation, implementation and evaluation of the policy must be based on social values. Social values should be embodied in laws, express main democratic principles and ideals. Having considered the contextuality of educational policy, it must be noted that its relating with social and economical country's endeavours is inevitable. It is also important that many factors determining educational policy exist beyond the boundaries of educational system. In the context of high unemployment, increasing individualism that is characteristic to the post-industrial society, when social differences and inequality are permanently increasing, educational policy must seek its aims.

Purposefulness relates educational policy to strategic planning, in the implementation of which it is important to formulate the vision, mission and aims of educational system. If the educational policy lacks clearly expressed vision, mission, philosophy; i.e., it does not know its mission, the meaning of its activities, what principles are the basis of its activity, it is difficult to talk about long-term and purposeful strategy.

The state of Lithuania went a long road of development before it created an effective mechanism of managing social (educational) sphere and ensured purposeful social (educational) policy, which is adequate to the actual situation of social space. It is purposeful to use the term "social (educational) policy" in a broad sense. Treating social (educational) activity this way, the very social state will not only mean its commitments solving its purely social problems but will also determine its social purposefulness, aims and tasks in other areas of social life (in out case in the space of education), the character of its relations with the citizens. Based on such state the mixed economy must be well developed and socially orientated to ensure both material and spiritual (educational) residents' needs. The tendencies of globalisation aroused the necessity of the state to adapt to new conditions. Modernisation of the state and its policy in various areas of activities must ensure social safety of those who are most vulnerable to globalisation processes: to implement effective social policy, ensuring children's social welfare during life-long learning.

In the discourse on the analysis of transformation processes of globalisation processes of educational policy the limitation of explaining the one-sided relation between optimistic society and the concept of change showed up as well as non-sameness of global policy and the discourse on educational policy. Educational policy can mean numerous things to many people and acquire numerous forms in many cultures. Therefore, the chosen course of educational policy to a concrete type of socio-cultural society acquires critical significance to the quality of education. The area of educational policy manifests itself as a segment of

peculiar competence in the general context of national policy. Therefore, it is necessary to pay more attention to it because this concept will assist to maintain the distinction, peculiarity, nationality and identity of the state among the EU members. This way external mechanisms determining the content of educational policy and management as a whole reflect and represent branchiness and diversity of the world society's managerial activity. Thus, it can be stated that in its space of transformations the modern concept of educational policy is to be related to adaptation of western managerial experience. Such attitude is based on management and programming of transformation processes, therefore its implementation can be perceived as a factor of the development of transformations in the system of education.

The presented theoretical concept of educational policy marks three integral composite parts of administration renewal. Their application for concrete situations comprehensively changes the strategy, structure and culture of public sector (of educational organisation). Modernising the administration of educational space up till now, most often only some one technical perspective is being started to be implemented too strongly and no attention is paid to the potential of the employees, or while carrying out organisational changes, it is not sought to use personnel and innovation management methods (Thom, Ritz, 2004).

Changes of strategy, structure, processes and culture of national institutions (of education) are the factors which enable to implement the wanted new concept of educational policy, its management or implement its sought changes. Immediate impact for changes is made by purposefully implemented instruments of innovation management, formation of organisations and personnel management.

The process of change develops towards innovative public sector, management of educational policy in three levels. The management of policy and activities of various levels is attended by persons who make decisions related to public sector and who are able to form changes actively themselves. This way, implementing the concept of educational policy, we shall raise the innovative level of organisation and achieve that national functions are implemented in a more flexible way, we shall enforce motivation of public sector employees, their qualification will improve. Our proposal to implement this combination of three management elements into management and development practice of public sector institutions is based on systemically and theoretically developed measures of management organisation; therefore, we perceive national administration (in other words the concept of policy) as a flexible system, as a national power and administration, legitimating the development of innovations in the market orientated environment.

In the third section contexts of micro-management of the system of pre-primary education in cultural discourses on social anthropology, in the phenomenological paradigm of childhood are analysed. Main concepts (paradigms) of analysis are distinguished, their characteristics are discussed. The presented **contextualisation of management functions of the system of pre-primary education in the modern phenomenological paradigm of childhood** substantiates that investigating the phenomenon of childhood from the conceptual standpoint, the context of immanent culture, objective truth through which the cognition of childhood takes place is disclosed. The phenomenon of childhood is interpreted as a socio-cultural phenomenon enabling the activeness of the child's person, openness participating in the activity of social community. Uniformistic approach, which is evaluated as the one that makes the person (child) passive, is refused, transferring to the educational approach that enlivens the person's (child's) individual needs. The principle of individualisation means that the child is a full-rate member of communication, educational process, in other words, able to make decisions regarding his/her existence. The child becomes not the subject of assistance but the

object of his/her own becoming. The unequal relation when adults' attitudes are accepted as expert, unambiguous, unarguable and correct attitudes, is rejected and it is transferred to the approach that the dialogue with a child discloses his/her needs, the extent of participating in social relations, readiness to act actively "here and now". The model of social participation disassociates from the concept of "imperfect childhood" raising the child's right to create. This way the child's abilities to choose are enforced, his/her rights and wishes are expressed. The phenomenological conception of childhood implements the idea of the child's integration into the society – the relation between the child and the society is defined in a new way: situations which would assist the child to be acknowledged and active, and which would legitimate his/her existence in the society are created.

Discourse on management of the system of pre-primary education in searches of childhood identity and a dialogue with *Another* simulate the conception of childhood identity in a new way forcing to refuse its traditional perception. Identity is treated as the meetings of I (the child) and Another (the adult). They disclose in authentic child's and adults' actions and behaviours with the assistance of childhood manifestation phenomenon I, which by the first person reflects the human essence in its existence and in the perception of reality. The dialogue, while transforming the surrounding reality and the very process of socialisation, forces to concentrate and reconsider the searches of authentic childhood identity in the social world. This directs politicians of education to correct educational strategies, choosing the tendency of multicultural education and orientating children's education to reinforcement of social relations.

The change of social-cultural concept of childhood and pre-primary education as a discourse on the child's social interaction with the environment is based on J.Qvortrup's and C.Fris' (1991) conception. The conception is based on the explanation of childhood phenomenon as an important element of the society's social structure that is part of the system of social relations participates in organised forms of activities and acts together with the adults' society. Because it is acknowledged that childhood has its own level of activeness the question about the childhood's dependence/independence on the adults' world becomes important. Therefore, according to the chosen research methodology the most productive conceptions of the analysis of childhood phenomenon are J.Qvortrup's and C.Fris' (1991) conceptions, which link structural and social, evolutionistic attitudes.

To finalize it should be noted that more emphasis is given to the investigation of childhood as a social phenomenon; i.e., as the society's structural form, which has its thoughtful specificity, and not to the analysis of its role in the system together with other generations. This fact is explained by the fact that describing various sociological approaches to the concept of childhood it is important for us to identify the uniqueness of the analysed childhood phenomenon, and not its similarity, which inevitably occurs when the phenomenon of childhood is analysed in the context of people's generations.

Further **in the fourth subsection "Research methodology and methods"** research methodology is formulated, main indicators describing theoretical, praxeological contexts that influence management of the system of pre-primary education in the processes of the reform of the system of education are identified. In the second subsection empirical research methods are presented and substantiated.

Qualitative study. The dissertation employs the conception of qualitative content analysis (Mayring, 2000, qtd. in Žydzūnaitė, 2003): qualitative content analysis is based in systemic implementation of steps: 1) multiplex reading of the text, 2) distinguishing of manifest categories and subcategories and their substantiation by proofs extracted from the text, and 3) interpretation of categories, encompassing subcategories.

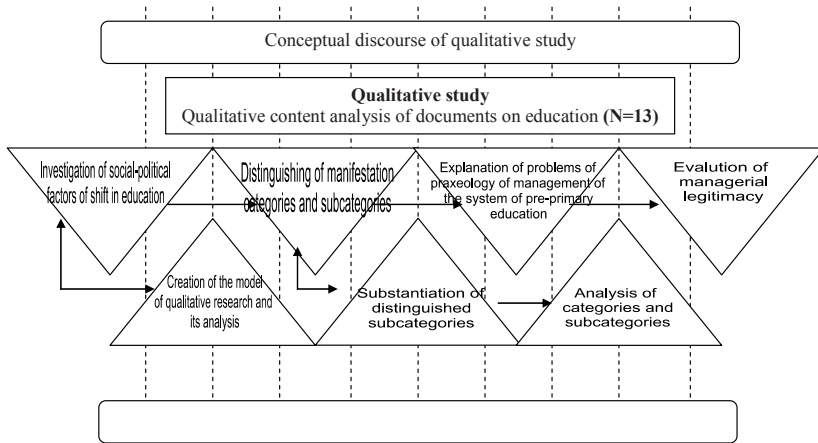


Fig. 1. The model of the design of qualitative study

The sample of the study. Qualitative content of the documents on education of the Republic of Lithuania (N=13) was analysed.

