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**TRENDS OF CHANGE MANAGEMENT IN
EDUCATIONAL PROCESS IN CONTEXT OF IDEAS OF
THE NEW UKRAINIAN SCHOOL**

European integration processes make the educational community to design the new face of Ukrainian education, in particular, look for innovative features for institutions of general secondary education that would meet modern civilizational challenges. Modernization of education, changes in the context of which are declared in a number of documents, cause the attention of scientists to the changes as an object of management.

As stated in the White Book of National Education of Ukraine, Ukrainian education in the context of modern changes should prepare a person for life in an information society, form innovative thinking, introduce pedagogical methods for involving the student in active cognitive activity [2, с.141]. V.G.Kremen emphasizes that «modernizing education, we have to answer a number of questions in a new way: what to teach, how to teach, what to teach, how much to teach ... » [6].

In world management, such an industry as change management is sufficiently developed and represented by a number of such authors as

B. Bums, I. Adizes K. Levin, R. Beckhard, M. Genson, J. Schumpeter, J. O' Shonesei, P. Drucker, A. Elbing, M. Beyer, M. Fulan. In Ukraine, this problem has developed in the publications of such scholars as: K. Shchinenko, V. Kremen, Z. Riabov, O. Popov, T. Finikov, V. Oliynyk, A. Vasilyuk, V. Hromovy, V. Ivkin, L. Karamushka, L. Paraschenko, L. Burganov.

At the moment, it is not enough that the educational process meets the requirements of the present and meets the needs of the user, it must be ahead of the development of society. Education becomes of special significance, and the formation of key competencies should be the basis of teaching.

Modernization of the content, forms and methods of management activity, the active implementation of the scientific principles of pedagogical management and change management in the educational process will contribute to the formation of a new type of educational institution. At the same time, the renewal of management activity, the acquisition of new competencies is a key to the development of creative abilities of modern managers who are able to develop their own management style, periodically updating the content, forms and methods of their activities in accordance with the requirements and needs of time and society [5, c.180].

Changes in the modernization of education can be defined as the process of developing new ideas and the search for fundamental approaches to building an educational process that is reflected in the educational documents of Ukraine and corresponds to the quality implementation of the Concept of the New Ukrainian School. The aim of the management of institutions of general secondary education is a competent, enterprising, creative citizen with a sense of duty and responsibility to society, a patriot of his country, able to adapt quickly to the challenges of the modern world, the characteristic features of which are to increase the role of the individual, intellectualization and the opportunity to study throughout life.

In order to consider the problem of change, it is necessary to refer to the terminology. The term «change» comes from the French word «changement», which means «transition», «change». In the Oxford dictionary, «change» is interpreted as «action directed at changes». According to B. Grinchenko's dictionary, "change" is interpreted as «replace». According to the academic explanatory dictionary, the word «change» is a «transition», «the transformation of something into

something qualitatively different. Because of the notion of change», then in literary sources it is said that - these are different types of innovations that can successfully combine in different directions: changing goals of the organization or institution, structure, equipment, technological processes, etc.

I. Adizes argues that change is a process of solving problems. Changes can be predicted: some show regularities, others are abnormal, set according to the cycle of the existence of the process. No change exists in a vacuum. It manifests itself in the environment, in the process, influencing them, interacting with them [1, p.383].

First of all, we will disclose the concept of such a category as «change », which in the dictionary is interpreted as «the transition, the transformation of something into something qualitatively different » [3, p.312].

«Changes, according to J. Harrington, are the process of moving from the present state (as it is) through the transition period to the desired state». Changes are types of innovations that can be successfully combined in a variety of ways: changing the goals of certain structures and processes, implementing new programs, creating new strategies [1, c.142].

1. This is a dynamic phenomenon in which it is difficult to fix the trajectory of motion.

2. Based on various classifications of changes, one can conclude that the educational process can't allow the spontaneous development of changes.

3. Modifications are difficult to diagnose.

4. The best tool is to analyze the changes.

5. Analyze changes only collectively.

Undoubtedly changes can and must be managed. The most well-known definition of «change management» includes the following explanation: purposeful influence on management and organization, defining its goals, structure, technology and resources as a result of which a variable of values, personnel behavior, processes, methods, strategies and systems is achieved [5, c .13].

Changes in the educational space realized in the practice of the institution of general secondary education subsequently shape certain trends. In the general sense, reference sources are presented as: «the direction of the development of a phenomenon» [8, p.744].

Scientists are inclined to believe that the trend is a "generalizing concept, which embodies significant permanent contradictions, conditions, factors, etc., which carry a systematic manifestation and have a significant impact on the quality of the system as a whole and its structural components" [9, p. 39-41].

The changes introduced today in institutions of general secondary education, primarily aimed at improving the quality of school education. The content of trends in the management of changes in the educational process is shaped in terms of the following approaches:

Competent, which allows to organize and structure the competence of the subjects of the educational process: the head, teacher, student. In addition, within the framework of this approach, the distribution and concentration of the contents of educational subjects takes place.

