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Zahoruiko Kateryna

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Scientific supervisor

Candidate of Economic Sciences,
Associate Professor
Dreval O.Y.

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ANNOTATION

Bachelor's thesis in specialty 073 "Management". - Sumy State University, Educational and Scientific Institute of Business, Economics and Management, Oleg Balatskyi Department of Management, Sumy, 2022.

This thesis is devoted to research and study of the management of higher education institutions, which considers the theoretical, methodological foundations of the management of educational institutions, regional and financial aspects, analysis is based on Sumy State University.

The paper reveals such issues as the historical formation of the educational structure, management in higher education, financial support. The essence of education management is also considered, the functions and principles, methods of management of higher educational institutions are defined, regional aspects are analysed, a study is conducted on the example of Sumy State University. The main ways of improving the management of an educational institution are proposed.

STRUCTURAL ABSRACT

The structure and scope of the bachelor's thesis. The work consists of an introduction, three chapters, conclusions, a list of sources used, which includes 51 sources. The total volume of the bachelor's thesis is 64 pages, including 3 tables and 2 figures.

The aim of the thesis. The purpose of the work is to reveal the concepts of management in higher education and regulatory support of educational management, improving management skills on the example of the university, improving the system of management functions, management of various financial aspects.

To achieve this goal, the following tasks were solved:

- deepen theoretical knowledge of management in education;
- to reveal the basic concepts of management in higher education;
- to determine the difference between management in higher education institutions;
- consider the financial aspects of providing higher education institutions.

The object of research is the educational institution and university management.

The subject of research is the theoretical and methodological nuances of management and the specifics of management of higher education institutions.

The research base is Sumy State University.

Research methods. In the process of conducting the main work, such methods as analysis, generalization, systematic approach, comparison, processing and assimilation of the studied material were used.

Key words: institutions of higher education, management, control, university, head, management, development, institution, specialist.

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INTRODUCTION

Education plays an important role in becoming a qualified professional. Nowadays in Ukraine there is an active process of improving education and the desire to be on a par with European and world educational education, improving educational activities and introducing new technologies, which increases its competitiveness in the global and Ukrainian markets. Based on the Law of Ukraine "On Higher Education", we can say that the purpose of higher education is to prepare "competitive human capital for innovative and high-tech development of the country, self-realization, human and social needs, labor resources, market and state in qualified specialists."

The main content of the University's education today is the formation of a management system in education, the introduction of new technologies, improving the quality of training, ensuring its mobility, attractiveness, competitiveness compared to other universities. Thus, we can say that the main task of higher education management is to create an organizational structure. However, it should be understood that the head of the educational institution should study the following topics: the essence of basic management, details, categories of management and administration of higher education; principles and functions of management; financial aspects of control; management methods systems; basic concepts of planning, motivation, control and regulation; make effective management decisions; understand the general characteristics of higher education institutions and the classification of management functions in different fields, diagnoses of the institution. Many foreign and Ukrainian researchers are interested in management issues in higher education institutions, including: D.D. Rockefeller, Y. A. Konarzhevsky, V.I. Bondar, V.I. Maslov, V.M. Bebig, O.V. Kozyreva, V.I. Kovaleva, N.V. Glebova, I. Bogdanov, N.L. Kolominsky, L.M. Karamushka, R.H. Shakurov and other domestic and foreign scientists.

The purpose of the work is to reveal the concepts of management in higher education and regulatory support of educational management, improving management skills on the example of the university, improving the system of management functions, management of various financial aspects.

To achieve this goal you need to solve the following tasks:

- deepen theoretical knowledge of management in education;
- to reveal the basic concepts of management in higher education;
- to determine the difference between management in higher education institutions;
- consider the financial aspects of providing higher education institutions.

The object of research is the educational institution and university management.

The subject of research is the theoretical and methodological nuances of management and the specifics of management of higher education institutions.

The research base is Sumy State University.

Research methods. In the process of conducting the main work, such methods as analysis, generalization, systematic approach, comparison, processing and assimilation of the studied material were used.

The information base of the work is theoretical and scientific-practical research of domestic and foreign scientists, legislative and regulatory acts of Ukraine "On Higher Education", reporting on the register of subjects of educational activities of Sumy State University.

CHAPTER 1. THEORETICAL AND METHODOLOGICAL PRINCIPLES OF MANAGEMENT MODERN EDUCATIONAL INSTITUTIONS

1.1. The essence and specifics of the management of educational institutions

Learning plays an important role in the modern world, and closely affects all spheres of life, especially in all mechanisms of human self-development. Education is very influential and it is very important for every country, because education plays a key role in the intellectualization of labor, which affects the transformation and modernization of the modern world. Therefore, it is equally important to reconstruct training in time and pay attention to influential things.

It should be noted that among most revolutions, it is worth noting the twentieth century, where the impact of the revolution of government was significantly influential. Which contributed to the formation of such a concept as management as a science, and led to intensive development in the XX century and increases the impact in all areas where there is a person.

There are some delays in management in the field of education. The need to increase the demand for managers led to an increase in the 60's among Western countries, and in ours - only in the 90's. It was then that the growth in the field of education management became relevant in the 90s of the twentieth century, after which the terms "pedagogical management", "education management", "management", "managerial competence" and others were introduced.

Very often, there was a system to improve the skills of management positions and staff, but this was not enough to solve this problem. And then in the 80's-90's the question arises about the professional status of the leader, and becomes the most critical. As a result, higher education institutions began to try to nurture the younger generation of education managers.

Y. A. Konarzhevsky emphasizes that we were and remain a country of extremes [1]. From neglect and disregard for management, we have come to the fever of management: where dubious books about the control of capitalist companies are constantly appearing; about how to manage a group and yourself, etc.

It should also be noted that one should not recklessly follow all Western models and methods of regulation and control; to forget that blind, mechanical transfer of management structures from one socio-cultural system to another is not possible, it is like slavish imitation. It is not possible without our national basis. Secondly, it is necessary to create and provide relevant knowledge to universities for the training of specialists, taking into account our capabilities, and above all - financial, mental.

Currently in Ukraine there are different approaches to training a new generation of leaders. It:

a) training of managers in higher educational institutions at special faculties of management;

b) preparation of the head to manage the means of training in the courses of management reserve and internship.

But it should be noted that the personal factor is very important, the degree of interest of the manager in professional growth. Therefore, a fairly large place in the attitude of a professional manager is given to motivation to learn, to professionalism, reflection of the leader, awareness of their status and leading role in education and society.

The university and society desperately need leaders who know how to express ideas, take responsibility, arouse interest and interest in themselves and the ideas promoted, take risks, lead. John D. Rockefeller said that the ability to treat people is equivalent to a commodity bought for money "... and I can pay more for that skill than for any other commodity in the world."

The National Strategy for Education Development in Ukraine for the period up to 2021 states that education management should be carried out on the basis of innovative strategies in accordance with the principles of sustainable development, creation of modern systems of educational projects and their monitoring; development of the model of public administration in the field of education, in which the individual, society and the state become equal subjects and partners [2]. This includes:

- professional approach in the selection and appointment of heads of educational institutions, education management bodies;

- professional training of competent managers of the education system, the formation of new generation managers, able to think and act systematically, including in crisis situations, make management decisions in all areas of activity, effectively use available resources;

- introduction of new effective forms of professional development of education managers [2].

However, the focus of the modern leader is the problems of conscious professional growth, preventive training in management, responsible attitude to their own careers.

Career plays an important role in the formation and involves the movement of man in the organizational hierarchy, the sequence of work and personal growth. "The career success of a manager is ensured by the purposeful development of the individual, which is in accordance with his promotion in the organization" [4]. On the other hand, barriers to career growth cause psychological stress, depression, decreased productivity, the desire to change jobs or work in general.

The main reasons for abandoning a career are the following:

1. When a person does not want change, he is afraid of the new, innovative.
2. When a person is afraid of not justifying the trust of senior executives, colleagues.

3. When a person believes that work is only a means, not a pleasure in life.
4. When a person has already decided on a sufficient level of career for him.
5. When there is no motivation for achievement.
6. When a person has low self-esteem.
7. When a person expects an increase in unstimulated energy, physical, moral costs.
8. When a person believes that he deserves more and hopes to get another higher position.
9. When a person predicts the lack of personal development and prospects within the new management activities.
10. When a person has no interest in the position offered.