Research methods. The following aspects of qualitative content analysis as a research procedure are distinguished (Mayring, 2000, qtd. in Žydzūnaitė, 2003): 1) text “language”: the received texts reflect attitudes, the context is concretised, 2) the rules of the analysis: the content of the text must be analysed consistently, step by step, based on concrete rules of a methodological procedure, and segmenting the analysed content into analytical units, 3) categories/subcategories are the essence of qualitative content analysis: the text is interpreted on the basis of raised questions of the study, which are answered invoking formulated categories, and 4) reliability and validity criteria: seeking to avoid inter-subjectivity, the results of a concrete qualitative content analysis must be compared and based on the results of other similar type studies, which analysed an adequate phenomenon.

The fifth section “Empirical research of manifestation of management functions of the system of pre-primary education” presents the results of empirical research and their interpretation.

Qualitative content analysis. Seeking to investigate the manifestation of functions of the system of pre-primary education from the socio-educational standpoint, they had to be evaluated with respect to correspondence to the tendencies of strategic trends of educational policy in Lithuania. The study required to search for a model which would integrate characteristics of manifestation of management functions of the system of pre-primary education in the trends of strategic management of educational policy, and which would disclose criteria and indicators of implementation of educational policy. The model chosen (Fig. 2) joins all legal documents that regulate work of the system of pre-primary education and educational work of Lithuania (N=13) into one general system. The documents on education of the Republic of Lithuania were brought under three main categories according to their content:

- *societarian* (national) documents on education and documents on education of the *system level*: conceptual, in which general dimensions of conceptualisation of pre-primary education are discussed;

- *of institutional level*: dimensions of organising pre-primary education at the institutional level;
- *of process level*: dimensions of organising pre-primary education process.

Grounded criteria (*societarian, systemic, institutional, interpersonal, intrapersonal*) are universal, suitable for investigating implementation of educational policy of various countries, while the indicators are formulated purposefully, considering the Lithuanian context and seeking to evaluate, to what degree the praxeology of management of pre-primary education responds to conceptual tendencies of educational policy (strategic trends). Having familiarized with the wordings of selected sources, qualitative categories were chosen, which are related to the activity model of the system of pre-primary education, and to orientation of its approaches, statements and actions. Where possible, every notional word was given in two polar variants: one, expressing orientation to general European educational dimensions and the other, expressing orientation to national level of educational system, essential dimensions and peculiarities.

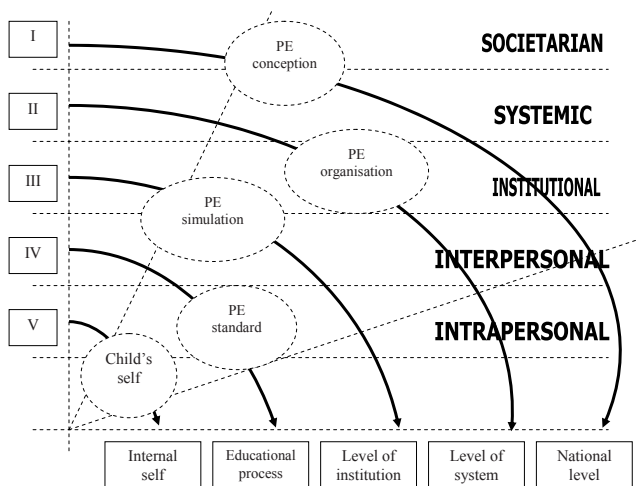


Fig. 2. Model of functions of pre-primary education as a system

The obtained results enable to state that the documents on the system of pre-primary education and national policy encompass means of organising pre-primary education in the name of children's social welfare, reduction of social exclusion, ensuring the strategy of life-long learning. Correspondence of management system of pre-primary education to the model of strategic development of national education has been evaluated. The majority of factors that confirm the existence of enabling characteristics are not obvious; they are more of a functional type. Therefore, it can be stated that the role of educational policy in educational institutions is still more *reactive* and *operational* than pro-active. Therefore, current state policy lacks holistic approach to successful implementation of changes that are related to the management reform of the educational system. This is confirmed by several main conclusions. First, the role of developing human resources that forms the strategy of pre-primary educational institution must be essential in the formulation stage. Second, strategic cooperation of main interest-groups (of heads, teachers of educational institutions, parents' and children's) is an important element in the model of behaviour of educational organisation.

Study results demonstrated that strategic cooperation in the environment which educates pre-schoolers between the representatives of main groups is insufficient. Obtained data (context of laws) also enables to state that too little attention is being paid to the quality of pre-primary education and to the evaluation of effectiveness of early human resources.

Qualitative content analysis of the documents enables to notice that there is no clear and unanimous strategy of pre-primary education in the context of educational policy in the practice of pre-primary education. Distinguished subcategories of the conception of pre-primary education disclose various aspects. Some categories answer what pre-primary education is, other reflect various peculiarities of pre-primary education (e.g., participation of interest-groups, values in pre-primary education, contextuality of pre-primary education), still other categories express peculiarities of implementing pre-primary education (e.g. links of pre-primary education with the change and reform, implementation of aims of pre-primary education, etc.). Some categories show certain problems of pre-primary education (e.g., decisions from “above”, gap between pre-primary education and the reality).

In the documents on educational policy of pre-primary education of the Republic of Lithuania exceptionally much national attention is given to the categories “pre-primary education” (50%), “child’s education” (13%), “social welfare” (10%). This fact reflects the attitude to pre-primary education as to a universal unit, socio-educational unit of the society’s system of education, which responds to the ideology of humanistic and democratic children’s education in Lithuania. However, there are doubts as to separation between pre-school education and pre-primary education because according to the classification of education of Lithuania (1999) pre-primary education curricula are part of pre-school education level. It is proposed to orientate to pre-school education as to a whole, without giving prominence and not distinguishing any of its elements. It is important to emphasize that pre-primary education is receding from pre-school education and orientates to developing competencies, starts more to interact with primary education.

CONCLUSIONS

1. Based on general and special foundations of the theory of management of education and theoretical approaches existing in research literature (managerial, sociological, psychological, culturological, politological, philosophical, etc.) interdisciplinary methodological approach was conceptualised and purified. It enables to substantiate research methodology of management functions of the system of pre-primary education in the processes of shift in the policy of education of Lithuania. In the absence of methodological approach functions of pre-primary education were analysed in the context of positivism, often applying approaches of structural functionalism. Therefore, the link of pre-primary education as an intermediary link (with regard to the links of pre-school and primary school) lost specificity and polyphony, whilst in reality functions that corresponded to its status were attributed. Interdisciplinary methodological approach enables to highlight contextuality, complexity of functions of pre-primary education. Besides, based on it, it is possible to disclose perspectives of manifestation of peculiarity and immanence of pre-primary education in the processes of systemic change of education. Validity of the position of immanence determines such functions that are characteristic namely for management of the system of pre-primary education: gnostic, project-based, constructive, communicative. In management and in management of educational organisations the function is a specialised component of a managerial activity, which is characterised by unanimity and exceptionality by ways of impact.
2. Based on theoretical approaches of strategic management, universal quality, systemic change, culture and organisations, management functions of pre-primary education can be contextualised as:
 - multi-functional (social and institutional), to which criteria that mean axiological, social cultural differentiation (values, norms, roles) are characteristic;
 - localised adaptive system, which is constantly interacting with the social cultural phenomenon of childhood, which brings anthropological humanitarian paradigm into management functions of this subsystem of education;
 - adaptive managerial system that reflects ontological, epistemological management principals of organisations: management culture as an integrity, children's subculture as a social cultural community;
 - a system that legitimates the child's social participation, functionality of which can be ensured only by employing the child's own capacities and the context of subculture;
 - the system that is distinguished by flexibility, openness, diverse subcultural models of pedagogical cooperation, which maintain the child's personal, creative and social-cultural initiatives.
3. The analysis of contextuality of diversity of theoretical approaches (structural functionalism, constructivism, phenomenological hermeneutics) of management functions of pre-primary education enabled to identify the situation of exploration and perspectives of its change, considering immanence:
 - functioning of the subsystem of the system of education is investigated only highlighting isolated social cultural circumstances, not contextualising them in the processes of change in the policy of education;
 - scientific attempts to legitimate social cultural context of existence of childhood in the paradigm of management of the system of pre-primary education come to prominence. In this process two ideological approaches show up: anthropocentric (the

