

UDC 378.046.4

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## **CURRENT TRENDS AND CURRENT PROBLEMS OF TRAINING EDUCATIONAL MANAGERS**

**Abstract.** The article analyzes the problem of professional training in the field of educational management. It was found that the emergence of this specialty is due to metamorphoses in socio-economic life and fierce competition between educational institutions. Given the number of multi-vector scientific publications, this problem is relevant and dynamic, so the field for its disclosure provides new research directions. The review of the literature allowed to outline the following key problems of educational management: practical activities of the head, the introduction of innovations; the process of training specialists; monitoring the effectiveness and evaluation of the quality of educational management. Through acquaintance and analysis with them, we made an attempt to reveal current trends and current issues of training education managers.

Educational management has been found to be an interdisciplinary category on the periphery of education and economics. And if in the first case the connection is obvious, in the second - at first glance latent, but it is socio-economic processes that determine the activities of the head, whose task is to study labor market trends and build an effective strategy for the overall development of education.

The topical issue is the coverage of basic personal qualities, psychological characteristics and practical skills. Thus, the study of cognitive sphere, creative potential and readiness for innovative activity occupies a prominent place. The problem of organizing the educational process also remains topical. In particular, the competence approach and the disclosure of creative opportunities of students as a resource for future professional activities.

A deeper understanding of professional training was provided by a fragmentary analysis of certain aspects of higher education institutions in Ukraine, the United Kingdom and the United

States (one institution from each region). It is established that the general trends in training are similar, but European universities focus on international academic mobility; USA — on the practical component; Ukraine — the theoretical basis.

Based on the above material, we have developed a hierarchical model of determinants of the educational process of training educational managers. They determined that their impact, depending on the scale of the action — only on education or on society as a whole, can be explicit or latent. This model gives a clear idea of the place of educational management in public life.

We see the prospects for further research in the development of specific recommendations for solving current problems of training education managers.

**Keywords:** higher education institution, professional training, manager, educational management, leadership, educational process, innovation, growth mindset.

**JEL Classification** A29, I20

Formulas: 0; fig.: 2; tabl.: 0; bibl.: 13.

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## СУЧАСНІ ТЕНДЕНЦІ ТА АКТУАЛЬНІ ПРОБЛЕМИ ПІДГОТОВКИ МЕНЕДЖЕРІВ ОСВІТИ

**Анотація.** Проаналізовано проблему професійної підготовки фахівців у сфері освітнього менеджменту. Виявлено, що поява зазначеної спеціальності зумовлена метаморфозами в суспільно-економічному житті та гострою конкуренцією між освітніми установами. З огляду на чисельність полівекторних наукових публікацій зазначена проблема актуальна і динамічна, тому поле для її розкриття дає нові дослідницькі напрями. Огляд літератури дозволив окреслити такі ключові проблеми освітнього менеджменту: практична діяльність керівника, упровадження інновацій; процес підготовки фахівців; моніторинг ефективності та оцінка якості освітнього менеджменту. Через ознайомлення та

аналіз із ними ми зробили спробу розкрити сучасні тенденції та актуальні проблеми підготовки менеджерів освіти.

З'ясовано, що освітній менеджмент — міждисциплінарна категорія, котра перебуває на периферії теорії і практики освітньої галузі та економіки. І якщо в першому варіанті зв'язок очевидний, то у другому — на перший погляд латентний, проте саме суспільно-економічні процеси детермінують діяльність керівника, завдання якого полягає у вивченні тенденцій ринку праці та побудові ефективної стратегії загального розвитку закладу освіти.

Актуальним питанням є висвітлення базових для керівника особистісних якостей, психологічних характеристик і практичних умінь. Так, чільне місце займає вивчення когнітивної сфери, творчого потенціалу та готовності до інноваційної діяльності. Злободенною залишається і проблема організації освітнього процесу. Зокрема, компетентнісного підходу і розкриття творчих можливостей студентів як ресурсу для майбутньої професійної діяльності.

Глибше розуміння професійної підготовки забезпечив фрагментарний аналіз окремих аспектів діяльності закладів вищої освіти в Україні, Великій Британії та Сполучених Штатах Америки (по одному закладу із кожного регіону). Установлено, що загальні тенденції підготовки аналогічні, проте європейські ЗВО акцентують увагу на міжнародній академічній мобільності; США — на практичній компоненті; України — теоретичній базі.