Thus, we came to unambiguous conclusions about the feasibility of career planning. This process involves elements such as:

1. Self-assessment of a person's career desires and opportunities.
2. Development of long-term personal, professional and managerial goals.
3. Analysis of the environment, identifying career opportunities.
4. Develop a plan to achieve career goals.
5. Analysis of personal strengths and weaknesses.
6. Development of alternative career development strategies.
7. Evaluation and selection of the optimal career development option.
8. Implementation and periodic evaluation of strategy achievement.

The formation of management activities takes place at certain stages.

The first stage involves mastering the knowledge of the manager, comprehensive information about management; allows to separate the basic elements of administrative activity and their interrelation, to present normative model of personal administrative activity.

The second stage is related to determining the comprehensiveness of relations with higher and lower levels of government, awareness of the

independence and responsibility of their level of government, the formation of a model of communication with other subsystems.

The third stage involves the gradual improvement of their own management activities; coordination of joint activities with higher and lower levels of government, the formation of an optimal model of management.

Therefore, we believe that the special training of the leadership of the education sector is an important and urgent problem to be solved. Unfortunately, most heads of educational institutions, employees of district, city and regional education departments do not have the appropriate professional training for management. As a rule, they are highly qualified specialists in various teaching specialties. Therefore, the basis of the problem of inconsistency of the real level of functional competence of heads of educational institutions necessary for effective management lies in the lack of professional education.

In combination with the specifics of the head of this classification, this classification acquires a substantive management content.

In the presented system, knowledge is based on methods, ie knowledge of the mode of action, which directly leads to professional skills. Thus, based on knowledge, management skills are formed. According to the target features, they can be grouped into diagnostic-prognostic, organizational-regulatory, control-corrective (V.I. Bondar, V.I. Maslov). In a broad sense, diagnostic and prognostic skills are related to the collection, analysis, systematization of information, problem identification, setting goals, objectives, development of strategic and tactical plans, action programs and algorithms for certain activities.

Organizational and regulatory skills are aimed at ensuring the implementation of various plans, programs, management decisions, creating material, technical conditions, selection and placement of personnel, coordination of efforts of all participants in the educational process.

Control and corrective skills are the ability to determine standards, norms, criteria and methods of evaluating cases in accordance with them, to make

necessary changes, additions, clarifications based on the processing of control results, to give recommendations for improving performance.

In the narrow sense, diagnostic and prognostic, organizational and regulatory, control and corrective skills - are ways to implement management functions.

In addition, the model of competence of the head is determined by functional and job responsibilities, which act as a dosimeter of management functions.

We believe that reforms in education are possible only if the quality of management is improved, and the system of training education managers is developed and modernized.

1.2. Purpose, tasks, organizational structure, patterns and principles of management of educational institutions

Broadly speaking, the purpose of the management of an educational institution is to create the necessary conditions for the realization of the purpose of the educational institution.

Specific goal:

- minimum - to ensure the optimal functioning of the educational institution; - maximum - to ensure its development.

The task of management is a form of reflection of a management problem which is fixed in:

- the problem itself;
- the purpose of its solution;
- conditions and means of solution.

Management tasks are:

1. Improving the structure and image of the educational institution
2. Improving the quality of educational content

3. Improving the organization of the educational process
4. Improving the organization of the educational process
5. Improving management.

Any system is built on certain fundamental principles that reflect its main features. This also applies to the management system of educational institutions, which is also based on a combination of general principles of social management and the specifics of the functioning of a particular institution.

The main principles of educational management can be considered:

- Deep belief in modern ethical values.
- Strong internal corporate culture.
- A holistic view of man.
- Personal incentives at work.
- Encouragement of different views and consensus.
- Unified status of all employees.
- Ongoing training and retraining of staff.
- Full employment policy.
- Focus on quality.
- Collegiate decision making.
- Maximum delegation of authority.
- Encouraging horizontal links [6].

The system of principles of educational management according to V.I. Maslow [16]:

1. The principle of social determination. First of all, it requires an understanding by the head of the main social tasks, the social ideology of education at a particular stage of historical development of the state.

2. The principle of humanization in the activities of the manager. The activities of the head should be based on respect for each person with whom he enters into business communication: teacher, student, casual visitor.

3. The principle of science and competence in the management of educational institutions. Provides mastering the theoretical issues and technology of the pedagogical process, management, professional methods, age psychology, modern political science and more.

4. The principle of information adequacy in management is crucial at all stages of the management cycle.

5. The principle of analytical forecasting in management. Displays modelling processes of different levels that can occur in a managed social system.

6. The principle of operational regulation. He is closely connected with the procedural activity of the education manager, because thanks to him all management decisions are executed, information is responded to.

7. The principle of feedback. Works on information support of management, aimed at the implementation of organizational and regulatory and control and corrective functions.

8. The principle of continuity and prospects is closely linked with the universal laws of Hegel, which are manifested in all spheres of life. The inability of the manager to analyse the legacy of the past, the experience of the present, to critically assess their capabilities will not allow to develop strategic prospects for the development of a managed educational institution, will not make it competitive in market relations.

9. The principle of democracy and centralism (for a long time interpreted exclusively from politicized positions, was simplified and distorted) is one of the fundamental factors that ensures effective management of the manager. Effective governance is based on a clear division of power between the individual and the relevant structures with a specific mechanism governing the relationship between them.

10. The principle of stimulating and uniting personnel in the activities of the manager reflects the textbook position on the crucial role of performers in any case. Incentives provide a constant focus of the team on pedagogical innovations,

better experience, desire and ability to use scientific advances in psychology, professional methods, as well as the acquisition of culture and spiritual heritage. The basis for uniting the teaching staff is the recognition of each common goal, positive motivation, clear organization, creating the necessary conditions for work, systematic objective assessment of the consequences of each member of the team, proper moral and material incentives.

11. The principle of legal priority and legality provides for the coordination of the activities of the manager of an educational institution with the legislation of Ukraine on education, labour, child protection, human rights, etc. Development and adoption of management decisions, their implementation must comply with existing legal norms, have some legal elaboration, and in some cases - and legal expertise.

12. The principle of financial and economic rationality and business activity reflects the dependence of the implementation of all strategic goals, quality implementation of current affairs on the possibilities of their scientific and methodological, logistical support, financing.

The advantages of this approach to managing the development of the educational institution are:

- Balance between projected results and personnel, available resources, unused reserves;
- Programs provide systematic development and implementation of innovations;
- Work on the development and implementation of the program unites the teaching staff;
- In search of ideas, new technologies, during their implementation will significantly increase the level of competence and professionalism of teachers;
- The status of the educational institution will increase during the work in the innovative mode;

- Project activities help the leader to become a leader-reformer, "social architect" [7].

The process of developing and implementing a development program should be logical, simple, and understandable to all participants in the project activity.

Management of education as a scientific theory is based on its own methodology, which is a set of principles, techniques and procedures for studying the educational sphere of society and technologies of its management. Education management has the general functions of planning, organizing, motivating, controlling and regulating. The result of the implementation of any specific functions of educational management, carried out on the basis of general functions, are the obtained methods of management.

Management methods - methods and techniques of influencing the managing system on the managed at different levels and levels of government (enterprise, department, service, etc.) [12-13]. With their help, the governing body influences individual employees and the company as a whole.

Classification of management methods in education as a management science is the subject of debate. Some authors classify management methods according to their content, focus and organizational form, which reflects, in fact, administrative, economic and social impacts on the managed system. Others characterize them by means and methods of influence [5-7; 13]. However, management practice is based on a combination of a number of methods. As a rule, several methods and their combinations are used simultaneously. Thus, in any case, management methods are considered in a complex, organically complement each other, are in constant dynamic equilibrium and are aimed at people engaged in various activities. Note that the methodology of understanding management in education is not fundamentally different from similar approaches in management. Accordingly, we can identify the main methods of management in education and highlight their content (Fig. 1).