- child's rights and liberties to lifelong learning) and socio-centric (the child's rights);
- scientific approach towards valid and desirable child's right of social participation in the processes of pre-primary education, which enhances managerial functionality of this function, is justified. Namely based on this, the reality of legitimation of management functions of pre-primary education shows up because having separated management of the system of pre-primary education from subculture of childhood (from the child's anthropocentric and socio-centric life diversity), it would lose the meanings of qualitative manifestation in the change of the policy of education.
4. Based on interdisciplinary methodological approach, contextual analysis of the discourse on management functions of pre-primary education (social-cultural, managerial-anthropocentric) was carried out, which enabled to highlight how the analysis of paradigms of social sciences and the humanities, theoretical praxeological sciences of management of education and policy of education can be applied. It was identified that:
 - considering immanent contexts of management functions of pre-primary education, general management principles can be successfully applied in management of pre-primary education;
 - projecting long-term strategies of change of the policy of education, it is necessary to view pre-primary education through anthropocentric, social-cultural meanings, which also depend on political, economical, cultural context that determines functionality of the system of education.
 5. Considering the context of shift in education, instrumentation for contextual analysis of discourse on management functions of pre-primary education was offered. It is of holistic, dynamic type, constructed on the basis of contexts of post-modern philosophies (existential phenomenology, reflexive philosophy, philosophy of constructivism) and philosophy of the policy of education (philosophy of egalitarianism, philosophy of reconstructivism). Instrumentation is based on the following approaches:
 - manifestation of management functions of pre-primary education can be understood as having strategic significance for the change of the policy of education only in such case if it is able to create environment that is favourable for children's self-education. It should be related to strategic aims of ensuring the child's social welfare, which signify directiveness of processes of change of the policy of education;
 - hermeneutic-phenomenological interpretation paradigm of management functions of pre-primary education creates approaches for understanding socio-cultural meanings of their functionality, which is possible in the context of subculture of childhood. Namely this context signifies specificity, modality management functions of pre-primary education, which is given to it by identity of the child's personality, self-awareness and self-expression;
 - exceptionality of contextual analysis of management functions of pre-primary education is signified by domination of methodological approach that is directed towards the child as a social-cultural individual, which means activities that are existentially meaningful to the child and enable to recognise cultural view of childhood;
 - instrumentation of the contextual analysis of management functions of pre-primary education is perceived as a multi-functional construct in the context of subculture of childhood, when the mission of education in the processes of shift of the policy becomes orientated towards anthropocentric values.
 6. Contextualising manifestation of management functions of pre-primary education in the contexts of shift of the policy of education, which are orientated towards anthropocentric

values, discourses that give a sense to oneness of functions of pre-primary education come to prominence:

- cultural/symbolic: when the change is projected on the basis of subculture of individuals, social groups, communities;
 - discourse of reflexive modernisation, which means the possibility to project, evaluate strengths, weaknesses and dangers that come to prominence in the processes of systemic change of education;
 - normative discourse: determines the necessity of enforcement of expression of functions of pre-primary education, emphasizing the diversity of formation of educational models through motivation of social groups that is based on trust, solidarity, parity;
 - institutional discourse: emphasizes immanence of the system of pre-primary education in the context of manifestation of subjectivity of the subculture of childhood, which is created through the net of children's educational institutions, which expresses the political endeavour of socio-cultural actualisation of childhood;
 - theoretical-analytical discourse: implies the attempt to scientifically analyse and explain social political processes that take place when the change of education is legitimated by social, cultural and anthropocentric meanings;
 - instrumental functional discourse gives a sense to cyclicity of management processes of pre-primary education in the conditions of shift in the policy of education.
7. Having carried out qualitative research and identified how management functions of the system of pre-primary education contextualise in strategic management documents of the educational policy of Lithuania, it was identified that :
- immanence of manifestation of functions of pre-primary education is not emphasized, emphasis is on means of organisation of pre-primary education, which are directed towards ensuring children's social welfare, reduction of exclusion, lifelong learning possibilities;
 - in models of strategic development of national education the system of management of functions of pre-primary education is grounded on approaches characteristic to structuralism. Necessary managerial actions and socio-cultural factors that influence them are not emphasized;
 - too little attention is paid to quality of pre-primary education, which also means efficiency of management of early human resources;
 - in practice there is a lack of managerial, axiological contexts, enabling to construct strategies of management of pre-primary education on the basis of socio-centric and anthropocentric foundations. There is a distinct gap between managerial context of pre-primary education and models that give a sense to management of modern organisation because priorities are given to traditional decisions "from above" that exist in reality;
 - the approach towards pre-primary education as a universal social and educational model that gives a sense to the functions of the system of education, which responds to ideology of children's humanistic and democratic education that is characteristic to the policy of education of Lithuania, manifests itself;
 - the system of pre-primary education is understood as intermediary and not as separate, significant for the quality shift in the system of education. It is offered to orientate towards the child's school education and readiness for school. Cohesion of pre-primary education and primary education is emphasized and the relation with pre-school education is insufficiently emphasized;

- there is a lack of holistic approach towards quality of functioning of management of pre-primary education, towards management models (societarian, systematic, institutional, interpersonal, intrapersonal). This way possible separation between approaches of the national policy towards quality of functionality of pre-primary education and its manifestation in reality (the level of municipalities) is explicated. This situation is inspired by managerial type hindrances: financial, organizational, cultural;
- management of functions of the system of pre-primary education is insufficiently related to main endeavours of the policy of education of Lithuania: efficient and cohesive system of education; socially fair system of education and quality system of education;
- seeking to develop socially fair policy of education, it is foreseen to ensure equal opportunities of the start of learning for all children, create and develop the system of universal pre-primary education;
- management functions of the system of pre-primary education in the processes of shift in the policy of education are actualised orientating towards reactive and operative management contexts because there is a lack of holistic approach towards the processes of shift in the system of education and towards immanence of functions of links that make up this system, including the link of pre-primary education.

Generalisations:

Having prepared methodological instrumentation for grounding pre-primary education, the identified theoretical-praxeological content of the managerial discourse enabled to identify discourses that exist in the theoretical analysis of managerial functions, wished discourses.

Wished discourses:

- political environment of education of Lithuania in the child-centered educational paradigm is favourable for the development of possibilities of equal start of learning but negatively influences the emergence of the conception of development of strategic availability of the pre-primary education system because: 1) there is no clear national policy of childhood, the child's social participation; 2) manifestation of management functions of the system of pre-primary education is restricted to the insufficiently efficient activity, policy of assessment of quality, which would relate preferences of experience of participants of the educational process (heads, teachers and learners' parents), is little related to strategic aims and tasks of the children's educational institution;
- it is desirable to enhance orientations of heads of pre-primary educational institutions towards increasing of their strategic role in the formation and orientation of policy because discourses that give a sense to the policy of education orientate towards strategic directions of its change; however, they mostly focus on internal management of the institution, not perceiving polyphony, multifunctionality of functions and the status of pre-primary education as an intermediary link;
- management of functions of pre-primary education, grounded on understanding of the essence of polyphony of functions, requires to orientate towards team management, clustering parents, pedagogues and heads to communities that are able to form decisions, which would enhance functionality of pre-primary education as an immanent system;
- it is wished that orientation should be not to operative and reactive but to strategic management that encompasses societarian, anthropocentric meanings of this manage-

ment and also to interrelation of links of the system of education that gives a sense to systematic type of change. So far strategies for development of management functions do not exist;

- contextualising strategic discourse of management of functions of pre-primary education, which in its essence expresses post-modernistic approach, it is desirable to conceptualise adaptiveness of it as a local system in the processes of shift of the policy of education in Lithuania through legitimization of children's social participation, which supports the child's socio-cultural recourses and socio-cultural status of modern childhood.

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PRIEŠMOKYKLINIO UGDYMO SISTEMOS VALDYMO FUNKCIJŲ TEORINIS- PRAKSEOLOGINIS KONTEKSTUALIZAVIMASIS LIETUVOS ŠVIETIMO POLITIKOS KAITOS PROCESUOSE

SANTRAUKA

Mokslinės problemos aktualumas. Šiuo metu Lietuvoje priešmokyklinio ugdymo valdymas, kaip vieningas teorinis prakseologinis modelis, yra tik kūrimosi procese. Prasidėjo prieš-karyje, bet dėl savo funkcijų neapibrėžtumo bei nuolatinių jų kaitos šiuolaikinėje Lietuvos švietimo politikoje iš dalies prarado postmodernizmo paradigmoje besikontekstualizuojantį jo valdymo funkcijų turinį. Dėl šių priežasčių priešmokyklinio ugdymo sistema netapo visavertė švietimo sistemos posistemė. Stokojama įstatyminės bazės, pagrindžiančios priešmokyklinio ugdymo, kaip švietimo posistemės, funkcionavimo veiksmingumą. Dėl stokos metodologinio pobūdžio instrumentų, būtinų jo valdymo funkcijoms kontekstualizuoti šiuolaikinės modernios vadybos ir politikos teorijose, nėra galimybės pademonstruoti, kaip gali būti konstruojamas šios posistemės valdymo funkcijų teorinis diskursas, turintis rekonstrukcinės, pertvarkomosios galios vadybiniam pokyčiams švietimo politikos kaitos procesuose.

