

## PREPARATION OF FUTURE EDUCATION MANAGERS DURING THE REFORM OF UKRAINIAN EDUCATION



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**Abstract.** The article analyses the content of the educational-professional program «Management of education institution» of the specialty 073 «Management» for the Preparation of Secondary (Master's) Levels of Higher Education at the State Higher Educational Institution «University of Educational Management».

The human-centric, systemic, synergetic, andragogical and competence based approaches, which are the conceptual basis for the training of higher education students for future management activities in the field of education, are revealed.

The peculiarities of the training of future education managers at the University of Management Education, which are conditioned by the new requirements of society for the activities of the heads of educational institutions and their role in the implementation of the reform of education in Ukraine, are described.

### Statement of the Problem

The reform of education at all levels of education management is a priority direction for implementation of the social policy of Ukraine in the coming years. Activities of the heads of educational institutions acquire new content in connection with the adoption of new laws «On Education», «On Higher Education», the approval of the Concept for the Implementation of State Policy in the Reform of General Secondary Education «New Ukrainian School» for the period up to 2029, etc. With the introduction of public administration, the involvement of public representatives in the creation of educational standards, updating the infrastructure and content of education and assessing the effectiveness of educational institutions, the requirements for managerial training of educational institutions are growing. The main trajectory of its preparation is the professional development of pedagogical workers, which provides for the acquisition of additional formal education, advanced training in the field 07 «Management and Administration» [1].

### Analysis of recent research and publications.

Problems and various aspects of the professional training of students from the Ministry of Education and Continuing Education of management personnel of Ukraine have been reflected in the articles of V. Andruschenko, Y. Atamanchuk, V. Bereki, L. Danilenko, G. Dmitrenko, E. Hrykova, L. Karamushki, L. Kalinina, N. Kolominskii, V. Kpemenyina, V. Maslova, T. Makhyni, N. Nichkalo, V. Oliynyk, E. Pavlyutinka,

V. Pikelynoy, O. Pometun, Z. Ryabova, A. Svetlanusova, A. Timoshko, G. Yelnikova, V. Zhihir. However, the current stage of educational reform requires a rethinking of the content of the training of future education managers in the conditions of the masters degree education, taking into account current trends and approaches to its formation.

**The purpose of the article** – to analyzed the content of the educational-professional program «Management of educational

institutions» in the specialty 073 Management for the preparation of higher education students of the second (master's) level developed for the implementation of the Standard of higher education at the appropriate level of higher education by the working group of the Educational and Research Institute of Management and Psychology of the State Higher Educational Institution «University of Management Education».

#### **Presenting the main material.**

A person exercises his right to education throughout his life through formal, informal and informational education. Hence, the professional growth of managers of educational institutions is realized in the system of formal (education, which is carried out in the system of official educational institutions and ends with the issuance of a generally recognised diploma or certificate), informal (organized continuous educational activities carried out within and outside the educational institutions and pursues practical short-term goals ) and informational (socialization of the individual by all means of influence, including media) of continuous education. The state recognizes these types of education, creates conditions for the development of educational entities that provide relevant educational services, and encourages the acquisition of education of all kinds [3].

Formation of readiness of specialists to conscious, constant improvement of their professional level - is one of the main requirements of the present. Management of the educational institution is considered in modern conditions as a professional activity. However, only one-third of the executives of the educational sphere are qualified managers, as in Ukraine, the management of the educational sphere is formed as a specific professional activity since only the year 2000.

Until recently, the training of the heads of educational institutions was regulated by the industry standard of higher education, namely, the educational and qualification characteristics and the educational and professional program of preparation of the master's degree specialty 8.18010020 «Management of an educational institution (by type)», approved by the order of the Ministry of Education and Science of Ukraine of February 21, 2006 № 114. Today, the training

of future managers of educational institutions is carried out under the educational and professional program «Management of an educational institution» in the specialty 073 «Management» of the branch of knowledge N07 «Management and Administration» approved in accordance with the established procedure by the Academic Council of the University of Educational Management of Ukraine prior to the entry into operation of the Secondary (Master's) Level of Knowledge 07 «Management and Administration» of the specialty 073 «Management» [2].

The purpose of this program is to prepare an effective education manager with a modern vision of managing the educational institution based on ensuring the quality of its activities, capable of optimizing the educational process, rationally attracting and using the material and financial resources of the institution through innovative projects.

The conceptual framework for the training of higher education graduates for future management activities in the field of education at the University is human-centered, systemic, synergistic, andragogical and competence-based approaches that complement each other.

The human-centered approach actualizes humanistic tendencies in educational activity and predetermines requirements for the methodology, content and methods of constructing an educational process in an institution of higher education based on the implementation of the specific actions of the ideas of self-knowledge, self-development and self-actualization of the person. The introduction of a human-centered approach to the process of preparing future education managers involves building a learning process based on interaction, collaboration and co-creation.