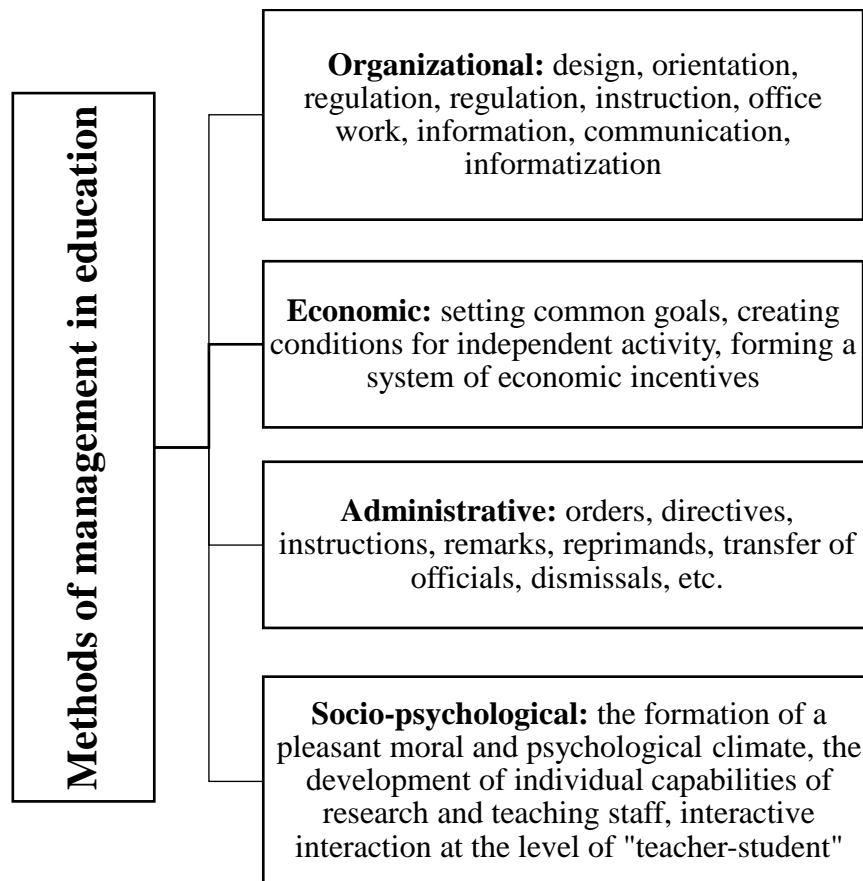


Fig. 1.2 Methods of management in education and their content

Note that in a particular method of management in some way interact and content, and direction, and organizational form:

- Organizational methods of management provide a system of organizational and administrative influences aimed at achieving the goal;
- Economic methods of management are due to various economic factors, through which the collective and individual satisfaction of needs is achieved at all levels;
- Administrative - based on direct directives and aimed at effectiveness;
- Socio-psychological methods of management appear as a set of specific ways to influence interpersonal relationships and connections, social processes that occur in teams.

In terms of informational of society, the main methods of management in education are socio-psychological. They are designed to create conditions for self-realization, manifestation of abilities and capabilities of the individual. Socio-psychological methods are methods of managing social and mass processes and communications based on information support [7].

The essence of "information and communication methods of management in education" determines their focus on achieving goals in the shortest possible time under the conditions of rational use of all types of information and communication resources, techniques and methods of influencing the managed object [13]. The use of computers, computer programs for processing, storing and transmitting information, the use of e-mail, information and communication technologies, electronic educational systems, Internet services significantly save time and improve the quality of information transmission, become a prerequisite for effective interaction. Case of research, at the level of "teacher-student".

Integrated application and use of ICT (information and communication technologies) in educational institutions are important tools for the development of teaching materials and sets of disciplines and is an approach in educational management. The educational materials created in this way become not only a means of transmitting the necessary information, but also help students to correctly understand the essence of the problem and find ways to solve it [9; 12]. But, despite this, it should be noted that the quality of education depends primarily on the perfection of educational material, the form of its presentation and the organization of the educational process. Learning with the help of ICT-based tools allows to visualize educational material, increase the interactivity of learning, provide access to new sources of knowledge and carry out operational control of the assimilation of material by students [15].

CHAPTER 2. GENERAL FUNCTIONS OF MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS

2.1 General characteristics of higher education institutions and classification of management functions on various grounds.

Higher education institution (HEI) is an educational and educational-scientific institution, an organization that works in accordance with the Education Code, works in accordance with the existing license for educational and professional plan, provides the process of transfer and acquisition of knowledge, skills, experience, education and professional training of persons in accordance with their vocation, interests, abilities, and works at educational and qualification levels and certain educational, regulatory requirements in the field of education, and directly performs a scientific and scientific-technical function.

Training of specialists in HEI is carried out by combining different forms: full-time, evening form of study, part-time, and external. Admission to higher education is carried out on a competitive basis in accordance with the abilities, which includes passing an External Independent Assessment, filing a certificate, competitive exam, etc. Also motivation for smart and active students, special state scholarships are provided, conditions and opportunities for study and work abroad are created.

The system of governing bodies and bodies of public self-government are very important for the management of higher education, as they operate within specific powers. One of the most important control bodies is the Cabinet of Ministers of Ukraine, their task is to implement state policy in the field of higher education using the system of executive bodies. Control in the field of education is carried out within the competence of the central executive body in the field of education and science; other central executive bodies of Ukraine, which are subordinated to the HEI; Higher Attestation Commission of Ukraine; authorities

of the Autonomous Republic of Crimea; local governments; owners of higher educational institutions, public self-government bodies.

The structure of the higher education system consists of educational levels (Fig. 2.1):

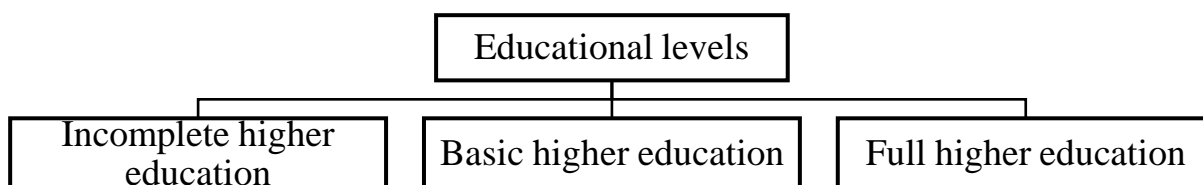


Fig. 2.1. The structure of educational levels of higher education institutions (HEI)

Incomplete higher education is the level of higher education provided to a person that determines the development of his or her personality and is sufficient to obtain the chosen qualification at the level of junior specialist and which is characterized by the formation of intellectual qualities.

Basic higher education is the level of higher education provided to a person that determines his or her development as sufficient to obtain the selected qualifications at the bachelor's degree and which is characterized by the formation of intellectual qualities and development as a person.

Full higher education is the level of higher education that is provided if a person has the formation of his intellectual qualities, which determines the development of this person sufficient to obtain the qualification of a specialist or master.

The main tasks of higher education are determined by:

- reproduction, development and transfer of information and knowledge in the fields of science, technology and culture to students, formation of worldview principles on the basis of humanism and patriotism, their preparation for independent professional activity;

- providing training of students, retraining and advanced training that meets the state standards of the relevant educational and educational-qualification levels;

- education of future specialists as individuals, acquisition of social maturity and civic activity, due to the performance of various activities during training and a sense of responsibility for the fate of the people and the state.

Higher educational institutions include: college, technical school, academy, conservatory, institute, university and others [20]. According to the status of an educational institution, there are four levels of accreditation: the first level - technical school, college and equivalent higher education institutions; second level - college, equated educational institutions; third and fourth levels (depending on the consequences of accreditation) - institute, conservatory, academy, university.

It should be noted that educational institutions can be created according to classifications, such as art, technical, technological, pedagogical, medical, cultural, economic, agricultural and other universities [25].

Accredited institutions can create different types of educational and training-research-production associations, institutes, centers, branches, colleges, complexes, lyceums and gymnasiums in a given order. Training and educational-scientific-industrial complex is a voluntary association of accredited non-state and state educational institutions based on various forms of ownership.

Leading among the branch group of higher education institutions is the State Educational Institution of the fourth level of accreditation, which achieves certain indicators in its activities and meets international criteria for the level of higher education and which can be granted the status of national higher education institution.