На основі вищезазначеного матеріалу ми розробили ієрархічну модель факторів-детермінантів освітнього процесу підготовки освітніх менеджерів. Визначили, що їхній вплив, залежно від масштабності дії — лише на освіту чи на суспільство в цілому, може бути явний або латентний. Така модель дає чітке уявлення про місце освітнього менеджменту в суспільному житті.

Перспективи дальших досліджень убачаємо в розробленні конкретних рекомендацій, що стосуються розв'язання актуальних проблем підготовки менеджерів освіти.

**Ключові слова:** заклад вищої освіти, професійна підготовка, керівник, освітній менеджмент, лідерство, освітній процес, інновації, мислення зростання.

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**Introduction.** The dominant feature of an organization is the personality of its manager. The manager-professional is the key to a positive image of the organization. His charisma, personal qualities, professional abilities, and skills determine the dynamics and prospects of development of the structure, the microclimate in the team, the effectiveness of the tasks performed. Awareness of the importance of training managers-professionals has led to the popularity of management in almost all areas of public life. As a rule, management as a science and practice of rational management of human and material resources is identified with the economic sector, but, as practice shows, it is no less relevant for other spheres, including education.

Earlier the position of the head of educational institution was considered in the context of the next professional promotion, but now it is an opportunity for employment of graduates of the relevant specialty. Ukrainian and foreign institutions of higher education train specialists under the appropriate educational programs, providing mastery of the theoretical and practical components. Such an approach to the issue of educational management practice is quite reasonable because the institution is headed by an employee, who has a specific baggage of knowledge and practical training for this type. This, in turn, reduces the period of adaptation, reduces the possible risks and the likelihood of making false decisions.

The problem of educational management in the tier of higher education is actualized, because if, say, pre-school or general educational institutions use traditional forms of work and organization of training, the tier of higher education is characterized by dynamics. In preparing specialists for tomorrow, one cannot ignore labor market trends and economic forecasts. That is why educational management for higher education is two-pronged: on the one hand, it is the practice of rational management, and on the other hand, it is a system for training specialists-managers.

**Study analysis and problem statement.** The problem of management and educational, in particular, has always been in the field of scientific research. It has been studied in different ways, both theoretically and empirically. Educational management as a polydifferential paradigm is analyzed by Lynch et al. [1]; the importance of innovation for optimizing the process of higher education management is described by Sauphayana [2]; the effectiveness of horizontal-cyclic organizational structure in the management of educational institutions is proved by Myrzaly et al. [3]; the problem of professional competence of future managers was revealed by Tapalova, Kuatbekov [4]; the role of creative and innovative potential of future specialists in their research was emphasized by Zyazyun et al. [5]; the phenomenon of supervision in educational management was studied by Tsekhmister [6]. Correlations between management and personality constructs, such as psychological well-being [7]; cognitive sphere [8; 9].

A special niche is occupied by scientific research concerning the diagnostics and monitoring of the quality of education [10], because the evaluation of the manager's activity allows establishing the effectiveness/difficulty of the managerial decisions taken.

Theoretical analysis of this problem was carried out through the review of relevant thematic sources placed in electronic scientific archives and websites. For convenient search we used Researchgate scientific portal, Elsevier scientific resource, free search engine Google Scholar, EBSCO-Publishing database.

The available scientific research is of interest for the key problem of our research because it reveals the issues involved in it, at the same time, updating it, opening up space for further research.

The purpose of the article is to analyze the current trends and current problems of education managers' training. To achieve this, the research architectonics contains the following components: review of the source base, revealing certain aspects of educational management; identification of problems of practical activities of heads of educational institutions, requirements to their personality; review of current problems of professional training of future specialists presented in scientific research; familiarization with the key aspects of professional training of educational managers in higher educational institutions of Ukraine, Europe and the USA.

**Materials and methods of research.** The methodological basis of scientific work is such basic principles as objectivity, consistency and consistency, comprehensiveness, and heredity. For the theoretical description of the problem, we used general scientific methods of research, in particular, methods of analysis and synthesis, logical, axiological, method of comparison and analytical-synthetic processing of information.

