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The Mechanism of Using the Principle of Polyparadigmality in the Reflexive Management of an Educational Institution

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Abstract: The article examines the mechanism of using the principle of polyparadigmality in the reflexive management of an educational institution, examines the role of reflection in this process and its main stages that makes it possible to use other educational paradigms both in educational and managerial process in the same conditions of the educational institution, with the determining role of one of the educational paradigms.

Keywords: paradigm, the principle of polyparadigmality, reflection, reflexive control.

Relevance. Major scientific discoveries are always connected with the change of educational paradigms, a radical change in the ideas about the object and subject of science, creation of new theories, justification of new concepts and their systems, research methods and procedures. Modern theorists are striving to create a universal paradigm for the management of an educational institution. On the one hand, there is a great variety of them, including the emergence of new competing educational theories and practices representing different paradigms. At the same time, "the innovative movement is falling apart into a huge number of mutually canceling and denying each other administrative initiatives" [2]. This situation makes it actual the solution of issues about the coexistence nature of educational paradigms of fundamentally different, and often of opposite direction, and links, as well as possible grounds for seeking their compatibility and organic synthesis or harmonization. First of all, it must be noted that the phenomenon of polyparadigmality in the theories and...
practice of education is by no means always treated today as something quite natural, that is, by its essence as natural and necessary. Therefore, the present manifested and strengthened polyparadigmality in the sphere of education is often considered in the modality of probability and possibility categories desired or "allowed" by someone, that is, as an accident, rather than an objective necessity and regularity.

**Analysis of researches and publications.** The concept of paradigm was introduced into the science by G. Bergman, and found its subsequent development in the works by T. Kuhn, J. Agassi, S. Grof, I. Lakatos, K. Popper, S. Tulmina, P. Feyerabend, M. Finokyarо, J. Holton. The national scientific potential in the field of paradigmatic design of a new educational methodology is presented in the works by V. Andrushchenko, S. Goncharenko, I. Zyazyun, V. S. Klepko, V. Kryzhko and other authors. Issues of reflection and reflexive control were considered in the works by N. Alekseyeva, Y. Gromiko, A. Karpova, V. Shchedrovitsky. However, with all the diversity and abundance of works devoted to the comprehension of new educational paradigms, the principle of polyparadigmality, the role of reflection in these processes, in our opinion, they do not allow us to remove the oppositional and conflictual immanence inherent in different paradigms and to identify leading approaches in both theoretical studies and in educational practice and in the practice of an educational institution management, as well.

**The aim of the article:** to study the reflexive mechanism of using the principle of polyparadigmality in the reflexive management of an educational institution.

**Statement of the main material:** The real possibility of replacing the universal and unique paradigm with the plurality of educational paradigms that have the right to coexist in a common space makes it possible to talk about the polyparadigmality of modern education, which in turn does not imply an obligatory replacement and unambiguous opposition of pedagogical systems of different orientations.

Thus, the coexistence of polypardigmality is allowed in the same conditions of the educational institution, with the determining role of one of the educational paradigms. Polyparadigmality: it presupposes the possibility and necessity of using different approaches to the comprehension of the phenomena and processes it studies, provides a variety of researches, creates the possibility of considering the same phenomenon in different aspects, and reveals many facets in it.
All sciences are based on different systems in terms of the degree of "openness", i.e. ability to include one, two or more generally accepted theories. Among these approaches, in our opinion, the reflexive approach is distinguished that opens up fundamentally new productive opportunities for understanding and explaining the logic of an educational institution’s development and its management, the simultaneous appearance, formation and deployment of educational paradigms of fundamentally different, including opposite, orientation, multiform ways of their interaction: from direct confrontation to different types of synthesis, both in the past and in the present, as well as for reasonable forecasts for their future destiny.

The principles of the reflexive approach to the study of the functioning and development of complex anthroposociocultural systems require, on the contrary, the recognition of a regular nonlinearity or, more precisely, in most cases, the variable multilinearity of these processes. Reflection is especially necessary in all those situations, the organization of behavior in which involves a choice, uncertainty, and the need to overcome them. "Reflexive stop" is nowhere so important, and reflexive processes and mechanisms are nowhere as important as at these "breakpoints of the behavioral continuum" [3].