The main tasks of the educational institution are:

- 1) participation in ensuring the social and economic development of the state through the creation of human capital;

- 2) the process of forming a personality through patriotic, legal, environmental development, the establishment of participants in the educational process of moral values, social activity, civic position and responsibility, healthy lifestyle, the ability to freely express their views and self-organization in modern conditions;
- 3) conducting high-level educational activities, which helps to obtain higher education in the relevant specialties of their choice;
- 4) for universities, academies, institutes - conducting scientific activities by conducting research and ensuring the creative activities of participants in the educational process, training of highly qualified scientific personnel and the formation of the results obtained in education;
- 5) dissemination of knowledge among people, raising the educational and cultural level of citizens;
- 6) studying the demand for certain specialties in the labor market and promoting the employment of graduates;
- 7) management of organic combination in the educational process of educational, scientific and innovative activities;
- 8) establishing international relations and conducting international activities in the field of education, science, sports, arts and culture;
- 9) creation of necessary conditions for realization by participants of educational process of their abilities and talents;
- 10) preservation and increase of moral, cultural, scientific values and achievements of society [21].

However, returning to the work of the education manager, it should be said that it has an internal system that consists of a management function.

Management functions are the main activities of the manager, which are created by reducing the various types of work performed by the manager, mostly general.

General, operational or basic control functions can form a management cycle with successive changes. The management cycle is a set of interacting, subordinated to one goal control functions, the comprehensive implementation of which ensures the successful solution of management tasks. Each general management function has a global and specific purpose. The global goal of each of the functions will coincide with the purpose of management. The specific purpose of each function will be related to the tasks that the manager solves at a certain stage of the management cycle. The group of general consists of such functions as: planning, analytical and prognostic, control and evaluation, organizational and coordination, regulatory and corrective.

Planning is a management function, the essence of which is in determining the goals of the institution and ways to achieve goals.

Analytical and prognostic function is to study development trends, status, objective comparison of the pedagogical process and make a forecast on this basis to streamline the educational system or transfer it to a higher quality state.

The control and evaluation function of the head is to determine the quality of individual systems of the educational institution as a whole by the results of assessments with certain standards (norms, rules, plans, decisions).

The essence of organizational and coordination - is to determine the role, place of each person in the group in achieving the plan, goal, management decision.

The essence of the regulatory and corrective function of management is to adjust the consequences of control in order to streamline the educational system or transfer it to a higher quality state.

Pros in the approach to the classification of management functions from the standpoint of the management cycle, we can highlight that they are presented by the authors in a particular system, highlighted the operational side of the management process. But such a classification does not allow to go beyond the stages of management, does not reveal the main content of the work of the head,

related to job responsibilities, activities. The second approach to the classification of management functions unites the authors who define the functions based on the main activities: E. S. Bereznyak, B.S. Kobzar, I.S. Mar'enko, M. L. Portnov, P. T. Frolov. Target functions reflect the main activities of the manager: administrative and managerial process, control of the educational process, leadership of the teaching staff, work with the public, work with enterprises, work with students, teaching, educational work, financial and economic activities, instructional work.

The third group of functions is socio-psychological (N. L. Kolominsky, L. M. Karamushka, R. H. Shakurov). They are aimed at creating a favorable socio-psychological microclimate, the formation of the necessary properties for productive work of the team, the development of its formal and informal structure.

The socio-psychological functions of management include such functions as: development of self-government, team organization, improvement, cohesion, motivation.

The development of management theory and practice indicates a trend of psychologization of management, attention to the factor "man", the development of subject relations, the improvement of personal style of the leader.

To the fourth group of functions, it should be noted upgraded. Namely, the classic functions of the managerial activity of the head of the institution in the conditions of development remain leading, although there are significant changes in their content, methods of implementation. Along with them, new, modernized ones appear, namely: political-diplomatic, prognostic, representative, consultative, managerial. Thanks to modernized functions: the curriculum is updated (new educational standards, author's educational projects, textbooks, manuals are introduced). There is an individualization and personification of the educational process); new educational technologies are developed and tested (developmental, modular, differentiated learning, etc.); the organization of the

educational process is being improved (subject relations between teachers and students; dialogue forms of communication, the technology of pedagogical support is being introduced); control technologies are being transformed (rating rating systems, computer programs, monitoring systems for object research are being introduced); the content, forms and methods of management of educational institutions are being modernized (multivariate control models, management systems of innovative programs are being created).

The political-diplomatic function is realized through the implementation of the principles of democracy and humanism, with the participation of the head in local (regional, state) authorities; the function is to properly understand, explain and implement the ideology of the state, to promote the achievements of national culture and traditions.

Prognostic function - is to predict the prospects for the development of educational institutions, forecasting the effectiveness of its activities, creating conditions for the formation of socially active personality and the ability to identify the main, essential, promising.

Representative function is the ability to properly represent the educational institution, teaching staff, any employee or student, to speak at conferences, symposiums. The leader must have well-developed communicative, reflective, intellectual and heuristic abilities.

The advisory function implements qualified advice on various issues: scientific and pedagogical, methodological, legal, economic. It involves the involvement of various specialists in management: sociologists, psychologists, economists, lawyers and more.

The managerial function involves increasing attention to work with staff, in particular: the rational placement of staff, the creation of working conditions, social and legal protection, the creation of a system to save the lives and health of teachers and students.

2.2 Research of financial aspects of control of higher education institutions.

Examining and analyzing the budget financing of HEIs in 2020, we can say the following: 92 institutions (out of 148) received more funding than in 2019, and if we take into account inflation in 2020 (5%) [29], then only for 61 HEIs (41%)) this ratio exceeded 105%. In 2021, these figures have improved significantly. For 127 HEIs, the ratio of funding volumes in 2021 to 2020 exceeded 100%. Taking into account inflation of 10% [29] in 2021, for 100 universities this ratio exceeded 110%. It is an interesting fact that in 2020 only 12 HEIs received funding by more than 115% from the previous year, and in 2021 47 HEIs received total funding of more than 120% from 2020.

For 10 institutions, the amount of funding for 2021 was adjusted due to the application of the maximum level of funding for educational activities (130%) and reduced by a total of UAH 64.2 million. And for 2 HEIs the amount of funding was increased due to the application of the minimum level of funding for educational activities of institutions in the amount of UAH 23.5 million.

For 2020, a radically different situation was observed: only for 6 HEIs the amount of funding was adjusted and reduced by UAH 26.6 million. (with a maximum level of funding of 120%), and for 24 HEIs the amount of funding was increased and the total amount of these "grants" amounted to UAH 64.5 million. This can be explained by the decrease in the minimum level of funding in 2021 compared to 2020.

Also in 2021, 32 HEIs, dominated by teacher training, received additional funding for stable activities totaling UAH 268 million.

Next, we analyze the components of the total funding of HEIs in 2021 by individual institutions.

The minimum amount of funding for stable activities of the HEI (FDSi) in 2021 amounted to UAH 1.5 million, and the maximum - UAH 940.2 million. This

component (FDSi) in the total funding of HEI in 2021 ranges from 81 to 97%. In other words, it can be argued that the financing of stable activities of HEI is the main part of revenues from the budget for educational activities.

The amount of funding provided depending on the performance of HEI (FDPI) ranges from 2.7% to 19.1% of the total funding of the institution, with an arithmetic mean of 10.4%. The maximum value of financing of HEI, which depends on performance indicators (FDPI), amounted to UAH 181.5 million. and a minimum of UAH 0.049 million. in 2021. The arithmetic mean is UAH 14.5 million. Table 2.1 shows only some HEIs with different levels of total funding [22].