The chosen methodological apparatus is focused on achieving the key goal of this scientific work — theoretical review of the problem of training specialists in education management.

**Study results.** The separation of educational management into a self-sufficient direction of the theory and practice of management of educational institutions arose out of the need to provide them with highly qualified administrative staff, mobile, with a high level of tolerance for change, open to innovation. As experience and theoretical analysis of the problem shows, this approach is justified. In this aspect, it should be taken into account that the goal of educational management is interpreted as the creation of such conditions in an educational institution, which would ensure the effective functioning of the learning environment. At the same time, the determinants of the basic tasks and the means of their implementation are the specifics of the organization and the level of the education system [1]. There are differences between the management of pre-school and higher educational institution consisting in a number of aspects, including: age specifics of the subjects of the educational process, forms, and methods of work with them; relevant documentation; organizational structure; external relations and needs of the institution in cooperation, cooperation with other organizations and structures, etc.

The global phenomena — socio-economic conditions and cultural imperatives inherent in certain societies — are also determinative, although indirect, for education management [1]. Their influence, first of all, affects the requirements to a specialist-worker, vision of a social portrait of a citizen. In turn, the head of an educational institution, relying on normative-legal dogmas, and taking into account economic and cultural trends, integrates these basic paradigms into the work process, adjusting, in accordance with the needs, and his own activities.

Polyvector activity sets a number of requirements for the educational manager, which relate to the dispositional structure of his personality, as well as to the psychological component. Management implies permanent operation with diverse information. Taking this into account, studying the psychological features of managers, scientists focus attention on thinking as a cognitive process and a defining characteristic for representatives of this profession. Flexibilism, the creative component, and work on oneself are super important in this case. According to Abernethy et al, an effective manager has what they call a «growth mindset», which is the antithesis of a «fixed mindset». Managers from «growth mindset» are not afraid of challenges, are tolerant to criticism, and are aware of the need for self-education [9]. The importance of the arsenal of such characteristics for a manager, taking into account the specific conditions of activity, is obvious.

Analyzing innovations in education management and innovative skills of the head, in particular Sauphayana draws attention to the role of dynamism in the management of an educational institution, establishing external relations, using innovative technologies. The author argues that the COVID-19 pandemic has become a catalyst for the implementation of innovative leadership in higher education institutions [2]. It becomes obvious that openness to changes, continuous search for new, often extraordinary solutions is the key to effective management and competitiveness of an organization.

Covering the problem of educational management, from practical activities to the training process itself, we should refer to the studies related to professional competence [4] and the creative potential of future specialists [5]. In particular, there is an opportunity to get acquainted with the results of the research, where the formation of media competence, as a defining today's components of professional training [4], is substantiated. This fact once again proves the importance of using multifunctional gadgets, capabilities of the World Wide Web and diverse software.

The scientific legacy of the Zyazyun et al. team reveals the creative and innovative potential of future educational managers through the analysis of the relationship between leadership as a phenomenon, to a greater extent, informal, determined by the personal qualities of the employee and management as, above all, representing legitimate power. It is also marked, that creative and innovative potential is determinative for rapid development of the organization, especially in the period of cardinal changes and transformations. It is noted on creative potential as correlates with innovative and is called to support and direct similar qualities in the environment of subordinates [5]. This thesis is consonant with the aforementioned studies concerning «fixed mindset» [9] and the findings of Sauphayana [2].

It is impossible to solve the problem of trends and problems in the training of managers without analyzing certain aspects of the educational process of higher education institutions in Ukraine and abroad. Training of educational managers in Ukraine is carried out in the form of retraining and advanced training; training at the second (master's) level of higher education [5]. As a rule, students of this specialty already have higher education, work experience, but require either documentary confirmation of qualification or pursue the aim to deepen knowledge and improve professional skills.