The system approach provides the statement if the problem at all levels of consideration, the study of the essential features and nature of competence-oriented management, its internal structure, content and specificity of implementation. This approach makes it possible to distinguish the system properties of the process of training managers of the educational sector, namely: the purpose as a system-forming component, functions and tasks of the system; system components; structure and hierarchical connections between components of the system; the interconnection of the system

with the external environment and other systems of higher or lower level.

The synergetic approach involves consideration of the process of preparation as an open nonlinear system, taking into account the phenomenon of self-organization as an objective law. This approach emphasizes the fact that open pedagogical system cannot impose a way of behavior or development, but can stimulate one of the possible options in the specific conditions of self-development. Thus, the synergetic approach determines the transformation of education from the method of teaching into a means of forming a creative person.

The andragogic approach is based on stimulation of self-education and autonomy in the training of future managers of education, taking into account their managerial experience and professional achievements, using the problem-situational organization of joint training, with the focus on such forms and methods that stimulate activity, curiosity and finding ways to solve managerial problems. In this approach, the correction by the other people, which is common for the education of children and young people, is replaced by self-analysis, self-awareness and self-correction by updating the learning outcomes, which are the urgent application of the acquired competencies in practice.

Competency based approach means the formation and development of professional competences for higher education graduates. In these conditions, the goals of education are not only related to the fulfillment of specific professional functions, but also with integrated requirements to the result of the educational process. The introduction of a competency based approach involves the transition from a qualification to a graduate student's competency model. Competency oriented training of future specialists is aimed at strengthening the internal motivation of training as a source of self-driving; self-organization in the process of educational activity as a condition for mastering holistic activity; achievement of personally significant results; effective interaction of all subjects of the educational process.

The use of these approaches as a methodological basis for the training of education managers promotes the quantification of content, aim and tasks of professional work; improvement of the effectiveness of the form and methods of organisation of the activity and

its effectiveness. [6].

The normative content of the training of higher education graduates, formulated in terms of learning outcomes, is the willingness of future education managers to apply the concepts, methods and tools of management for effective and efficient management of the educational institution; definition of problems in the institution of education and determination of methods for their solution; establishment of links between the elements of the management system of the educational institution; generation of ideas and project management, strategic and annual planning of the educational institution; adoption and implementation of management decisions; Establishing effective communication with participants in the educational process and the public education institution; application of modern information and communication technologies in management; argumentation of own point of view in discussion on the basis of ethical considerations; social responsibility for the results of the management of the educational institution; research activities, as well as self-development and lifelong learning [2].

The program provides training with the use of methods for maximizing student activation during classes by organizing business games, performing creative tasks, projects and individual research tasks, preparing presentations, reports and messages. During the study, attention is focused on problematic and topical issues in the management of the educational institution. Students' self-education and group tasks are stimulated to acquire skills in the team and to independently find a solution to the problem.

One necessary condition for high-quality training of specialists is the integration of scientific and educational components in the activities of universities. The need for a combination of study and research in all higher education cycles is indicated in the Belgian (Lüne) Communiqué «The Bologna Process 2020 - The European Space of Higher Education in the New Decade». This need also follows from the Lisbon Strategy for the creation of a European Research Area, the formation of which plays a leading role in higher education.

In the context of such integration, several areas can be identified in the preparation of future education managers.

First, the scientific topic of the graduation

department of future education managers at the University of Management of Education, which is currently defined as «Theoretical and Methodological Principles for the Development of the Management of Schools and Higher Education Pedagogy in the Modern Information and Communication Environment», are decomposed into the scientific themes of each of the teachers and the topics of higher education scholarship research. Scientific support for the training of future managers of educational institutions is also provided by a number of scientific schools and laboratories headed by leading scientists of the University.

The results of the research conducted by the future managers of educational institutions can be made public at the annual student and international scientific-practical conferences of the University.

Thus, a systematic approach to the organization of scientific work and a synergistic effect from its implementation is provided. After obtaining a second (master's) higher education level, graduates of the educational-professional program «School Management» have the opportunity to continue their scientific work at the third level of higher education while studying at the post-graduate school of the State University of Educational Management «University of Management of Education» of the National Academy of Sciences of Ukraine in specialties: 13.00.04 - theory and the methodology of professional education, 13.00.06 - theory and methodology of education management. It is noteworthy that 95% of postgraduate students and research interns who conduct research in the field of education management are graduates of the University of Educational Management of the National Academy of Pedagogical Sciences of Ukraine on the speciality «Management of Educational Institutions» of different years.

Secondly, the source of updating the contents of the training of future education managers is the results of the implementation of the achievements of the dissertation research conducted by the teachers of the Department of Pedagogy, Management and Administration of the University of Management of Education, among them Z. Ryabova, I. Drach, T. Makhynia, N. Prykhodkina, I. Sidanich, A. Tymoshko is the basis of the courses of the choice of students of the educational and professional program «Management of the Educational Institution».