Table 2.1 Higher education institutions * and volumes of their financing of stable activity and financing provided depending on the performance indicators of the HEI in 2021

Institution of higher education	The total amount of funding for HEI in 2021	The amount of funding for stable activities of the HEI (<i>FDSi</i>)		The amount of funding provided depends on the performance indicators of the HEI (<i>FDPi</i>)	
		mln, UAH	in% to the total amount of funding for HEI	mln, UAH	in% to the total amount of funding for HEI
Lviv Polytechnic National University	940.2	808.2	86.0%	132.0	14.0%
Ivan Franko National University of Lviv	527.4	444.2	84.2%	83.2	15.8%
National Technical University "Kharkiv Polytechnic Institute"	441.9	376.6	85.2%	65.3	14.8%
Kharkiv National University V. N. Karazin	342.4	301.4	88.0%	41.0	12.0%
Kharkiv National University of Radio Electronics	269.2	228.1	84.7%	41.1	15.3%
National Aerospace University. M. E. Zhukovsky "Kharkiv Aviation Institute"	253.8	227.1	89.5%	26.7	10.5%
Sumy State University	248.4	200.9	80.9%	47.5	19.1%
National University "Kyiv-Mohyla Academy"	131.4	116.7	88.8%	14.7	11.2%
Yuri Kondratyuk Poltava Polytechnic National University	103.1	91.0	88.3%	12.1	11.7%
Vinnitsia National Agrarian University	76.5	67.7	88.5%	8.8	11.5%
Kherson State Maritime Academy	29.2	26.3	90.1%	2.9	9.9%

Notes * - the table shows some HEI with different levels of funding. Not included in the table of HEI with additional funding from the reserve, such as HEI with a predominance of teacher training; HEI for which the amount of funding has been adjusted by applying the maximum and minimum level of funding for educational activities, etc. Source: calculated and compiled by the author according to the data [24].

Table 2.2 shows the analysis of taking into account the indicator of regional support (RSi) of institutions when calculating the amount of funding provided depending on the performance of the that is HEI. In this table, the calculations are given for some universities located in the regions and have $RSi = 1.03$ (for institutions located in Kharkiv or Lviv) and $RSi = 1.07$ for all other HEIs located in Kyiv with $RSi = 1.0$ were not analyzed). We calculated that the maximum regional support for HEI in 2021 in the FDP amounted to UAH 3.96 million, the minimum - UAH 0.16 million, and if we compare it with the total funding of the first HEI, the maximum regional support in percentage terms it amounted to only 1.34% of total funding, and the minimum - 0.19%.

That is, this component of financial support, even if it takes into account the regional aspect, this impact is insignificant to support regional institutions and does not significantly change the overall picture.

The results of the analysis indicate that the maximum amount of budget funding for educational activities will be received by the HEI at the expense of the component FDSi - funding for stable activities, which depends on the number of budget places.

Table 2.2 Taking into account the indicator of regional support in the amount of funding provided depending on the performance of higher education institutions * in 2021

Institution of higher education	The amount of total funding for HEI in 2021 [24]	Volume of financing provided depending on the performance indicators of the HEI (FDPI), UAH mnl. [24]	Regional Support Indicator (RPI) [22]	Regional support for HEI in the FDPI, UAH mnl	Regional support for HEI in the total funding of HEI,%
Lviv Polytechnic National University	940.2	132.0	1.03	3.96	0.42%
Ivan Franko National University of Lviv	527.4	83.2	1.03	2.496	0.47%
National Technical University "Kharkiv Polytechnic Institute"	441.9	65.3	1.03	1.959	0.44%
Kharkiv National University V. N. Karazin	342.4	41.0	1.03	1.23	0.36%
Kharkiv National University of Radio Electronics	269.2	41.1	1.03	1.233	0.46%
National Aerospace University. M. E. Zhukovsky "Kharkiv Aviation Institute"	253.8	26.7	1.03	0.801	0.32%
Sumy State University	248.4	47.5	1.07	3.325	1.34%
Uzhhorod National University	242.0	33.1	1.07	2.317	0.96%
Odesa Polytechnic State University	203.1	21.6	1.07	1.512	0.74%
Volyn National University named after Lesya of Ukraine	181.1	25.7	1.07	1.799	0.99%
Academician V. Lazaryan Dnipro National University of Railway Transport	109.3	13.4	1.07	0.938	0.86%
Yuri Kondratyuk Poltava Polytechnic National University	103.1	12.1	1.07	0.847	0.82%
Podolsk State Agrarian Technical University	60.1	7.1	1.07	0.497	0.83%
Kherson State Maritime Academy	29.2	2.9	1.07	0.203	0.70%

Notes * - the table shows some universities with different levels of funding in some regions of Ukraine except city of Kyiv. Source: calculated and compiled by the author according to the data [22.24].

Given that funding is distributed based on the principle of "budget places follow the best entrants", and entrants make their choice of HEI for some subjective reasons, and most focus on the capital's institutions or institutions located in Kharkov or Lviv. One can agree with the authors [31], who believe that the existing "..distribution system contributes to the concentration of public procurement in the capital's universities."

To support regional institutions, the Admission Conditions [30] set a regional coefficient (RC), which affects the competition score, and the latter determines whether the entrant will receive a budget place. Currently, the regional coefficient has been set for the HEI of Kyiv (and their separate structural subdivisions) at the level of 1.0; for HEI from 11 oblasts (among which are Zhytomyr, Khmelnytsky, Donetsk, Luhansk oblasts, etc.) the maximum regional coefficient is set, which is equal to 1.04, in other cases this coefficient is 1.02 [30].

To effectively regulate the financial support of the educational activities of the HEI, to support the leading regional universities, the urgent task is to develop a reasonable regional coefficient. The results of the analysis indicate that the maximum amount of budget funding for educational activities will be received by the HEI at the expense of the component FDSi - funding for stable activities, which depends on the number of budget places.

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2.3 Regional aspects of financial support.

Analyzing the budget financing of HEI according to the existing calculation formula [22] by regions of Ukraine, a "skew" in financing in favor of the capital's HEI and HEI located in Kharkiv and Lviv was identified these institutions.

To address this issue, we have identified two areas of state regulation of financial support for educational activities of the HEI.

The first direction involves revising the scale of evaluation of indicators that affect the amount of funding for the first HEI, which is provided depending on the performance of the institution. But we can immediately say that even adjusting certain indicators (coefficients) that affect the amount of funding for the FDP, this measure can not give a "noticeable" result.

The second direction involves a more complex process of revising the mechanism for financing the stable activities of HEI, which currently depends on the chosen state policy "money follows the student" and revising the regional coefficient, which affects the competitive score of entrants to regional free economic zones.

Let's consider the first direction proposed by us, which involves modeling several options for the formation of funding for the FDP_i based on certain indicators (adjustment factors). Thus, the indicator of regional support (RSI), which is set for regional HEI of 1.07, should be revised. We propose to set $RS_i = 1.2$ for regional HEI. For the capital's universities and HEI in Kharkiv and Lviv remained unchanged - 1.0 and 1.03, respectively. The results of the calculations are presented in table 2.3.

Adjustment of the amount of funding for HEI, depending on the performance indicators, was carried out in two ways within the existing funding for the regions of Ukraine. The first way: by adjusting the FPI indicator for regional HEI (1.2 instead of 1.07 was set). The second way: in addition to adjusting the RS_i , we propose to revise the indicator of the scale of activity of the HEI (M_i).

In our opinion, when calculating the amount of financing of HEI, depending on the performance indicators, taking into account the scale of scale of HEI (M_i) requires additional justification. Since, taking into account the scale of the HEI (M_i) to calculate the complex performance of the i -th HEI (A_i) according to formula 5, there is a double count, because the base is the estimated contingent. That is, the HEI with a large estimated contingent already has certain advantages over other institutions and will have a more complex indicator of AI, which affects the FDP. If the estimated contingent is increased by a scale factor, which at the maximum value is 1.5, then the share of funding received by the i -th HEI increases accordingly.

For 2021, 3 institutions had the maximum scale of $M_i = 1.5$. The indicator $M_i = 1.4$ also had only 3 HEI, in 27 universities $M_i = 1.2$. For most free educational institutions of Ukraine (88 institutions) M_i was 1.0 and for 20 universities $M_i = 0.8$.

Taking into account the above, we propose to change and set the following values of the scale of activity of the HEI for the contingent studying on the terms of the state order:

$M_i = 0.8$ - for HEI with a contingent of less than 1000 people;

$M_i = 1$ - for HEI with a contingent of 1000 to 2999 people;

$M_i = 1.1$ (instead of 1.2) - for HEIs with a contingent of 3,000 to 5,999 people;

$M_i = 1.2$ (instead of 1.4) - for HEI with a contingent of 6,000 to 9,999 people;

$M_i = 1.25$ (instead of 1.5) - for HEI with a contingent of more than 10,000 people.