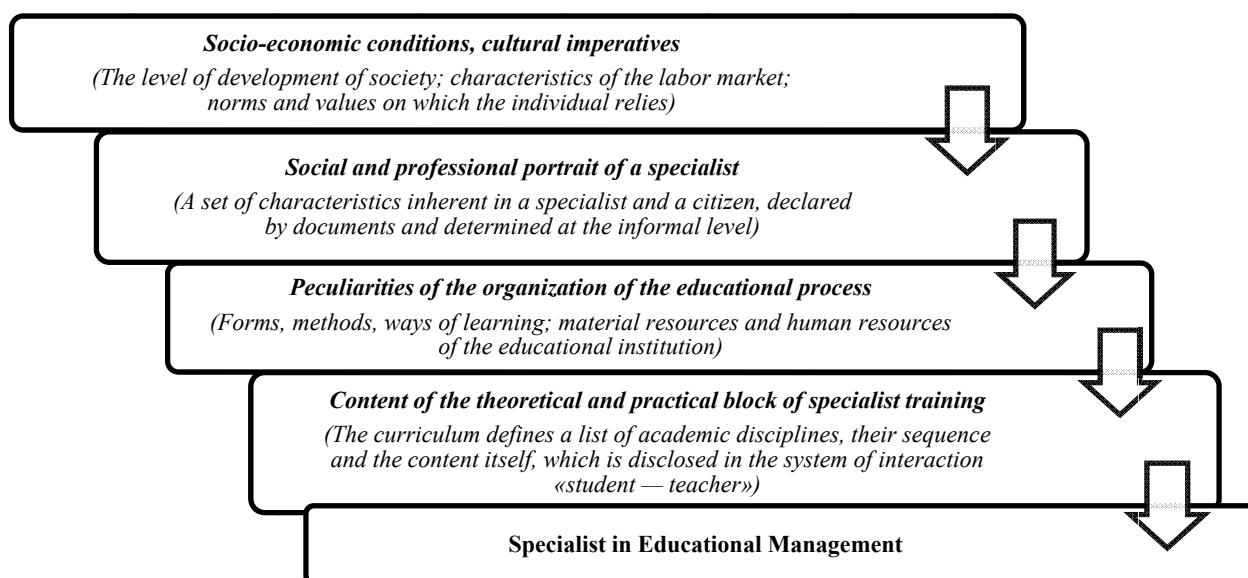
In this regard, the duration of the training program is justified, which allows you to present the proposed material in a much shorter period of time than, say, for the first (bachelor) level of higher education. For example, in the State Institution «Luhansk National Taras Shevchenko University» upon completion of one and a half years of training the graduates, future educational managers, are awarded the qualification «Master of Management» in the educational program «Management of Educational Institution». The approved curriculum list of compulsory and elective disciplines is focused on mastering by Master students the knowledge related to the theory of management and rational use of resources; legal foundations of educational institution activity; corporate culture; document management. Two types of practice are provided: research and management practice [11].

Students at the University of East Anglia (United Kingdom) can take the interdisciplinary master's course in «Education Leadership And Management». Full-time or part-time, it is intended for those who have the opportunity to devote full-time attention to the educational process, as well

as for working professionals. The program, based on a set of disciplines in leadership; management and administration; international education policy analysis and critical thinking focuses on developing the skills necessary for a leader or manager. Each module concludes with a research paper through which students improve their research skills and their critical and objective thinking skills [12]. Graduates' acquired knowledge of international legislation and global trends in the education industry offer them broad geographical perspectives in employment.

A partial look at the experience of training for educational leaders in the United States is provided by the example of the Educational Leadership and Administration master's program at The George Washington University. In addition to the classical list of academic disciplines in educational management, students are offered an experiential component that they can learn from practical research; internships in various educational sectors; and interaction with faculty practitioners [13]. The diversity of acquiring exactly practical experience is very important for educational managers because the specifics of work, first of all, consists in constant interaction with the team and students.

In view of modern trends in education managers' training, we can state that the educational process is influenced by a set of factors, for which the level organization is inherent (*Fig. 1*).



**Fig. 1. Hierarchy of factors that determine the training of educational managers**

Source: author's elaboration.

Obviously, factors influence both indirectly and directly. The larger the scale of the factor, for example, socio-economic conditions, the less noticeable its effect, though global, the closer to the final goal is the factor, say, the training content, the brighter and more specific it is for the corresponding specialty. The impact of global factors can be similar even on a global scale, while the factor of educational process organization turns out differently in almost every country.