Among them are «Marketing Management of Educational Institution», «Public Relations of the Educational Institution», «Gender Aspects in the Management of the Educational Institution», «Fundamentals of Media Literacy», «Professional Competence of the Head of the Educational Institution», «Organizational Culture of the Head of the Educational Institution» and so on.

In the context of the reform of education in Ukraine, the Ministry of Education and Science of Ukraine puts hope on the heads of educational institutions, on which the success of the implementation of the reform depends in their own organization. To this end, managers should be able to promote success stories about the progress of the reform in the institution among the participants in the educational process and in the media, demonstratively translate the most progressive teachers into a pool of agents of change, promote learning and motivate more conservative educators to implement reforms, stimulate the participation of teachers in the work of measures for the professional development of Ukrainian teachers in new formats, such as massive open online courses EdEra and Prometheus, various educational projects of public organisations «Osvitoriya», «EdKamp Ukraine» And «International education initiative «OPEN Cottage» etc [7]. That is, it refers to the social responsibility of the heads of educational institutions in advancing the reform of education, which is reflected in the content of the training of future managers of education.

The criterion for successful work of the head is the formed staff, the absence of conflicts between the teachers, the high organizational culture of the institution, etc. The institution of education is responsible to the society, where, on the one hand, the satisfaction of all participants in the educational process depends on the way the head builds his work, and, on the other hand, on the rating of the educational institution.

Many factors contribute to success, including the ability to organize social partnership as a partnership that initiates the education system as a special sphere of social life that contributes to the formation of civil society. The readiness of the head of the educational institution to implement the social partnership allows to modify, design, test and establish new socially significant functions of the education system. In order to achieve this

goal, the head of the educational institution must have an active social position, be able to develop and successfully implement measures for attracting social partners, which provide for and determine the objectives of the joint activity, the principles of interaction, the development of a system for managing the educational process and the quality of the educational process in the institution. This is what the in-depth course of the student's choice «Activity of the educational institution in the field of public relations» is brings attention to.

The increase of media consumption, the rapid increase in the amount of media information, the strengthening of its management mechanisms, the intensity of media penetration into all socio-political processes, increases the training of the head of the educational institution for safe and effective interaction with the modern media system, including social networks. It is the media education of future managers of education, which should become one of the main factors in ensuring the openness of education in relation to modern fast-moving knowledge and the approximation of the content of education to the needs of everyday life of a person.

Thirdly, another direction of integration of the scientific and educational components of the training of future education managers is the involvement in the lectures of the leading scientists of the National Academy of Pedagogical Sciences of Ukraine on the essence of paradigmatic changes in education and modern problems of higher education, etc.

An integral part of the preparation of future managers of education at the university is their practical training, which is conducted at the bases of educational institutions of various types and forms of ownership of Ukraine on the basis of cooperation agreements. Practical training is aimed at consolidating the theoretical knowledge gained by applicants of higher education during studying, acquiring and improving practical skills in the corresponding specialty,

as well as collecting actual material for conducting coursework and diploma papers and scientific research. Strengthening the practical component of the training of future managers of education is also due to involving them in the implementation of workshops-seminars on the basis of advanced institutions in Ukraine outside the classroom or between the course period.

In order to ensure the quality of the educational process of master's degree training, teachers constantly conduct surveys and find out the educational needs of both potential and existing students. For example, the results of the conducted surveys are actively used by the scientific and pedagogical staff of the department to update the training programs with an emphasis on independent work of students, etc.

The international cooperation of the University promotes the quality of the training of managers of educational institutions, which is aimed at developing cooperation with international organizations and institutions, foreign educational foundations and professional organizations, with specialized academies and educational institutions of different countries, implementation of international projects and the implementation of their results in the educational process.

Thanks to the joint work of University with foreign partners, namely, mutual participation in international mass events, the exchange of scientific and methodical literature, there is a research conducted on the world tendencies in the development of education, pedagogical and psychological sciences and the state of development of the management industry in foreign countries.

Among the great variety of scientific and practical events of international, national and regional levels, the participation of the future managers of educational institutions in the joint Ukrainian-Austrian projects «Formation of competencies in project management for the innovative development of schools for school principals of Ukraine» and «New requirements for competencies for school leaders in Ukraine» should be noted.

## Conclusions

Thus, the implementation of conceptual approaches to the training of future managers of educational institutions; a combination of theory, practice, and research through the involvement of practitioners in the learning process; strengthening of practical training; construction of studies through research on the scientific and professional orientation; availability of appropriate specialists,

faculty members to provide modern training of competitive specialists, formation and development of general and professional competencies; application of the system of monitoring the demands of society in determining the content of the training of future managers of education; development and use of personal educational trajectories as a component of independent student work management; the existing experience of international cooperation allows the University of Educational Management to provide a modern level of content and quality of training future specialists for the educational-professional program «Management of the educational institution».

We see **prospects for further research** in the substantiation and development of a cross-cutting model for the training of future managers of educational institutions in the system of formal, non-formal and informal education in the context of reforming education in Ukraine.

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