We calculated the total amount of funding for institutions located in a certain area, taking into account our proposed adjustments to the indicators of RS_i and M_i . The

results are shown in Table 3.1, the calculations were carried out within the existing funding for 2021.

The second direction involves a rather complex process of substantiation of the regional coefficient. This coefficient indirectly through the competitive score of the entrant affects the amount of funding for stable activities of the educational institution, if the entrant is enrolled in the budget place.

Table 2.3 Adjustment of the amount of funding for HEI depending on the activity indicators within the existing funding by cities ** / regions of Ukraine

City ** / Region	The existing amount of funding for HEI, depending on the activity indicators of the FDPI in 2021* [24]		The amount of funding for the FDPI^{RP} in adjusting the RPi indicator is proposed		The amount of funding for FDPI^{RP} and Mi is proposed when adjusting the indicator of RP and Mi .	
	mnl, UAH	% of total budget funding	mnl, UAH	% of total budget funding	mnl, UAH	% of total budget funding
1	2	3	4	5	6	7
City of Kyiv**	497.98	23.52%	468.44	22.13%	443.37	20.94%
City of Kharkiv **	272.09	12.85%	255.95	12.09%	256.16	12.10%
City of Lviv **	248.43	11.73%	233.70	11.04%	214.64	10.14%
Kyiv region	27.77	1.31%	29.30	1.38%	30.17	1.43%
Kharkiv region	8.99	0.42%	9.48	0.45%	10.18	0.48%
Lviv region	18.12	0.86%	19.11	0.90%	20.52	0.97%
Vinnitsia region	44.25	2.09%	46.69	2.21%	50.11	2.37%
Volyn region	50.04	2.36%	52.80	2.49%	51.95	2.45%
Dnipropetrovsk region	149.81	7.08%	158.05	7.47%	164.52	7.77%
Donetsk region	43.93	2.08%	46.35	2.19%	49.75	2.35%
Zhytomyr region	34.67	1.64%	36.57	1.73%	39.26	1.85%
Zakarpattia region	35.12	1.66%	37.05	1.75%	36.64	1.73%
Zaporizhzhia region	77.25	3.65%	81.50	3.85%	82.63	3.90%
Ivano-Frankivsk region	37.65	1.78%	39.72	1.88%	40.69	1.92%
Kirovohrad region	21.50	1.02%	22.68	1.07%	24.34	1.15%
Luhansk region	30.79	1.45%	32.48	1.53%	33.52	1.58%
Mykolaiv region	41.72	1.97%	44.02	2.08%	47.25	2.23%
Odesa region	101.46	4.79%	107.04	5.06%	112.86	5.33%

Continuation of the table 2.2

1	2	3	4	5	6	7
Poltava region	40.19	1.90%	42.40	2.00%	45.51	2.15%
Rivne region	40.46	1.91%	42.68	2.02%	43.37	2.05%
Sumy region	85.76	4.05%	90.48	4.27%	90.27	4.26%
Ternopil region	46.24	2.18%	48.78	2.30%	49.37	2.33%
Kherson region	25.39	1.20%	26.79	1.27%	28.76	1.36%
Khmelnysky region	30.06	1.42%	31.71	1.50%	34.04	1.61%
Cherkasy region	47.96	2.27%	50.60	2.39%	52.74	2.49%
Chernivtsi region	30.37	1.43%	32.04	1.51%	31.55	1.49%
Chernihiv region	29.03	1.37%	30.63	1.45%	32.88	1.55%
TOTAL	2117.03	100%	2117.03	100%	2117.03	100%

*Notes * - the amount of funding for 2021 [24]*

*** - Kyiv, Kharkiv, Lviv are separated from the HEI of the region, as they have different indicators of regional support for RPi*

Source: pp. 2 and 3 are calculated and compiled by the author according to the data[24], pp. 4-7 is own development

Increasing the regional coefficient can be assumed that this will increase the number of applications with priority I to the leading regional educational institutions, but can not be said for 100%, as the behavioral models of entrants depend on many factors: both external (objective) and internal (subjective). Thorough separate research is needed, and all stakeholders are interested in it: the state, the territorial community, higher education institutions, employers, entrants and university graduates. The "outflow" of students to the capital's HEI is the first step towards labor migration, because among the factors influencing the choice of entrants to the capital's universities are greater employment opportunities in fast-growing cities.

The main goal of state policy in general should be to support the balanced sustainable development of all territories of Ukraine, and without state regulation of higher education, financial support for educational activities of the HEI is impossible.

CHAPTER 3. RESEARCH AND DIAGNOSIS OF HIGHER INSTITUTION MANAGEMENT ON THE EXAMPLE OF SUMDU

3.1. Diagnosis and rationality of SumDU educational institution management

Sumy State University (SSU) is a powerful institution of higher education in Ukraine, located in Sumy and has the 4th level of accreditation.

The university has about 14,000 students in various forms of education at the undergraduate, bachelor's, master's, educational, scientific and scientific levels in 55 specialties in 23 fields of knowledge. More than 1,750 foreign students from almost 50 countries study.

Sumy State University is included in the World Higher Education World University Rankings at 501-600 and 1-2 among Ukrainian universities. According to the University Impact Rankings from Times Higher Education, the university is among the top 300 universities in the world in terms of socio-economic impact. Sumy State University ranks THE 801+ in the ranking of the best research universities in the world in the field of engineering and technology [32].

The structure of the university includes working bodies: the administration, the admissions committee, educational and research institutes: BiEM (business and economics and management); rights; Konotop and Shostka Institutes; medical; faculties: foreign philology and social communications, electronics and information technology, technical systems and energy efficient technologies; Konotop Polytechnic and Industrial Pedagogical College; Sumy Engineering and Shostka College of Chemical Technology, other departments.

Therefore, we can say that the organizational structure is mostly combined in management and includes a linear-functional structure (mostly owned by most universities) and a matrix, which has a very positive impact on the development of SSU.

The university has more than 3,000 employees, including corresponding members of the National Academy of Sciences of Ukraine, about 150 doctors of sciences, professors, about 700 candidates of sciences, associate professors, doctoral studies in 16 specialties and postgraduate studies in 24 specialties, special councils for dissertation defence.

In terms of the number of prizes in the All-Ukrainian competitions of student research papers, SSU has the highest rate, and in terms of the number of prizes in the All-Ukrainian Olympiads in disciplines, areas of training, specialties is among the leaders among Ukrainian universities.

The task of the institution is to ensure the competitiveness of the university in the international and Ukrainian market of institutions through the formation of their graduates as qualified professionals.

The strategy is to understand your strengths and weaknesses, knowledge of opportunities and threats, know the vision and strategic priorities of the university that will stimulate success at all levels.

It should be noted that the rector of the institution is elected by a meeting of votes, which also means that the institution is democratic.

Equally important is understanding the strengths and weaknesses that help the university grow faster. For a better understanding, there are several points of SWOT analysis.

S (strengths) - strengths:

- High rates of scientific activity and technology transfer;
- Growing number of foreign teachers and students;
- Application of information and telecommunication technologies;
- A wide range of specialties for entrants and professionals;
- The educational process is combined with the scientific work of the student.

About (opportunities) - opportunities:

- Good system of partnerships with universities;

- Modernized legal framework in the field of higher education;
- Rapid development of international education;
- increasing the level of autonomy of the university, high competitiveness.

W (weaknesses) - weaknesses:

- Inconsistency of funding of the university and its material and technical base;
- Non-compliance of the region's infrastructure and transport communications

with modern requirements;

- Lack of sufficient accommodation in dormitories;
- Low level of academic mobility, because it is very difficult to meet the

conditions of application.

T (threats) - threats:

- Very close to the border, taking into account the war in eastern Ukraine;
- Financial risks due to the military-political situation, limited state funds can

lead to unpaid salaries to employees;

- Unfavourable demographic situation;
- reducing the demand for higher education in the traditional sense, in particular

for master's programs;

- loss of relevance of the importance of the university due to the reduction of influence on enterprises and the development of the state as a whole.

Based on these results, we can say that the impact of war is difficult to prevent and it is worth looking for solutions, despite the difficult situation. A possible solution in this situation is to continue working on the strengths and increase the number of partners, which will increase the formation of the university in the international arena.

3.2. The problem of quality and efficiency of SumDU management

Quality assurance is one of the key provisions of the Bologna Declaration.

The growing demands on the quality of educational services from consumers and high competitiveness determine the task of ensuring multidimensional quality in all components of the university as a set and interaction of conditions and factors that ensure the implementation of its mission.

The internal quality assurance system of the university is formed on the basis of the requirements of the Laws of Ukraine "On Higher Education", "On Education", Standards and Recommendations for Quality Assurance in the European Higher Education Area (ESG 2015) and in accordance with European best practices. The key document that defines the institutional framework and regulates quality assurance processes is the "System for ensuring the quality of educational activities and the quality of higher education at SSU."

A reasonable balance of power in higher education should be achieved by a clear distinction between the two governing bodies - the Academic Council and the Executive. The Academic Council, a traditional collegial body for our universities, consists mainly of research and teaching staff. It should become a kind of "legislative body" that determines the priorities of educational, scientific and innovative activities of higher education institutions. The content and quality of educational programs, scientific research, teaching and scientific activity of a higher education institution and its separate subdivisions will depend on the Academic Council. As the main academic governing body, the Academic Council must interact with a powerful executive body.

The executive body should be the basis for a renewed and efficient administration of higher education. It should consist of high-class managers who are able to ensure the best possible implementation of the university's development strategy. Such a body, in addition to the deputy head of the institution (vice-rectors) and other employees of the administration, should also include the financial director of the institution of higher education [47].

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When developing the theoretical foundations of higher education management, it is advisable to include in the developed system of organized knowledge in the form

of concepts and theories the basic principles of self-organization theory, the universality of which will contribute to the best interpretation of the process of transition to a new quality state.

To maintain the trend of increasing the stability of the higher education system in the evolutionary period of development, it is necessary to maintain a certain specialization of subsystems. This means that operational subsystems must interact closely with the environment, developing distance education, university complexes and networks. And conservative subsystems must maintain a qualitative definition of the system: the traditions of scientific activity, the continuity of scientific knowledge, the fundamentals and quality of education. When developing methodological principles of university management based on an innovative approach to business process management, management should be considered as a process, that is, a set of management influences that ensure the achievement of innovative goals of the institution by transforming entrants at the "entrance" to specialists at the "exit" in competition. When developing methodological approaches to improving the management system, it should be considered as a function - as a targeted incentive to motivate employees through payroll, improving the relationship of financial and economic subsystem with other subsystems to improve the management of educational business process and competitiveness. When developing methods of implementing innovative educational technologies in conditions of competition, management should be considered as an apparatus - a set of structures and people that ensure the use and coordination of all resources of social systems to achieve their goals. That is, the creation of an integrated learning environment with a variant definition of the role of various components (technological, pedagogical, organizational and methodological) of distance learning, which allows to create a system of mass lifelong learning and total information [43].

Further formation of a quality system with a focus on best practices, including foreign ones, will provide for its competency-oriented orientation, taking into account

the needs, requirements and increasing value expectations of all, namely: students, graduate students, doctoral students, interns, students of the system of additional educational services and advanced training, graduates, employers, faculty and other staff, partner organizations of the university, etc.

The university purposefully expands educational activities, provides access to education, which was awarded a five-star QS audit.

The university's policy of expanding educational offers at different levels of higher education will be accompanied by a review of the feasibility of maintaining existing educational programs, optimizing their range in accordance with the needs of national and international labour markets and demand for them from entrants, which is a priority over corporate interests. .

Decisions on licensing new specialties, programs, in particular the acquisition of a master's degree in the specialty, will also be based on the results of relevant marketing research, monitoring the market of educational services; Priority will be given to the opening of primarily master's programs of innovative type, including those based on their own research and which meet the trends of society, the requirements of high-quality, high-tech economy. The availability of relevant agreements with potential employers, the economic feasibility of opening, etc. will also be taken into account.

In recent decades, the education sector in Ukraine has been in a process of constant transformation. Modern reforms are designed to bring the Ukrainian education system in line with the requirements of a democratic state and the needs of the information society. This process is not sustainable and is complicated by rapid political, economic, social and cultural changes. This determines the search for and implementation of new methods and approaches to the development of modern educational institutions, and especially to the management system of educational organizations. The need to replace the outdated rigid subordinate management system with a new mobile and flexible one will allow a new type of educational institution to

keep pace with the pace and depth of ongoing transformations and meet the needs of society, the state and the individual.

In a relatively short period of time, Sumy State University has passed the way of increasing from a branch to a multilevel territorially distributed research-educational-industrial multifunctional complex of network type. In different years, the Sumy Machine-Building and Shostka Chemical-Technological Colleges, Konotop Polytechnic and Industrial-Pedagogical Technical Schools became part of the university as non-basic structural subdivisions. In 2001, Konotop and Shostka educational and research institutes were established as non-basic structural subdivisions. In 2016, the Ukrainian Academy of Banking of the National Bank of Ukraine joined the university, which was disbanded, in 2018 - the Research Institute of Mineral Fertilizers and Pigments as a structural unit of the university.

The university management model is based primarily on the principles of system-motivational management and has appropriate priority components.

An appropriate level of transparency and democracy of management decisions is ensured; all normative documents are discussed at the principle level by working, advisory bodies and the Academic Council. In general, the system of governance provides an appropriate balance between organized democracy and building relationships at all levels of the university community and purely administrative methods of governance within the appropriateness of their application.

On a systematic basis, trends in the development of world and domestic education and science are monitored in order to respond in a timely manner to global challenges, changes in the market of educational services, the introduction of new scientific and educational technologies. According to the results of monitoring of regulatory documents

At the national level and relevant international institutions, the main indicators of the most authoritative international rankings have identified and constantly updated

the list of key indicators that correspond to the activities of world-class higher education institutions.

In terms of ensuring the competitiveness of the university, the motivation of competitiveness at the level of management of departments, faculties, institutes is becoming widespread, which is achieved, in particular, through the rating system of institutes, faculties and departments of SSU. The rating methodology has a system of balanced indicators, which are summarized by relevant indicators that determine the human potential and quality of training of scientific and pedagogical staff, indicators of the teaching contingent, and quality of educational and scientific work with students, scientific, international and extracurricular activities, activities, financial evaluation of innovation, the level of representation on the Internet and the media space, as well as the use of staff premium tools to motivate most departments.

Implementation of the university development strategy, its scale necessitates improving the efficiency of management and systemic changes, in particular, in the organization of innovation management, the introduction of management models based on continuous quality improvement. Sustainable development of the university, the atmosphere of success and improvement necessitates constant transformation of the management system, appropriate organizational flexibility of forecasting and rapid response to changes in the competitive global environment, new forms of change management, managerial innovation and management of students and staff at all levels. Appropriate organizational culture, management ethics, atmosphere of creative cooperation and trust are needed to fulfil the tasks of the strategy.

Strategic assessment of the competitiveness of universities and institutes, faculties, specialties by industry, which is carried out through self-analysis and benchmarking through benchmarking of leading universities in the world of scientific and educational space, web management, SWOT analysis and process approach, focusing on the end result. will be significantly supplemented by the involvement of domestic and international experts.

Today, every participant in the educational process makes many decisions every day that determine his behaviour in a situation of threat to life and health of every member of society. For the head, such decisions become a condition of responsibility not only at the legislative and personal levels, but also at the level of safe educational environment, ensuring equal access of all students to educational services, ensuring effective and safe work of teachers. Such decisions are a set of implementation of all functions inherent in modern educational management, such as planning, organization, motivation, control over the decision-making process and the achieved result. Lack of direct face-to-face contact at the level of student - teacher, head - teacher, head - students, educational institution - founder, educational institution - community and transition of educational institution at all levels - educational services, teaching, leadership processes, assessment of students, many problems were identified at the distance.

First of all, it is the problem of uncertainty of the terms of social isolation, which in itself is a stressful situation and does not allow to predict and adjust the development strategy and strategic plan of the educational institution for the long term. Secondly, the difficulty in further implementing and ensuring the principles of participatory management based on the involvement of all actors in the educational organization in the management of educational institutions as the foundation of sustainability and efficiency of the organization. Note that effective management of an educational institution is a critical condition for the realization of its mission and level of competitiveness in the market of educational services. Third, the temporary situation of postponement of participatory management and, as a result, forced removal of teachers and students from self-government from participation in improving the management of educational institutions limits the needs of all participants in the educational process to participate in management decisions in everyday life. and determining the prospects for its development. Fourth, the activity of the head of the educational institution in the conditions of force majeure requires to act in making managerial decisions in a flash,

avoiding managerial mistakes. Thus, the level of personal responsibility of the educational manager increases many times, which leads to a situation of personal stress and accelerate the processes of emotional burnout of the head. In addition, due to this feature, there is a risk of managerial distortions, which are manifested in violation of personal boundaries of teachers, imposing forms, types and methods of distance learning, non-compliance with the principles of academic freedom of teachers and professional aggression against constructive criticism of certain management decisions.

The next problem is related to the level of logistics of the organization of distance learning by educational institutions. The main issues that need to be addressed immediately are: how to ensure equal access of students to electronic learning content; how to carry out an objective assessment of students in conditions of social isolation and lack of visual contact between student and teacher; how to ensure a high level of quality of educational services provided by teachers at all levels of education; how to control the proper performance of their functional responsibilities by each teacher [45].

Relevant knowledge of the graduate, relevant, is important for the university practical skills and abilities of their application, ability to expand the sphere of practical activity. The graduate needs both narrow subject and general theoretical knowledge to continue and expand education, as well as to ensure their own social security in a changing the world. Thus, the main task of a modern university is to give each student the opportunity to acquire the necessary competencies that will meet the requirements of the future organization - the consumer of "products" of the educational institution.

For example, Austrian universities are currently adopting, revising and updating their own strategic plans. In particular, the development plan of the University. Karl-Franz (Graz) contains an element of strategic planning, which is based on the use of an integrated approach that defines the overall university mission, its system of goals and basic strategies. The components of the plan are the plans of academic units, developed in accordance with the selected areas, in addition, cooperative strategic projects of their cooperation are presented, specific executors and deadlines are indicated [50].

Danube University (Krems) is one of the largest European institutions specializing in postgraduate education.

High quality of education here is achieved through an organic combination of modern practical training base with modern research support of the educational process.

In the declared concept of ensuring the quality of education in University. Karl-Franz, determined that high success in teaching and research is the primary goal of the university. This is why the university's quality assurance system, which is part of the university's management system, operates. The system covers a set of all works that ensure the achievement of a certain level of quality of education at the university and is aimed at achieving the strategic goal of the university in the context of ensuring the quality of education and research. Thus, the university focuses on the quality management cycle, which begins with the analysis of the initial situation, then sets the chosen goals. The next step is to identify appropriate measures to achieve the goal, their implementation and systematic monitoring. Next - verification and evaluation of results, relevant conclusions and verification of impact. For all elements of the cycle, appropriate measures and tools of influence are identified, which are consistent and interrelated.

At the University. Paris Lodron (Salzburg) clearly the concept of building a quality system of education and quality management. Its development involved working groups on quality development (including students, teachers, researchers), the Committee on Quality Management and the Vice-Rector [51].

The quality management process at the university is related to the following aspects:

- defining the system of goals and management process;
- standards and strategic directions in measuring quality;
- openness of quality management processes.

The system of goals of the quality management process of the university Salzburg includes a hierarchical structure: quality of purpose, quality framework

conditions for achieving the goal, the quality of the process of achieving the goal, the quality of the goal. The central management tools are the University Charter and the Organizational Development Plan. The system of goals of the university indicates which contribution belongs to the individual faculties and other structural units in achieving general university goals. They draw up their own development plans in individual areas, which indicate the ways of development for the next three years. A detailed report on the goals achieved during the year is displayed in the report document "balance of knowledge", as well as on the official website of the university. Of particular importance is the system of internal quality assurance of education. Among all other important elements of the internal quality assurance system of education should be distinguished three:

1. Independent evaluation of student learning outcomes. Exams often not accepted by the teacher who teaches the course alone.

Test technologies and invitations from others are used the examiner. The exam for master's students is sometimes taken by a group of teachers in the form of an interview;

2. Ensuring the academic integrity of students.

Virtually every university has its own academic code integrity, which directs students to independent creative work for quality education and prohibits such violations of legal and ethical norms as borrowing other people's texts, works, writing off, as well as encouraging and promoting such violations.

The Code provides for sanctions for violations, the lightest of which is temporary suspension of the student from the relevant course. At the same time, student self-government is actively involved in deciding the fate of the student;

3. The system of selection of teaching staff is exceptional competences of universities. Competitive procedures are designed to ensure maximum objectivity of the decision.

Being a professor at another university does not automatically mean recognizing a academic title. The main criterion in the evaluation of his work - the results of professional activity, especially scientific.

The system of quality assurance in higher education is based on the principles of academic freedom and autonomy of free educational institutions, combined with responsibility to customers of educational services (formed on the basis of fair competition and direct influence of the labor market) [48].

Unfortunately, today educational institutions are actually left alone with the problems caused by the COVID-19 pandemic and hostilities in Ukraine, and can only count on personal experience and the appropriateness of management decisions.

Managing an educational institution in conditions of uncertainty, and therefore risk, and even more social, which is difficult to predict and level, is quite complex and energy- and resource-intensive process that requires additional professional competencies from the head of the educational institution and all teachers, and also additional logistical support at the level of local self-government and public administration.

The highlighted features of the management of an educational institution in conditions of social isolation are not a complete list, but the most glaring problems, those that, so to speak, lie on the surface and need immediate solution. Detailed analysis of the situation, finding mechanisms to address them, funding education on a priority basis will further improve the quality of education and provide equal access to educational services to all students, regardless of their material security, place of residence and emergencies or emergencies. It is the development and quality of education that is the indicator that demonstrates the level of civilization of society and the level of its sustainability [45].

CONCLUSION

So, as a result, we can say that education plays a very important role in everyone's life, and is a priority for every country, because institutions produce qualified professionals. Therefore, modern education requires new approaches to its management.

Thus, drawing conclusions based on theoretical and methodological and practical aspects of management, we can say that the management of higher education institutions is a managerial activity of heads of higher education institutions to ensure the development and effective functioning of higher education institutions, improve learning and improve educational quality services.

Management of the educational sphere involves determining the goals and objectives of educational institutions; their constitution and formation, ensuring the formation and organization of decisions in the educational sphere; support for the functioning and control over the activities of educational institutions.

Education management has the general functions of planning, organizing, motivating, controlling and regulating.

Specific (special) functions of education management include functions that are classified according to the following characteristics: levels of government; educational levels; management objects; management processes.

Education management has its own methodology (set of principles, methods, organizational structure, patterns of its management).

When developing the theoretical foundations of higher education management, it is advisable to include in the developed system of organized knowledge in the form of concepts and theories the basic principles of self-organization theory, the universality of which will contribute to the best interpretation of the process of transition to a new quality state. To maintain the trend of increasing the stability of the higher education system in the evolutionary period of development, it is necessary to maintain a certain

specialization of subsystems. This means that operational subsystems must interact closely with the environment, developing distance education, university complexes and networks. And conservative subsystems must maintain a qualitative definition of the system: the traditions of scientific activity, the continuity of scientific knowledge, the fundamentals and quality of education. When developing methodological principles of university management based on an innovative approach to business process management, management should be considered as a process, ie a set of management influences that ensure the achievement of innovative goals of the institution by transforming entrants at the "entrance" to specialists at the "exit" in competition. When developing methodological approaches to improving the management system, it should be considered as a function - as a targeted incentive to motivate employees through payroll, improving the relationship of financial and economic subsystem with other subsystems to improve the management of educational business process and competitiveness. When developing methods of implementing innovative educational technologies in conditions of competition, management should be considered as an apparatus - a set of structures and people that ensure the use and coordination of all resources of social systems to achieve their goals. That is, the creation of an integrated learning environment with a variant definition of the role of various components (technological, pedagogical, organizational and methodological) of distance learning, which allows the creation of a system of mass lifelong learning and total information.

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