Naujomis švietimo sistemos kaitos sąlygomis priešmokyklinio ugdymo posistemė apibūdinama kaip tarpinė, kuri daugeliu funkcinų parametrų nusileidžia kitiems švietimo sistemos lygiams ir dažnai tampa disfunkcinė, nes reikalauja „naujojo postmodernaus žinojimo“ (Gellner, 1993, p. 93). Tokio žinojimo pagrindinis bruožas yra homogeniškumas ir doktriniškumas (*konceptualumas*), turintis pertvarkomosios galios principų. Posistemė patiria virsmo (*bifurkacijos*) stadiją (Haken, 1980; Prigogin, 1989; Stengers, 1999; Kanišauskas, 2008), todėl iš esmės pakinta *kokybiniai parametrai (išskirtinumas, netiesiškumas)* (Lyotard, 1993; Pyragas, 2003; Burke, 2007), kuriuos inspiruoja ir nukreipia konkrečios švietimo kaitos reikšmės (*savitumas, imanentiškumas*) (Habermas, 2002; Rubavičius, 2003). Priešmokyklinio ugdymo posistemės valdymas nesiejamas su nauju jos, kaip variatyvios sistemos bendroje švietimo sistemoje, statusu. Tai pagrindinė prielaida priešmokyklinio ugdymo grandžiai transformuotis į neatsiejamą ir lygiavertę švietimo sistemos posistemę, „sudarantią sąlygas sėkmingai rengtis mokyklai įvairių poreikių vaikams, skirtingai ugdytiems šeimose ir ikimokyklinėse įstaigose“². Šio tikslo realizavimas priklauso nuo priešmokyklinio ugdymo valdymo funkcijų raiškos veiksmingumo, sudarančio galimybę jos, kaip daugiafunkcinės sistemos, sklaidai. Priešmokyklinio ugdymo institucija šiuolaikinėje visuomenėje aktualizuojama kaip visuotinis, privalomas perimamo brandinimo mokyklai etapas, be kurio neįmanoma vientisa švietimo sistema (Targamadžė, 1996; Hargreaves, 2008; Monkevičienė, 2008; Bagdavičius, 2009).

Posistemės valdymo funkcijų analizės metodologija tampa dalimi diskurso, kuris įprasmina jos visavertį egzistencinį veiksmingumą švietimo politikos kaitos procesuose. Šiuolaikiniame švietimo vadybos moksle (Želvy, 2001; Purvaneckienė, 2003; Monkevičienė, Glebuvičienė 2008, 2009) priešmokyklinio ugdymo sistema nagrinėjama įvairiais empiriniais aspektais, pasitelkiant tyrimo duomenis, įrodančius jos funkcionavimo svarbą. Kai kurie mokslininkai (Želvy, 2003; Bruzgelevičienė, 2008), priartėję prie sisteminio švietimo kaitos valdymo modelio reformų procesuose, stokoja priešmokyklinio ugdymo posistemės valdymo funkcijų įprasminimo. Todėl švietimo vadyboje kristalizuojasi skirtingi moksliniai požiūriai į šios sistemos vadybines funkcijas. Dažniausiai diskutuojama, koks turėtų būti priešmokyklinio ugdymo įstaigų statusas (darželio grupės ar mokyklos klasės) (Marcelionienė, Šeibokienė,

² Lietuvos Respublikos švietimo įstatymas, 2003.

Jankauskienė, 2000; Priešmokyklinio ugdymo organizavimo modelių aprašas, 2003) Tokio pobūdžio ginčai labiau prakseologiniai nei teoriniai. Todėl nesant priešmokyklinio ugdymo valdymą pagrindžiančio teorinio koncepto, nėra pagrindo kurti postmodernistines šios sistemos valdymo metateorijas. Esant tokiai metodologinio pobūdžio situacijai, tampa įmanoma tik *kontekstinė* teorijų analizė, leidžianti atskleisti, kaip įvairūs bendrieji šiuolaikinės vadybos, švietimo vadybos, politikos, sociologijos, antropologijos mokslų teoriniai konstruktai formuoja priešmokyklinio ugdymo *vadybinę-teorinę prakseologiją*.

Postmodernistinio konstruktyvizmo (Lyotard, 1993; Habermas, 2002; Jencks, 2002) kryptis, savo esme būdama socialinė-rekonstrukcinė, priešmokyklinio ugdymo sistemą leidžia apibūdinti kaip *adaptyvią* (Welsch, 2004), nuolat sąveikaujančią su šiuolaikinės vaikystės reiškiniu, o taip pat ir *specifinę, reikšmingą vaiko socialiam tapsmui*. Tai leistų išgryninti priešmokyklinio ugdymo valdymo raiškos kontekstus, kurių pagrindu galėtų būti projektuojamas priešmokyklinio ugdymo valdymo funkcijas realizuojantis modelis (lokalios sistemos adaptyvumas, vaikų socialinio dalyvavimo legitimacija). Tai leistų ją *suprasti kaip imanentiņi-disipatinį sandą* (Turner, 1997; Adorno, 1963; cit. pagal Macdonald, Ziarek, 2007), kuriam būdingi normatyviniai (politiniai, ideologiniai) ir atitinkami empirinio pagrindimo bruožai.

Antra vertus, metateorinės analizės principai reikalingi tam, kad priešmokyklinio ugdymo sistemą galima būtų interpretuoti kaip daugiafunkcinę (*socialinę ir institucinę*), kuriai būdingi tam tikri diferenciacijos kriterijai (vertybės, normos, vaidmenys). Tai padeda giliau suprasti priešmokyklinio ugdymo paskirtį, tikslus ir uždavinius bei leidžia atlikti kritinę metateorinę priešmokyklinio ugdymo sistemos valdymo funkcijų eksplikaciją. Tačiau šio *metateorinio indeksinio (kontekstinė interpretacija) dėmens šiandien dažnai nepaisoma edukaciniuose priešmokyklinio ugdymo sistemos vadybiniuose tyrimuose*. Metateorinės analizės atstovai (Berger, Luckmann, 1999; Newen, Savigny, 1999; Ritzer, 2001; Kuhn, 2003; Friedrichs, 2003; Plėšnys, 2010) teigia, jog kontekstinė analizė apsiriboja formaliais teiginiais, laikomais „savaiminėmis“ tyrimo prielaidomis, kurias reikia empiriškai tikrinti. Tuomet įvyksta empirinės ir neempirinės sričių perskyra. Būtina siekti, kad teoriniai teiginiai taptų „viduriniąja“ hipotetinės pažinimo kreivės dalimi. Nurodoma (Alexander, 1982), kad *neempirinė sritis yra negatyviojo (problemiško), o ne pozityviojo (konstatuojančio) mąstymo sritis*. Todėl dažnai šiuolaikinio švietimo sistemų valdymo paradigmosse ji buvo pateikiama kaip statiška abstrakčių idėjų visuma (Giddens, 1995; Bauman, 2002; Habermas, 2002; Bourdieu, 2003). Tačiau toks požiūris *klaidingai metateorinės analizės paskirties sampratą* švietimo sistemų (o ypač lokaliųjų) vadyboje. Todėl ilgą laiką *priešmokyklinio ugdymo sistema buvo suvokiama kaip statiška, disfunkcinė* (Lipset, 1981) *bendroje švietimo sistemoje tiek makro-, tiek mikroreikišinių vadyboje*.

Kontekstinė metateorija leidžia atskleisti priešmokyklinio ugdymo sistemos vadybos problemišką santykį tarp jos empirinės ir neempirinės sričių. Šiai krypčiai pastaruoju metu švietimo vadyboje skiriama itin daug dėmesio (Bourdieu, Passeron, 1997; James, Jenks, Prout, 1990, 1998; Berger, Luckmann, 1999; Borgnon, 2008).

Metakontekstinė analizė leistų kurti postmodernistinį priešmokyklinio ugdymo sistemos funkcijų valdymo diskursą, kuris gali padėti suprasti jos egzistavimo prasmingumą švietimo politikos kaitos procesuose.

Dabartiniu metu egzistuoja įvairių teorijų ir požiūrių į priešmokyklinio ugdymo funkcijų valdymą įvairovė (įskaitant dominuojančių ugdymo paradigmų tyrinėjimą): priešmokyklinio ugdymo funkcijų raiška Lietuvos švietimo reformų procesuose (Bruzgelevičienė, 2002, 2008; Monkevičienė, 2003, 2007), priešmokyklinio ugdymo sistemos pokyčiai šiuolaikinės edukacinės paradigmos virsmo kontekste (Andriekienė, 1999, 2001; Juodaitytė, 2003; Gražienė, 2008); bendrųjų sistemų, švietimo organizacijų valdymo teorijų taikymo galimybės lokalizuotų

sistemų funkcijų valdyme (Večkienė, 1996; Želvys, 2001; Rinaldi, 2005; Kontautienė, 2006; Garalis, 1999, 2005, 2007; Farguhar, Fitzsimons, 2008). Atliekamos švietimo politikos kaitos ir valdymo procesų eksplikacijos ikimokykliniame-priešmokykliniame ugdyme (Jucevičienė, Janiūnaitė, 2000; Kučinskienė, 2000; Purvaneckienė, 2005; Jackūnas, 2006). Akcentuojamas priešmokyklinio ugdymo sistemos raidos tendencijų ir modelių analizės būtinumas, harmonizuojant ikimokyklinio ir priešmokyklinio ugdymo dermę (Jurašaitė, 2004, 2005, 2006; Dunn, 2006; Vaicekauskienė, 2007; Neifachas, 2007; Šeibokienė, 2008; Gražienė, 2008).