The stoppage of activities occurs when it cannot be continued because activities do not produce the intended result and there is a need to use other tools to achieve the goal, to reconcile existing views on the problem that has arisen and to resolve the conflict. In fact, this point signals a critical state of the system, in which the system becomes unstable with respect to random influences and the uncertainty arises: whether the state of the system becomes chaotic or whether it transfers to a new, more differentiated and higher level of ordering – the process of self-organization will take place. Within the framework of the theory of self-organization, reflexive control is connected with the fact that the subject of management realizes itself and its activity "objectively" as an element of any objective situation of self-development and self-organization, and the object of management is an element of this objective situation. Thus, the subject of management becomes not the object of active impact, but the subject of changes, while the activity of reflection acts as an external practical activity in relation to which the practical activity becomes "internal". The subject of management has only one possibility – to carry out its activities. Stopping of the activity process leads to the need to make a decision about the further use of a particular paradigm, and this, in turn, actualizes reflexive processes-
fixation, removal processes, objectivation and reflexive wrapping processes. Fixation is necessary in order to fix a certain area of activity on which the problem has arisen. After this, the process of removal begins. If the subject of activity was previously a direct participant in the process, then, in relation to the previous activity, it becomes an independent observer, as if opposing itself in the past with itself in the present. In this way, going to the reflexive position takes place, the aim of which is to solve the problem and implement the transition from the past to the future. At the heart of entering the reflexive position, there is a need, first, to go beyond the usual activities, since it is no longer possible to carry them out, secondly, to go beyond the presentation and understanding of personal activity. Such a position is connected with the rejection of the habitual, natural understanding of oneself and one’s activity – it is impossible to fulfill and represent a new situation in the activity, based on outdated views about it.

The analysis of personal actions in the system, which exists, or in the future system, the restoration of the past image and the construction of the image of the personal future, tracing the causes and possible consequences of own actions, redesigning the image of the future start the next stage of the reflexive process – the process of objectification [1].

"Objectivation of thought, when we understand it as an object, makes it possible to treat it as an object. That is, to apply to this object all the means, operations, actions, methods, which we apply when researching the object" [2].

The characteristic feature of objectification is that the object always acts as a whole. In the process of fixation, we can fix any moment of action, in general, any important element, and in the process of objectification the action itself is represented as a whole. Objectivation is the central process in the mechanism of reflection, characterizing objectification as a reflexive action (a set of procedures, techniques) that allow the transfer of "internal" processes of consciousness, thinking, understanding into the structures of objects, into their activity content [2].

The next stage is reflexive circulation. The subject returns to the original situation, but with new views and understanding of the new position. The reflexive process, as the completed act of consciousness, can be fixed in any sign form. Reflection allows to fix the moment of transition from the semantic structures of consciousness to the sign structures (the creation of the model – configurator – scheme, draughts, drawings, graphic projects, etc.) Reflection is in fact a specific
form of subjective activity. From this point of view, the process of reflection allows one to express work in appearance and transfer it to another one. Reflexive rotation is the process of transition from an understanding of the processes of activity (the internal aspect) to performing activities (the external aspect). This is the beginning of activity in a new self-managed direction.

Thus, one can determine that reflection is thinking of the past directed toward the future. Thinking of the past is not only a process of cognition, but also a correlation of the past experience of an individual with the present. Disclosure of the notion of "reflection" can be displayed as a scheme, a model-configurator: analysis (past) – design (modernity) – practice (future) [4].

The analysis is of particular importance in the holistic process of the reflection mechanism, since it is intended to expose the past experience of activity and to determine its desired state. It can be seen as the desire of the subject to look differently at its activities, to explore the ground on which ideas and assumptions arise regarding strategies for further self-managed development.

The process of designing takes place in the present and is directed to a future activity, changes the meanings of consciousness, creates new forms of activity, which by their consequences transform this activity and consciousness in indissoluble unity [5].

Reflexion is a mechanism of feedback in the life of a person; this is both a definite result, and a process that is associated with internal transformations – understanding and reinterpreting of stereotypes and overcoming them, creating a new content of consciousness.

Knowledge of the mechanisms of reflection contributes to the comprehension of the prerequisites, laws and mechanisms of activity, social and individual mode of existence, awareness of the paradigmatic foundations of the process of activity and its results. In the process of reflection, the process of transition of implicit knowledge into an explicit, formalized and logically dismembered one, re-thinking and restructuring of personal experience, a transition from the past to the future take place.

**Conclusion.** Thus, it is possible to conclude that the application of the principle of polyparadigmality in the management of an educational institution is based on a reflexive mechanism that facilitates the justified selection and use, as the
main, one of the existing educational paradigms in the specific situation of an educational institution management.

References: