UDC 371.1.07:371.5:373.1

https://doi.org/10.52058/2786-6165-2023-5(11)-320-328

Ostrovska Marianna Yaroslavivna Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy, Psychology, Primary and Preschool Education and Management of Educational Institutions, Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education Ukraine, Koshtuta Square, 6, Beregovo, 90202, tel.: (066) 440-19-78, https://orcid.org/0000-0001-8810-3810

CREATIVE TECHNOLOGY IN THE MANAGEMENT OF EDUCATIONAL INSTITUTION LEADERS

Abstract. Among the tasks of the strategic framework in Ukraine is the implementation of a policy of socio-economic growth that is in line with the global dynamics and development rates of other countries, especially Europe. One of the most important steps in this direction is the implementation of creative transformations at all levels of society. Innovations are now becoming a key factor in the country's internal and external competitiveness. Significant changes taking place in the world today cannot but affect education, which requires updating and improving the activities of educational institutions themselves. The Law "On Education" and the Regulation "On the Procedure for Conducting Innovative Activities in the Education System of Ukraine", the main purpose of which is to identify significant improvements in learning outcomes and introduce innovations in pedagogy. This requires active, self-critical, and creative leaders who are able to respond quickly to innovative changes and be ready to innovate. The effectiveness of innovative educational processes largely depends on the quality of training of future leaders in higher education institutions, their personal and professional qualities, innovative culture and capacity development. The relevance of research topics is determined by the presence of many contradictions between them: - the public need for professionals with a strong innovative culture and able to recognize, support and implement innovations in their professional activities and those who have a low innovative culture in subjects of higher management education; - the rapid development of the role of innovation processes in society and the slow response (low innovation capacity) of vocational and technical educational institutions to the need to train specialists with a high level of training in the field of innovation culture; - an increase in the number of disciplines, the
difficulty of assimilation due to the rapid development of scientific knowledge and the impossibility of training competitive managers with a highly innovative culture in the process of traditional professional training; - the growth of the volume, complexity and creativity of modern management knowledge and the incompleteness of the development of didactic methods, forms and tools will contribute to the effectiveness of modern knowledge in management and the consequences of the formation of an innovative culture of future managers in higher education institutions.

**Keywords:** future managers, creative technologies, innovative technologies, management of educational institutions.

Островська Маріанна Ярославівна кандидат педагогічних наук, доцент кафедри педагогіки, психології, початкової, дошкільної освіти та управління закладами освіти, Закарпатський угорський інститут ім. Ф. Ракоці ІІ, площа Кошута, 6, м. Берегово, 90202, тел.: (066) 440-19-78, https://orcid.org/0000-0001-8810-3810

КРЕАТИВНА ТЕХНОЛОГІЯ В УПРАВЛІННІ КЕРІВНИКАМИ НАВЧАЛЬНОГО ЗАКЛАДУ

Анотація. Серед завдань стратегічної основи в Україні – реалізація політики соціально-економічного зростання, що відповідає світовій динаміці та темпам розвитку інших країн, насамперед Європи. Одним із найважливіших кроків у цьому напрямку є здійснення творчих перетворень на всіх рівнях суспільства. Зараз інновації стають ключовим фактором внутрішньої та зовнішньої конкурентоспроможності держави. Суттєві зміни, які відбуваються сьогодні у світі, не можуть не торкнутися освіти, що вимагає оновлення та вдосконалення діяльності самих закладів освіти. Закон «Про освіту», Положення «Про порядок провадження інноваційної діяльності в системі освіти України», основною метою якого є визначення суттєвих покращень результатів навчальної діяльності та провадження інновацій у педагогіку. Для цього потрібні активні, самокритичні та креативні лідери, здатні швидко реагувати на інноваційні зміни та бути готовими до інновацій. Ефективність інноваційних освітніх процесів значною мірою залежить від якості підготовки майбутніх лідерів у вищих навчальних закладах, їхніх особистісних і професійних якостей, інноваційної культури та розвитку потенціалу. Актуальність тем дослідження визначається наявністю багатьох протиріч між ними: - суспільна потреба у професіоналах із сильною інноваційною культурою та здатних визнавати, підтримувати та
впроваджувати інновації у своїй професійній діяльності та тих, хто має низьку інноваційну культуру в суб’єктах вищої управлінської освіти; - стрімкий розвиток ролі інноваційних процесів у суспільстві та повільні реагування (низька інноваційна спроможність) професійно-технічних навчальних закладів на потребу підготовки фахівців з високим рівнем підготовки в галузі культури інновацій; - збільшення кількості дисциплін, складність засвоєння через стрімкий розвиток наукових знань та неможливість підготовки конкурентоспроможних менеджерів з високо інноваційною культурою в процесі традиційної професійної підготовки; - зростання обсягу, складності та креативності сучасних знань з менеджменту та незавершеність розвитку дидактичних методів, форм і засобів сприятиме ефективності сучасних знань в менеджменті наслідки формування інноваційної культури майбутніх менеджерів у ЗВО.

Ключові слова: майбутні керівники, креативні технології, інноваційні технології, управління закладами освіти.

**Formulation of the problem.** The innovative activity of educational institutions is of particular importance in the current state of education development in Ukraine. One of the priority tasks of school management is to find ways to organize pedagogical and management innovations. An important element of innovation potential is the ability of educational institutions and their leaders to create an innovative environment. Relevance is characterized by the leading role of innovative activity in the activities of educational institutions to ensure the effectiveness of educational processes. The central innovative idea of modern education is the competence approach. Implementing the principle of innovation, the administrators of our schools, together with those involved in the educational process, constantly change their practice and thereby improve the results.