Actual problems of education managers' training correlate with and are determined by the general trends described on the basis of the review of the source base and practice of higher education (*Fig. 2*).

In our opinion, consideration in the educational process of the above aspects will prepare a new generation of specialist, creative, flexible in decision-making, visionary, capable of implementing job duties at a high level.

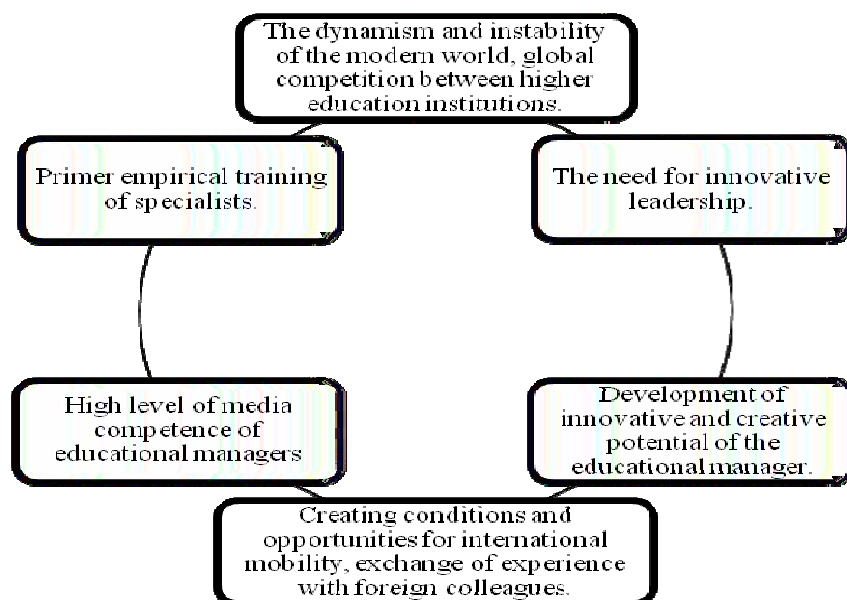


Fig. 2. Trends and current problems in the training of educational managers

Source: author's elaboration.

**Conclusions.** This experience demonstrates the ineffectiveness of selective recruitment for administrative positions. The dynamism of public configurations and fierce competition between organizations set the bar high for the manager. Not every employee who performs well in his or her current position will be able to prove himself or herself as a manager. Consequently, professional training for managers is justified.

Summarizing the examination of scientific literature is entitled to assert that the problem of management in general and educational, in particular, is relevant and multidirectional. Generalization of the works allows us to differentiate the research directions as follows: educational management as a theoretical and empirical problem [1]; professional competence of an educational manager, supervising, methods of professional development of a specialist [2; 3; 6—9]; problem of training future specialists [4; 5]; evaluation of educational management efficiency [10]. Consequently, research on the practical side of educational institution management and the problems of organizing the educational process of training educational managers are closely intertwined.

Analysis of education managers' training will not give a complete picture of the problem, if we do not consider the practical experience of managers, personal qualities, and psychological characteristics necessary for them. Consequently, it was found that, given the specifics of professional activity, growth mindset, creativity and openness to innovation are basic for educational managers. No less important, according to managers-practitioners, is media literacy. After all, the ability to rationally use available media resources helps greatly optimize the activities of an educational institution.

An overview of the practical content of the educational process of training educational managers was given by the review of educational and professional higher education programs, in particular, the State Institution «Taras Shevchenko National University of Lugansk», the University of East Anglia, The George Washington University. Despite the geographical remoteness and differences, the training of specialists follows a similar algorithm. In spite of this, we were able to identify the main emphases, among which theoretical training (Ukraine), focus on international relations and academic mobility (UK), versatile experiential training (USA). These differences should be taken into account in order to optimize the educational process.

Summarizing the above-mentioned facts, we can state that trends and problems of educational management are closely correlated and are determined by a number of factors — from

large-scale to local ones. And their dynamic nature will act as a permanent factor in the system «practical activity-practical training of educational managers».

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- Статтю рекомендовано до друку 19.12.2021 © Цехмістер Я. В., Малацай І. В., Нечитайло І. С., Ємельянова О. В., Король О. М., Стаценко Н. В.

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The article is recommended for printing 19.12.2021

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