Lietuvos švietimo vadybos mokslo kūrėjai (Ališauskas, 2000; Laužackas, 1999; Želvys, 1998, 1999) analizuoja įvairius švietimo posistemius, tarp jų ikimokyklinės-priešmokyklinės, vadybos teorinius-prakseologinius kontekstus. Atlikta *švietimo politikos planavimo, įgyvendinimo ir administravimo funkcijų analizė visų lygių švietimo ir ugdymo institucijose* (Želvys, 2001, 2002, 2003a, b, 2009; Katiliūtė, 2008; Bulajeva, Duoblienė, 2009). Išnagrinėti kai kurie *švietimo reformos kontekstai, reikšmingi tiek ugdymo procesui organizuoti, tiek ir švietimo sistemos posistemėms valdyti* (Barkauskaitė, 1997a, b; Būdienė, 1997; Brazdeikis, 1999; Balčytienė, 1999; Bagdonas, 2000; Cibulskas, 1997; Kaminskas, 2009; Stonkuvienė, 2009; Landsbergienė, 2009, 2010). Teoriškai pagrindžiami *švietimo institucijų vadybinės elgsenos ypatumai, išryškintos svarbiausios prakseologinės pedagogų vadybinių gebėjimų ugdymo procesuose raiškos problemos* (Targamadžė, 1996; Gurskienė, 2001; Jucevičienė, 2002, 2003; Jucevičius, 2003; Janiūnaitė, 2002, 2004). Tačiau mokslinėje literatūroje nepakankamai atkreiptas dėmesys į transformaciją patiriančių švietimo posistemiu metodologinį vadybos pagrindimą. Net ir Lietuvos švietimo politikos strateginio valdymo dokumentuose (*Priešmokyklinio ugdymo koncepcija, 2000; Lietuvos švietimo įstatymas, 2003; Valstybinės švietimo strategijos 2003–2012 metų nuostatos, 2003; Ikimokyklinio ir priešmokyklinio ugdymo 2007–2012 metų plėtros programa, 2007*) priešmokyklinio ugdymo valdymo sistemos funkcijų darnos raiška analizuojama gana fragmentiškai. Vakarų šalyse nuo XX a. paskutiniojo dešimtmečio švietimo sistemos *posistemiu*, ypač ikimokyklinės, vadybos teorija ir prakseologija yra itin aktualus socialinių-educacinių tyrimų objektas (Hansen, Kaufmann, Saifer, 1997; Walsh, 1998; Coughlin, 1998; Staerfeldt, Mathiasen, 1999).

Lietuvos mokslininkai naujai įvertino socialinę priešmokyklinio ugdymo sistemos paskirtį (Juodaitytė, 2003; Kontautienė, 2000, 2006; Kvieskienė, 2003). Teorinių pozicijų pagrindą sudaro vaikų socialinio dalyvavimo legitimacijos konceptai, kurie leidžia apibrėžti *priešmokyklinio ugdymo atviroje visuomenėje sistemos socialinį adaptyvumą*, pasireiškiantį kuriant individualią ir socialinę vaiko veiklos sistemą sutelktomis jo paties galimybėmis (Glebuviene, 2006; Gražienė, 2001, 2008; Monkevičienė, 2008). Taip apibrėžiamas vaiko socialinio dalyvavimo konceptas, konstruojantis atitinkamą jo prakseologinį pobūdį, kai išvengiama normalumo logikos, normų diktato. Tuomet atsiremama į pačio vaiko socio-psichinius resursus, refleksyvumą, savarankiškumą.

Siekiami konceptualiai pagrįsti priešmokyklinio ugdymo sistemos sampratų daugiareikšmiškumą, išryškinti jos sinkretinį pobūdį, vertingą vadybos mokslui ir praktikai kurti. Naujai vertinamas ikimokyklinio ir priešmokyklinio ugdymo sistemos reprezentacijų, kritinio jų rekonstravimo kompleksiškas santykis (Ušeckienė, 2003; Jacikevičienė, 2000; Ruzgienė, 2001; Andriekienė, 2009). Plėtojasi refleksyvosios sociologijos (Bourdieu, 1993; Elster, 2000; Hollis, 2000; Grigas, 2001; Kabašinskaitė, 2002; Bourdieu, Wacquant, 2003) studijos apie vaikų ugdymo situaciją poindustrinėje visuomenėje.

Tačiau priešmokyklinio ugdymo sistemos *valdymo teorinio-prakseologinio kontekstualizavimo* problema švietimo vadybos mokslui vis dar yra nauja, neįprasta. Priežastis – iki šiol esminiai ankstyvojo institucionalizuoto žmogaus (vaiko) ugdymosi kontekstai stokojo

teorinio pagrindimo ir nepakankamai buvo aktualizuojami šiuolaikinės visuomenės socialinės kultūrinės raidos kontekstuose. Būtent, nereflektuota ir neišbandyta socialinės kultūrinės raidos paradigma leidžia kitonišku būdu diegti gerąją patirtį, įveikti paviršutiniškumą, deklaratyvumą (Kuhn, 2003). Antra vertus, teorinis, prakseologinis kontekstualizavimas reiškia *nuoseklios teorinės perspektyvos taikymą į priešmokyklinio ugdymo valdymo funkcijų raiškos praktiką* (Black, Ammon, 1992; Lyotard, 1992, 1993; Boccock, 1995; Brim, Orville, 1995).

Tai suponuoja mūsų tyrimo problemą, kuri priešmokyklinio ugdymo sistemos vadyboje grindžiama egzistuojančiais teorinio-prakseologinio pobūdžio prieštaravimais, iš kurių esminiai yra šie: *priešmokyklinio ugdymo sistema* – tarpinė švietimo sistemos grandis, kurios tikslai suvokiami kaip nepakankamai reikšmingi šiuolaikinės švietimo sistemos darniam funkcionavimui; *stokojama metateorinio jos valdymo funkcijų pagrindimo*; reformuojant Lietuvos švietimo sistemą, *priešmokyklinio ugdymo posistemė dažnai tampa disfunkcinė* ir švietimo kaitos procesuose kartais *praranda savo išskirtinę poziciją*. Priešmokyklinio ugdymo sistemos vadyboje nepakankamai conceptualizuojamos tokios jos funkcijos kaip: lokalios sistemos adaptyvumas Lietuvos švietimo politikos kaitos procesuose; vaikų socialinio dalyvavimo legitimacija, remianti vaiko sociokultūrinius resursus bei šiuolaikinės vaikystės sociokultūrinį statusą.

Priešmokyklinio ugdymo sistemos valdymo teoriniai ir praktiniai pagrindai konstruojami tokiu būdu: *remiamasi bendraisiais švietimo vadybos conceptais* ir švietimo politikos kaitos procesuose išryškėjusiu bendroju politiniu švietimo sistemų valdymo diskursu, nagrinėjančiu tiek bendrąsias, tiek ir kai kurias specifines švietimo posistemų valdymo funkcijas (dažniau ikimokyklines nei priešmokyklines). Šiame vadybiniame diskurse priešmokyklinio ugdymo kontekstai, turinys bei prasmės nepakankamai išryškinti.

Iš to kyla tyrimo **mokslinės problemos apibrėžtis**: kaip, Lietuvos švietimo sistemos politikos kaitos procesuose konstruojantis diskursui apie švietimo sistemos ir jos posistemų valdymo funkcijų kaitą, kontekstualizuojasi priešmokyklinio ugdymo valdymo teorinis-prakseologinis diskursas, kuris gali būti metodologiškai pagrįstas bei suprastas taikant šiuolaikiniams socialiniams-humanitariniams mokslams būdingą paradigmą-metakontekstinę instrumentuotę.

Tyrimo prielaida. Vykstant universaliesiems (globaliesiems) švietimo sistemos pokyčiams bei vyraujant diskursui apie sisteminių švietimo grandžių valdymą, būtina pagrįsti priešmokyklinio ugdymo sistemos valdymo funkcijas kontekstualizuojantį diskursą bei jo analizės instrumentuotę. Tai galima atlikti pasitelkiant šiuolaikinę konstruktyvistinę bei fenomenologinę teorines prieigas, taikomas postmodernistinėje švietimo sistemų ir organizacijų vadyboje. Jų pagrindu galima išryškinti priešmokyklinio ugdymo valdymo funkcijas kontekstualizuojančias diskurso teorines-prakseologines prasmes.

Šio disertacinio **tyrimo objektas** – priešmokyklinio ugdymo sistemos funkcijų valdymo teoriniai-prakseologiniai kontekstai.

Tyrimo tikslas – sukurti metodologinę instrumentuotę priešmokyklinio ugdymo sistemos valdymo funkcijų teoriniam-prakseologiniam pagrindimui, atliekant metakontekstinę švietimo sistemos ir posistemų valdymo funkcijų analizę, nustatyti vadybinio diskurso teorinį-prakseologinį turinį bei jo prasmes.

Tyrimo uždaviniai:

1. Remiantis bendraisiais ir specialiaisiais švietimo vadybos teorijos pagrindais, mokslinės filosofinės, sociologinės, vadybinės, politologinės, edukologinės literatūros analizės, pagrįsti priešmokyklinio ugdymo sistemos valdymo funkcijas Lietuvos švietimo politikos kaitos procesuose.

2. Taikant šiuolaikinių socialinių-humanitarinių mokslų teorines-prakseologines švietimo vadybos ir politikos mokslo paradigmas, sukurti instrumentuotę priešmokyklinio ugdymo valdymo funkcijų diskurso kontekstinei analizei.
3. Lietuvos švietimo politikos procesuose priešmokyklinio ugdymo sistemos valdymo funkcijas kontekstualizuojančio teorinio-prakseologinio diskurso analizės pagrindu nustatyti kontekstų turinį ir prasmes.
4. Atlikti empirinį tyrimą ir nustatyti, kaip priešmokyklinio ugdymo sistemos valdymo funkcijos kontekstualizuojasi Lietuvos švietimo politikos strateginio valdymo dokumentuose.

Mokslinį tyrimą grindžiantys metodai

- Priešmokyklinio ugdymo sistemos valdymo funkcijų koncepto (globalių švietimo pokyčių kontekste) teorinis pagrindimas atliktas *analizuojant teorinę literatūrą* (filosofinę, pedagoginę, sociologinę, vadybinę), kurios pagrindu apibūdinti ryšiai su realybe ir pagrindžiama kokybinio tyrimo metodologija bei ją atitinkantys metodai.
- Priešmokyklinio ugdymo sistemos valdymo funkcijų kontekstualizavimui pagrįsti atlikta šiuolaikinių teorijų (tarpparadigminės refleksijos, konstruktyvizmo, rekonstruktyvizmo, fenomenologijos, hermeneutinės fenomenologijos) *metaanalizė*.
- *Interpretaciniais metodais* atlikta: situacijos analizė; teorinis modeliavimas, interpretavimas; atskleidžiami priešmokyklinio ugdymo sistemos valdymo procesai; demonstruojama, kaip, vykstant švietimo politikos pokyčiams, formuojasi priešmokyklinio ugdymo funkcijų ir jų valdymo prasminis suvokimas, kuris yra reikšmingas teoriniam-prakseologiniam diskurso kontekstualizavimui.
- Lietuvos Respublikos švietimo sistemą ir priešmokyklinį ugdymą reglamentuojančių politinių dokumentų analizė atlikta taikant kokybinę turinio (content) analizę.

Mokslinis naujumas ir originalumas

- Pirmą kartą Lietuvos edukologijoje metodologiškai tiriami priešmokyklinio ugdymo sistemos valdymo funkcijų teoriniai-prakseologiniai metakontekstai švietimo politikos kaitos procesuose. Pademonstruojamos jų rekonstrukcinės vadybinės prasmės, kurios grindžiamos *postmodernistine fenomenologine hermeneutika*.
- Atskleidžiami *priešmokyklinio ugdymo* valdymo funkcijas rekonstruojantys kontekstai, jų *teorinis-empirinis reprezentatyvumas*. Išanalizavus priešmokyklinio ugdymo sistemos valdymo funkcijų *daugiareikšmiškumą* ir jį charakterizuojančius kontekstus, formuluojamas *paradigminių teorijų* (rekonstrukcionizmo, konstruktyvizmo, fenomenologinės hermeneutikos, naujo insitucionalizmo) *legitimumas*, aiškinant šios posistemės valdymo funkcijų prasmes.
- Teoriškai pagrįsti priešmokyklinio ugdymo sistemos valdymo funkcijų teorinės-prakseologinės reikšmės modeliavimo procesai Lietuvos švietimo politikos kaitoje. Tokio teorinio apsisprendimo pagrindu atliktas empirinis tyrimas pagal modeliuojamą procesą adaptyvius indikatorius konkrečiuose Lietuvos švietimo politikos dokumentuose. Šis *metametodas* turi strateginę politinę reikšmę *švietimo posistemių funkcijų* valdymo kontekstualizavimui ir gali būti pakartotas bet kurioje kitoje švietimo reformą vykdančioje šalyje, norinčioje pažinti švietimo valdymo procesų sudėtingumą politikos kaitoje.

- Priešmokyklinio ugdymo valdymo metakontekstas pagrindžiamas ne tik teorine šiuolaikinės *fenomenologijos ir konstruktyvizmo paradigma*, bet ir atskleidžiamas jo kontekstualizavimasis *empirikoje*; paradigma pagrindžiama kaip nauja *aplinka, būtina švietimo mikrosistemoms valdyti*. Sukurti *originalūs* švietimo sistemų funkcijų socialinėje-kultūrinėje aplinkoje raiškos teoriniai, prakseologiniai modeliai bei pademonstruotos *originalios* šiuolaikinių švietimo sistemos valdymo posistemų teorinės-empirinės tradicijos. Taikant empirinius (kokybinius) tyrimo metodus, aprašyti švietimo politiką transformuojantys reiškiniai, kurie sąveikauja su švietimo sistemos lokalizuotų posistemų (tokių kaip *priešmokyklinis ugdymas*) vadybinėmis funkcijomis.

Teorinis reikšmingumas

- Teoriškai pagrįsta priešmokyklinio ugdymo sistemos funkcijų valdymo teoriją kontekstualizuojanti hermeneutinė-fenomenologinė kryptis ir išryškintas jos paradigminis nukreiptumas į socialines antropocentrines vertybes: vaikystės sociokultūrinio statuso palaikymą, vaiko socialinio dalyvavimo ugdymo procesuose legitimavimą, kaip pagrindą naujos pakopos priešmokyklinio ugdymo vadybai, kaip adaptyviai posistemėi, formuoti(s).
- Išryškinta *hermeneutinė-fenomenologinė* priešmokyklinio ugdymo sistemos valdymo funkcijų kontekstinio interpretavimo paradigma bei apibūdinti ją konstruojantys teoriniai, prakseologiniai funkcijų valdymo diskursai (funkcijų institucinis legitimavimas, lokalių sistemos adaptyvumas, vaikų socialinio dalyvavimo legitimacija). Atskleista jų rekonstrukcinė-vadybinė esmė.
- Teorinio tyrimo rezultatai gali padėti suvokti priešmokyklinio ugdymo valdymo funkcijų kontekstų turinio esmę bei jų rekonstrukcines prasmes švietimo politikos strateginėse nuostatose, kurios formuoja įvairių švietimo subjektų preferencijas priešmokyklinio ugdymo vadybos atžvilgiu. Tai paskatintų priimti politinius sprendimus, orientuojantis į švietimo politikos procesuose funkcionuojančių priešmokyklinio ugdymo posistemės valdymo diskursų įvairovę.
- Identifikuoti priešmokyklinio ugdymo sistemos valdymo funkcijas kontekstualizuojantys teoriniai diskursai Lietuvos švietimo politikos kaitos procesuose. Aprašomas jų turinys, atskleidžiamos vadybinės rekonstrukcinės prasmės, reikšmingos priešmokyklinio ugdymo sistemos funkcijų legitimavimuisi vadyboje.
- Sukaupti mokslo duomenys atveria naujas teorinio-prakseologinio mąstymo galimybes priešmokyklinio ugdymo vadybos teoretikams ir praktikams. Aprašomuoju būdu iliustruojamas šios švietimo posistemės veiksmingumas per vadybines funkcijas įprasminantį socialinį-humanitarinį diskursą.

Praktinė darbo reikšmė

- Taikomąją disertacinio tyrimo reikšmę sąlygoja potencialių tyrimų rezultatų vartotojų įvairovė. Tai – priešmokyklinio ugdymo institucijų vadovai, pavaduotojai, pedagogai, įvairių lygių švietimo vadybininkai ir politikai, ugdytinių tėvai.
- Švietimo strategai, pedagogų bendruomenė turės galimybę susipažinti su priešmokyklinio ugdymo šiuolaikinės vadybos (valdymo funkcijų) fenomeno raiška socialinėje realybėje. Tai padės jiems suvokti sąsajas su švietimo politikos procesais. Pateikta empirinė medžiaga turėtų būti vertinga analizuojant ikimokyklinio ir priešmokyklinio pobūdžio įstaigų valdymo prakseologinius klausimus ir padės suprasti teorijos re-

konstrukcines, empirines prasmes. Ja galima remtis dėstant studentams ikimokyklinio, priešmokyklinio ugdymo institucijų vadybos kursus arba organizuojant teminius seminarus švietimo posistemų valdymo ir politikos klausimais.

- Parengta ir kokybinio tyrimo sąlygomis patikrinta Lietuvos Respublikos švietimo reglamentuojančių *dokumentų turinio kontentinės analizės metodika* (orientuota į *teorinį, prakseologinį* priešmokyklinio ugdymo valdymo funkcijų kaitos pagrindimą švietimo reformos procesuose) gali būti pritaikyta kaip instrumentas reglamentinės dokumentalistikos prasminei kontentinei analizei.
- Tyrimo duomenys aktualūs kuriant priešmokyklinio ugdymo funkcijų valdymo strategijas, įprasminančius teorinius-prakseologinius diskursus, padedančius suvokti šios posistemės duagiafunkciškumą. Atliktas empirinis tyrimas inspiruoja priešmokyklinio ugdymo institucijų vadovų, pedagogų, tėvų, reformos strategų vadybinio teorinio-prakseologinio pobūdžių preferencijų tyrimo būtinumą ir padeda suvokti priešmokyklinio ugdymo grandies situacinės prakseologinės vadybos formavimosi procesus.

IŠVADOS

1. Remiantis bendraisiais ir specialiaisiais švietimo vadybos teorijos pagrindais bei mokslinėje literatūroje (vadybinėje, sociologinėje, psichologinėje, kultūrologinėje, politologinėje, filosofinėje ir kt.) egzistuojančiais teoriniais požiūriais, buvo konceptualizuota ir išgryninta tarpšakinė *metodologinė prieiga* priešmokyklinio ugdymo sistemos valdymo funkcijoms tirti Lietuvos švietimo politikos kaitos procesuose. Nesant metodologinės priegos, priešmokyklinio ugdymo funkcijos buvo analizuojamos pozityvizmo kontekste, dažnai taikant struktūrinio funkcionalizmo priegias. Todėl priešmokyklinio ugdymo grandis kaip tarpinė (ikimokyklinės ir pradinės mokyklos grandžių atžvilgiu) neteko specifškumo ir funkcijų polifoniškumo. Tarpšakinė vadybinė, politologinė, edukologinė metodologinė prieiga leidžia išryškinti priešmokyklinio ugdymo funkcijų kontekstualumą. Be to, jos pagrindu įmanoma atskleisti priešmokyklinio ugdymo savitumo ir imanentiškumo raiškos perspektyvas sisteminės švietimo kaitos procesuose. Imanentiškumo pozicijos pagrįstumas nulemia priešmokyklinio ugdymo sistemos valdymui būdingas funkcijas: *gnostinę, projekcinę, konstruktyvinę, komunikacinę*. Vadyboje ir švietimo organizacijų vadyboje funkcija vadinama specializuota valdomosios veiklos dalis, kuri pasižymi savo vienalytiškumu ir poveikio būdų išskirtinumu.
2. Priešmokyklinio ugdymo valdymo funkcijos, remiantis organizacijų, kultūros, sisteminės kaitos, visuotinės kokybės, strateginio valdymo teorinėmis priegomis, gali būti kontekstualizuojamos kaip:
 - *daugiafunkcinės* (socialinės ir institucinės), kurioms būdingi aksiologinė, socialinė kultūrinę diferenciaciją reiškiantys požymiai (vertybės, normos, vaidmenys);
 - *lokalizuota adaptyvi sistema*, nuolat sąveikaujanti su vaikystės socialiniu kultūrinio reiškiniu, kuris įneša į šios švietimo posistemės valdymo funkcijas antropologinę, humanitarinę paradigmą;
 - *adaptyvi vadybinė sistema*, implikuojanti ontologinius, epistemologinius organizacijų valdymo principus: valdymo kultūrą kaip vientisybę, vaikų subkultūrą kaip socialinę kultūrinę bendriją;
 - *vaiko socialinį dalyvavimą legitimuojanti sistema*, kurios funkcionalumas gali būti užtikrinamas tik pasitelkiant jo paties galimybes bei subkultūros kontekstą;
 - *sistema, pasižyminti lankstumu, atvirumu, pedagoginio bendradarbiavimo įvairove* subkultūriniais modeliams, kurie palaiko vaiko asmenines, kūrybines bei socialines-kultūrinės iniciatyvas.
3. Priešmokyklinio ugdymo sistemos valdymo funkcijų teorinių priegų (struktūrinio funkcionalizmo, konstruktyvizmo, fenomenologinės hermeneutikos) įvairovės kontekstualumo analizė leido nustatyti šios problemos mokslinio *ištirtumo situaciją ir jos kaitos perspektyvas*, atsižvelgiant į *imanentiškumą*:
 - švietimo sistemos posistemės funkcionavimas tiriamas tik išryškinant pavienes socialines kultūrinės aplinkybes, jų nekontekstualizuojant švietimo politikos kaitos procesų prasmėmis;
 - ryškėja mokslinės pastangos priešmokyklinio ugdymo sistemos valdymo paradigmoje *legitimuoti vaikystės egzistencijos socialinį kultūrinį kontekstą*; šiame procese yra dvi ideologinės priegios – *antropocentrinė* (vaiko teisės ir laisvės, nukreiptos į mokymąsi visą gyvenimą) ir *sociocentrinė* (vaiko teisės).
 - argumentuojamas *mokslinis požiūris* į galiojančią ir į priešmokyklinio ugdymo procesuose pageidaujamą *vaiko socialinio dalyvavimo galimybę*, kuri patiprina šios

funkcijos vadybinį funkcionalumą. Būtent jo pagrindu išryškėja visa priešmokyklinio ugdymo funkcijų *legitimizacijos* tikrovė, nes, atskyrus priešmokyklinio ugdymo sistemos valdymą nuo vaikystės subkultūros (vaiko antropocentrinės ir sociocentrinės gyvenimo įvairovės), ji netektų *kokybinės raiškos prasmių* švietimo politikos kaitoje.

4. Remiantis *tarpsakine metodologine prieiga*, atlikta priešmokyklinio ugdymo valdymo funkcijų (socialinių-kultūrinių, vadybinių-antropocentrinių) diskurso kontekstinė analizė, kuri leido išryškinti teorinių-prakseologinių švietimo vadybos ir politikos mokslų paradigmų analizės pritaikomumą. Nustatyta:
 - atsižvelgiant į priešmokyklinio ugdymo sistemos valdymo funkcijų imanentinius kontekstus, priešmokyklinio ugdymo valdyme sėkmingai gali būti taikomos bendrosios *vadybos principai*;
 - numatant ilgalaikės švietimo politikos sisteminės kaitos strategijas, į priešmokyklinį ugdymą būtina žvelgti per *antropocentrines, socialines-kultūrines prasmes*, kurios priklauso ir nuo švietimo sistemos funkcionalumą sąlygojančio politinio, ekonominio, kultūrinio konteksto.
5. Priešmokyklinio ugdymo valdymo funkcijų diskurso kontekstinei analizei pasiūlyta instrumentuotė yra holistinio, dinamiško pobūdžio. Ji konstruojama *remiantis postmodernistinių filosofijų* (egzistencinės fenomenologijos, refleksyvosios filosofijos, konstruktyvizmo filosofijos) ir švietimo politikos filosofijos (egalitarizmo filosofijos, rekonstruktyvizmo filosofijos) *kontekstais*. Instrumentuotės pagrindą sudaro šios nuostatos:
 - priešmokyklinio ugdymo valdymo funkcijų raiška gali būti suprantama kaip turinti *strateginę reikšmę švietimo politikos kaitai* tik tuo atveju, jei ji geba sukurti vaikų ugdymuisi palankią aplinką; ji sietina su vaiko socialinės gerovės užtikrinimo strateginiais tikslais, žyminciais švietimo politikos kaitos procesų kryptingumą;
 - priešmokyklinio ugdymo sistemos valdymo funkcijų hermeneutinė-fenomenologinė interpretavimo paradigma sudaro prieigas jų *funkcionalumo sociokultūrinių prasmių suvokimui*, kuris įmanomas vaikystės subkultūros kontekste; būtent šis kontekstas žymi priešmokyklinio ugdymo funkcijų specifiškumą, modalumą, kurį jam suteikia vaiko asmenybė, savižinos, saviraiškos, tapatumo reiškiniai;
 - priešmokyklinio ugdymo valdymo funkcijų kontekstinės analizės išskirtinumą žymi *į vaiką*, kaip socialinį-kultūrinį individą, *orientuotos metodologinės prieigos dominavimas*, kuri reiškia egzistencialiai prasmingą vaikui veiklą, leidžiančią atpažinti vaikystės kultūrinį vaizdą;
 - priešmokyklinio ugdymo sistemos valdymo funkcijų kontekstinės analizės *instrumentuotė suvokta kaip daugiafunkcinis konstruktas*, kai švietimo misija politikos kaitos procesuose tampa orientuota į antropocentrines vertybes.
6. Kontekstualizuojant priešmokyklinio ugdymo valdymo funkcijų raišką švietimo politikos kaitos procesuose, orientuotuose į socialines, antropocentrines vertybes, išryškėja priešmokyklinio ugdymo funkcijų išskirtinumą įprasminantys diskursai:
 - *kultūrinis / simbolinis* – kaita prognozuojama remiantis individų, socialinių grupių, bendruomenių subkultūra;
 - *refleksyvosios modernizacijos diskursas*, kuris leidžia prognozuoti, vertinti švietimo sisteminės kaitos procesuose išryškėjančias stiprybes, silpnyles ir pavojus;
 - *normatyvinis diskursas* sąlygoja priešmokyklinio ugdymo funkcijų raiškos pastiprinimo būtinumą, akcentuojant ugdymo modelių formavimo įvairovę per socialinių grupių motyvavimą, grindžiamą tarpusavio pasitikėjimu, solidarumu, lygiavertiškumu;
 - *institucinis diskursas* akcentuoja priešmokyklinio ugdymo sistemos imanentiškumą,

vaikystės subkultūros subjektiškumą raiškos kontekste; jis kuriamas per vaikų ugdymo tinklo institucionalizacijos esmę, išreiškianti *politinį siekį* vaikystės socialinei, kultūrinei aktualizacijai;

