

Одним із основних засобів виховання культури спілкування є рідна мова, яка супроводжує людину впродовж її життя, забезпечуючи духовне становлення, процес самоусвідомлення, самоствердження. Отже, рідна мова постає ідентифікатором духовного “Я” людини. Разом із тим на сучасному етапі розвитку міжнародних стосунків актуалізується вивчення іноземної мови. Цей аспект є першорядним в царині освіти, адже для ефективної організації начально-виховного процесу менеджер повинен бути компетентним мовцем, щоби з першоджерел дізнаватися про новачі, вести діалог із закордонними колегами, обмінюватися з ними педагогічним досвідом.

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#### **SOCIOPOLITICAL SITUATION IN THE POLTAVA REGION DURING THE PERIOD OF UKRAINIAN NATIONAL REPUBLIC**

Ukrainian national movement ideas appeared and evolved from the Cossack epoch and national liberal movement under hetman Bohdan Khmelnytsky, and have been developing nowadays (national Ukrainian Movement, Ukrainian National Party, etc.).

In the beginning of the First World War social and political life in Poltava region almost stopped. Opposition parties were forbidden or even destroyed, only Cadets (Constitutional Democrats Party) and so-called “oktyabrysty” acted legally. Small numbers of groups took the illegal position. Among them were “essery” (socialist revolutionaries) and “esdeky” (social democrats), though The Russian Social Democratic Revolutionary Party despite the difference of ideas has not been divaricated into “bilshovyks” and “menshovyks” yet. And only the events of The Febtuary Revolution of 1917 facilitated the activity of national liberal movement in Ukraine.

Ukrainian national movement in the beginning of the XXth century was based upon some priorities: the transmission of lands without the ran-

som to peasants; providing wide sections of popular redemption fee population the education for the population; the development of national economics the eight-hour working day and the insurance of the worker [2].

In Poltava region during the period of national liberal movement (1917–1918) acted the Russian parties: Russian Social Democratic Working Party (RSDWP), Cadets and Ukrainian parties: Ukrainian Party of Socialist's Revolutionaries (UPSR), Ukrainian Revolutionary Party (UPR), Ukrainian Democratic Breed Party (UDBP), and the unity of Ukrainian “postupovtsy”.

Life and social-political activity of famous statesmen of national movement of the UNM period is connected with Poltava region and Symon Petlura, Borys Martos, Mykola Michnovsky, Andriy Livycky, Ivan Steshenko, brothers Volodymyr and Serhiy Shemet.

Zensky guberniya governments, citizen committees, дума belong to the bodies of local power of this period in Poltava region.

Enlightening activity of local intelligentsia (2–3% of population) accompanied to the development of national liberal movement in Poltava region. Such persons were Panas Myrny, Hrihory Markevych, hrytsko Kovalenko, Volodymyr Shaerbakivsky, Mykola Rudynsky in Poltava: Olena Pchilka in Hadyach; Opanas Slastyona in Myrhorod: Mykola Philyansky in Yaresky.

A responsible mission was laid on the work of the local communities “Prosvita”, the community of on observation and defense of ancient monument and art.

Essential Ukrainian society problem of the national liberal movement period (1917–1918) was the low political culture and national consciousness. There were two political orientations among Ukrainian poetical elite: to the soviet power of bilshovysm or to the parliament democracy of the western type.

Peasantry tried to solve not the national and political problems, but mainly social ones, especially their agricultural aspect. But Ukrainian statesmen showed in decision and on inconsistency in committing of the most important social and economical reforms. UNM always had the opposite powers (“The White Movement”) which were much greater in number than the Ukrainian National Army [1, c. 283–285].

In all contributed to defeat the UPR in the war with Bilshovyks which took place in 1917–1920 the Consequently Ukrainian lands lost their independence for more than half a century.

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## MANAGEMENT CULTURE OF EDUCATIONAL ESTABLISHMENT

The problem of management of educational establishment culture remains among the most urgent ones for the reason that the principal heads of many establishments of education do not have any special professional training as top managers. The question to solve is determined by the contradictions between the necessity of management of educational establishment culture forming and the absence of practical recommendations concerning its decision.

Management is an aggregate of theoretical and practical positions, principles and norms of general character connected with various aspects of human activity, as well as with the influence over consciousness, behaviour, thoughts and desires of the subordinates.

Culture, unquestionably, is connected with organization, regulation, co-operation of different spheres of society: industrial, social, political, spiritual. That is why self-education as “culture of management” means the new quality and the measure of administrative structures organization and functioning [1–3].

Management of culture is in need of:

1. Planning of human resources of educational establishment, determination of its demands for the staff, choice of the sources of labour manpower reinforcement, development of guidance management strategy.
2. Staff forming as the selection, hiring, holding a post, staff reduction, discharging, working out and development of the qualifying requirements.
3. Work organization is dislocation of skilled personnel, conditioning for productive labour, organization of training, further education, self-education of inferiors.
4. Distributing of functional duties and rights of the inferiors, determination of the production schedule.
5. Evaluation of activity (attestation and re-attestation) of the staff, determi-