- *Personally oriented*, which allows to develop humane pedagogy to a specific personality of the child in the format of creative self-realization, social adaptation, cultural identification. This approach considers a student as a person with a sector of various talents and inclinations. The priority principle is childhood centering.

- *Integrated*, based on the principles of humanization, differentiation, complexity, interdisciplinarity. For the formation of the integrity of the image of the outside world, the teacher is looking for common points of contact in various subjects, thus, puzzles of the lesson allow the student to achieve an understanding of interdependence and interdependence of knowledge.

An important challenge to change was the introduction of the Concept of the New Ukrainian School, which not only broke stereotypes about the educational process, but also stimulated the further development of creativity of teachers. L.M Kalinina, analyzing the Concept of the New Ukrainian School, emphasizes changes in the subjects, objects and technologies of management; emphasizes that according to the concept the autonomy is declared academic, personnel, organizational and financial, and it is especially important that the new object and process for managers in the New School will also be **the management of the development meta-competency of subjects of the educational process** [6, p.17 -18].

On the basis of observations and analysis of a number of publications on the effectiveness of the implementation of the New Ukrainian School, one can distinguish the following trends:

1. Changes in the educational process of the present form a new type of outlook student.
2. Introduction of the principle of "human-centeredness".
3. The development of inclusive education provided access to quality education for students with special educational needs.
4. The school forms competence, but does not provide a knowledge base, which in the next activity the student does not always apply in practice. A student becomes not a consumer, but a user of education.
5. Changing forms and methods of learning motivates a student and teacher.
6. For the formation of certain competencies there is the introduction of special courses in the educational process: Civic Education, Critical Thinking, Media Education, Financial Literacy.
7. The introduction of active out-of-school activities and the development of social partnership enable the child to form new values.
8. Evaluation is based on the development of competencies and student advancement. Evaluation is an indicator of the student's knowledge quality at a certain stage of the educational process.
9. Change the role of the teacher. The teacher serves as a mentor, tutor, navigator in a huge array of information.
10. Intensive teaching of teachers of modern forms and methods of work, built on innovative educational approaches in accordance with the Concept of the New Ukrainian School.
11. The teacher is granted the right to academic freedom and the opportunity to adjust the pace of training according to the needs of the students.
12. The teacher is given the opportunity to choose ways to improve his pedagogical skills independently: attend training sessions, seminars, participate in internships according to his own preferences.
13. Approval of certification of primary school teachers makes it possible to motivate a teacher, develop and share his pedagogical skills. The lesson becomes a means of realizing the creativity of a student and a teacher.
14. Introduced new models of school documentation and simplified requirements for it.
15. In the conditions of decentralization, the educational institution is an educational-cultural, sports center open to cooperation with representatives of the authorities and the public.

16. Involve the educational institution in cooperation with international organizations.

17. The decentralization of education allows for a uniform distribution of funds to educational institutions in a certain area.

18. The autonomy of the school provides a transparent and open financial system of the institution of education.

19. Changes in the management of the institution from the hierarchical to the collective.

20. Director acts as a manager, manager of education.

21. Competitive substitution and appointment of managerial and staff positions at the educational institution.

Conclusions. Thus, the deployment of the Concept of the New Ukrainian School in the practice of managing the educational process takes place intensively with the involvement of the best world methods, pedagogical concepts, scientific discoveries. The quality of the changes is directly influenced by the personality of the teacher who, in accordance with the principle of academic freedom, can make certain changes in the educational process. The identified trends confirm the effectiveness of the methodological searches of practices and management mechanisms, and managers regarding the growth of the effectiveness of the implementation of the New Ukrainian School. However, further research needs the following problems: active promotion of the active achievements of the teacher, the creation of on-line platforms for the exchange of experience, on-line consultations and diagnostics of problems in the implementation of the concept.

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ФОРМУВАННЯ УПРАВЛІНСЬКОЇ КУЛЬТУРИ КЕРІВНИКА ЗАКЛАДУ ОСВІТИ

Сучасний керівник-професіонал, який очолює заклад освіти, повинен вільно орієнтуватися в соціальних і природних умовах, розуміти характерні особливості становлення культури, усвідомлювати роль і місце освітніх процесів у світовому культурному просторі, поєднувати глибокі теоретичні знання й практичну реалізацію цих процесів, пов'язувати власний рівень загальної, професійно-педагогічної, управлінської культури із системою знань, умінь, навичок, компетенцій, мотивів і цінностей управлінської діяльності.

Модернізація й осучаснення управління освітою на сьогодні передбачає запровадження іншої етики управлінської діяльності, яка ґрунтується на принципах взаємоповаги, позитивної мотивації; на впровадженні новітніх інформаційних комп'ютерних технологій; на підвищенні компетентності управлінців усіх рівнів. Підготовка і професійне вдосконалення педагогічних кадрів – важлива умова реформування освіти на сучасному етапі її розвитку. Проте якість підготовки до менеджментської діяльності