- *teorinis-analitinis diskursas* implikuoja bandymą moksliskai analizuoti ir paaiškinti socialinius politinius procesus, vykstančius švietimo kaitą legitimuojant socialinėmis, kultūrinėmis bei antropocentrinėmis prasmėmis;
- *instrumentinis, funkcinis diskursas* įprasmina priešmokyklinio ugdymo valdymo procesų cikliškumą švietimo politikos kaitos sąlygomis.

7. Atlikus *kokybinį tyrimą* ir nustatčius, kaip priešmokyklinio ugdymo sistemos valdymo funkcijos *kontekstualizuojasi Lietuvos švietimo politikos strateginio valdymo dokumentuose*, išaiškinta, kad:

- nepakankamai akcentuojamas *priešmokyklinio ugdymo funkcijų raiškos imanentiškumas*; priešmokyklinio ugdymo organizavimo priemonės, orientuotos į *vaikų socialinės gerovės*, atskirties mažinimo, mokymosi visą gyvenimą galimybių užtikrinimą;
- valstybės švietimo strateginės plėtotės modeliuose *priešmokyklinio ugdymo funkcijų valdymo sistema grindžiama struktūralizmui būdingomis prieigomis*; neakcentuoti būtinai vadybiniai veiksmai ir juos veikiantys socialiniai-kultūriniai reiškiniai;
- per mažai dėmesio skiriama priešmokyklinio ugdymo kokybei, *reiškiančiai ir ankstyvųjų žmogiškųjų išteklių valdymo efektyvumą*;
- stokojama *praksiologinių vadybinių kontekstų*, leidžiančių konstruoti priešmokyklinio ugdymo valdymo strategijas, remiantis *sociocentriniais ir antropocentriniais pagrindais*; ryškus priešmokyklinio ugdymo vadybinio konteksto atotrūkis nuo modernių organizacijų valdymą įprasminančių modelių, nes prioritetai teikiami tradiciniams, realybėje egzistuojantiems, sprendimams „iš viršaus“;
- ryškėja požiūris į priešmokyklinį ugdymą kaip *universalių švietimo sistemos funkcijas įprasminantį socialinį ir edukacinį modelį*, kuris atliepia vaikų humanistinio ir demokratinio ugdymo ideologijai, būdingai Lietuvos švietimo politikai;
- priešmokyklinio ugdymo sistema *suprantama kaip tarpinė*, o ne kaip paskira, reikšminga švietimo sistemos kokybinei kaitai; siūloma orientuotis į mokyklinį vaiko ugdymą ir pasirėmimą mokyklai; pabrėžiama priešmokyklinio ugdymo dermė su pradinio ugdymu ir nepakankamai akcentuojamas ryšys su ikimokykliniu;
- trūksta *visybiško požiūrio į priešmokyklinio ugdymo valdymo funkcionavimo kokybiškumą* įprasminančius valdymo modelius (societarinį, sisteminių, institucinių, interpersonalinį, intrapersonalinį); tokiu būdu eksplikuojamas galimas atotrūkis tarp valstybės politikos nuostatų į priešmokyklinio ugdymo funkcionavimo kokybę ir jos raišką realybėje (savivaldybių lygmuo); ši situacija inspiruojama vadybinio pobūdžio kliuviniais: finansiniais, organizaciniais, kultūriniais;
- priešmokyklinio ugdymo sistemos funkcijų valdymas nepakankamai siejamas su pagrindiniais *Lietuvos švietimo politikos siekiais*, kaip antai: veiksminga ir darni švietimo sistema; socialiai teisinga švietimo sistema ir kokybiška švietimo sistema;
- siekiant plėtoti *socialiai teisingą švietimo politiką*, numatyta laiduoti lygias mokymosi starto galimybes visiems vaikams, sukurti ir išplėtoti visuotinio priešmokyklinio ugdymo sistemą;
- priešmokyklinio ugdymo valdymo funkcijos švietimo politikos kaitos procesuose aktualizuojamas orientuojantis į *reaktyvųjų ir operatyvųjų* valdymo kontekstą, nes trūksta visybiško požiūrio į švietimo sistemos kaitos procesus bei šią sistemą sudarančių grandžių funkcijų imanentiškumą.

REKOMENDACINIO POBŪDŽIO IŠVADOS

Sukūrus metodologinę instrumentuotę priešmokyklinio ugdymo vadybinių funkcijų kontekstualizavimui pagrįsti, nustatytas vadybinio diskurso teorinis-prakseologinis turinys, kuris leido teorinėje vadybinių funkcijų analizėje išskirti *egzistuojančius* ir *pageidautinus* diskursus:

- Lietuvos švietimo politinė aplinka *į vaiką orientuoto ugdymo paradigmoje* yra palanki vienodo mokymosi starto galimybių principo plėtotei. Tuomet ji neturi įtakos strateginio priešmokyklinio ugdymo sistemos prieinamumo pagrindinei plėtros koncepcijai atsirasti, nes: 1) nėra aiškios nacionalinės vaikystės, vaiko socialinio dalyvavimo politikos; 2) priešmokyklinio ugdymo sistemos valdymo funkcijų raišką riboja nepakankamai efektyvi veiklos ir kokybės vertinimo politika, kurios paskirtis būtų susieti politikos strategijų ir ugdymo proceso dalyvių (vadovų, pedagogų ir ugdytinių tėvų) patirties preferencijas ir jų realizavimui būtinus veiksmus vaikų ugdymo institucijose;
- pageidautina *pastiprinti priešmokyklinio ugdymo institucijų vadovų orientacijas* į jų strateginio vaidmens didinimą politikai formuoti, nes švietimo politiką įprasminantys diskursai juos orientuoja *į vidinį institucijos valdymą*, neakcentuojant funkcijų polifoniškumo, priešmokyklinio ugdymo grandies kaip tarpinės statuso, jos ryšių su pokyčiais, vykstančiais visoje Lietuvos švietimo sistemoje;
- polifoniškumo esmės supratimu grįstas priešmokyklinio ugdymo funkcijų valdymas reikalauja orientavimosi *į komandinę veiklą*, kuri suburtų tėvus, pedagogus, vadovus *į bendruomenes*; jos turėtų gebėti *priimti sprendimus*, stiprinančius priešmokyklinio ugdymo, kaip imanentinės sistemos, vadybinį funkcionalumą;
- pageidautinas orientavimasis ne *į operatyvinį ar reaktyvinį*, bet *į strateginį valdymą*, apimančią societarines, antropocentrines švietimo sistemos ir priešmokyklinio ugdymo prasmes; įprasminant tam tikra tvarka vykstantį švietimo sistemos kaitos pobūdį, būtina atsižvelgti *į grandžių tarpusavio ryšį*; tokiame kontekste galima būtų plėtoti priešmokyklinio ugdymo valdymo funkcijų raiškos strategiją;
- kontekstualizuojant *strateginį priešmokyklinio ugdymo funkcijų valdymo diskursą*, kuris savo esme išreiškia postmodernistinę požiūrį *į švietimo posistemių valdymą*, *pageidautina* konceptualizuoti jos, kaip lokalios sistemos, adaptyvumą Lietuvos švietimo politikos kaitos procesuose per vaikų socialinio dalyvavimo ugdyme legitimaciją, remiančią vaiko sociokultūrinius resursus bei šiuolaikinės vaikystės sociokultūrinį statusą.

Sergejus Neifachas

**THEORETICAL-PRAXEOLOGICAL
SELF-CONTEXTUALISATION OF MANAGEMENT
FUNCTIONS OF THE
SYSTEM OF PRE-PRIMARY EDUCATION IN THE
PROCESSES OF CHANGE OF EDUCATIONAL
POLICY OF LITHUANIA**

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