**Analysis of recent research and publications.** Education management and educational institutions have always been and are the center of science and practice. The essence of innovative methods, principles, management functions and technologies of management of educational institutions was revealed by L. Vashchenko, L. Danylenko, H. Yelnikova, L. Kalinina, Y. Konarzhevskyi, V. Lazarev, V. Maslov, O. Marmaza, O. Onats, I. Osadchyi, N. Ostroverkhova, L. Parashchenko, O. Pastovenskyi, O. Pekhota, N. Pobirchenko, S. Podmazin and others. Issue 20 (2018) 289, No. 777 (as amended by the Resolution of the Cabinet of Ministers of Ukraine dated January 20, 2016, No. 79) [5].

**The purpose of the article** is to disclose the content of innovative technologies in the management activities of a director of an educational
institution; to describe the nature and scope of application of effective management methods.

**Summary of the main material of the article.** Change is the cause of innovation. We focus on the four most important vectors of the challenges of our time that determine the direction of managerial innovation:

- emphasis on the acquisition of socialization skills, better known as life skills;
- the need for lifelong learning;
- the need to ensure constant communication. This is reflected in their proficiency in ICT and foreign languages;
- health literacy as a prerequisite for successful professional activity of a modern person.

Innovation (lat. Innovatio) — to introduce innovations, to change. Innovation is the process of introducing new elements into a traditional system, creating and using an intellectual product, as well as introducing new original ideas to the market in the form of a finished product (service). Educational innovation is the process of introducing qualitatively new elements into education.

The educational institution is an open socio-pedagogical system, which is connected with various public institutions, spheres of service and educational activities. Therefore, its leaders are forced to think about the advantages of their educational institution over others. Think about competitiveness. Accordingly, the competitiveness of an educational institution is an indicator of the institution's ability or potential to surpass its competitors in its educational activities and provision of specific educational services. This is an integrated multifaceted characteristic of the institution's activity.

The management of educational institutions requires a change in the management paradigm of administrators and their teams: the use of innovative management technologies along with traditional innovative approaches. This is the possession of skills and abilities, i.e.: complex problem solving; to think and act creatively (that is, leaders must be creative, teach their teams to be creative and envision things that do not yet exist); manage personnel (people) and make management decisions (about people, not subordinates); to change the systems and methods of interaction with people (teachers, students, parents, representatives of the authorities, the community, leaders of communities and communities, etc.) [5].

Technology (from the Greek tehne - art, craft, science and logos - concept, teaching) - a set of various elements, including techniques, operations, movements, processes and their sequences, that is, a type of
human skill (technology acts as an algorithm that helps to obtain a planned result) [1, c. 167].

Management technology is a set of methods, techniques and means of management information processing for the purpose of making and implementing management decisions. It includes strategy, tactics and management techniques [2, c. 205].

Innovative management technologies, including modern economic, psychological, diagnostic and information technologies, enable the head of a comprehensive educational institution to quickly, efficiently and effectively apply an effective management solution.

Speech technology plays an important role in the implementation of administration in educational institutions. Interactive technology is a means of democratization of the educational process and a real act of public and state administration. In particular, their use involves the acquisition of intellectual and social skills, democratic behavior, establishment of relations between subjects, participation in positive communicative interactions, creation of an atmosphere of mutual respect, trust and responsibility, includes the use of methods that contribute. Both dialogue and polylogue can take the following forms: individual creative work, 1 round (1-2 minutes of explaining the given questions), organization of work in pairs, mini-groups, interest groups (methods can be different, "puzzles", debates, role plays, situation simulations, cooperative learning, discussion groups, "web" discussions, "brainstorming", debates. To summarize, the value chain method can be used as a type of collaborative activity) [4,7].

Educational marketing technologies. Without this technology, managers would not be able to work effectively today. Educational marketing helps:

1. analysis of the educational services market, student characteristics, curricula and programs, personnel support, etc.,
2. monitoring of students' success;
3. development and implementation of new educational programs, formation of scientific and methodical support, preparation of leaders for the implementation of new educational programs and courses, innovative technologies of education and training of students, development of educational institutions; the ability to organize joint management.

Creating a positive image of the school and ensuring the possibility of management and co-management, adjustment and control is one of the most important tasks of marketing. The institution's image is the basis of its competitiveness. Under the image of an educational institution, we understand the image of emotional coloring formed in the public
consciousness, which is determined by the interrelationship of various aspects of the school's activities, spreads to the external environment and takes the form of a social model.

Educational marketing is the organization of strategic and operational planning for the development of educational institutions, the competence of all those involved in the management process, the system of information support, the organization of effective communication, interpersonal relations, coordination of activities and coordination of cooperation. Organization of control and self-control to ensure activity reflection [3,4,6].

Modern management technologies used in innovative management help to successfully solve the problems of our educational institution. Among them, the most used are: brand strategy, coaching, hackathon, team building, restructuring, case method, psychological seminars and training.

Brand strategy:
- strategies for creating, developing, changing and adapting the market of own branded (one of a kind) educational services;
- development of the art of formulating and substantiating strategic ideas, a key institution from the point of view of realizing a competitive advantage in the market of educational services, with the aim of forming an image that creates constant interest in this brand;
- informational and educational work in the neighborhood, promotion of the organization's activities, PR campaigns, presentation of the organization's activities in the mass media, social networks, at exhibitions, conducting research and testing works.

Coaching is a modern innovation management tool. Coaching focuses on future possibilities rather than past mistakes. He does not teach, but helps to learn to succeed.

Hackathons are an innovative form of organizing the educational process that encourages the study of new work methods, activates effective communication, and makes it possible to expand the scope of partnership in the implementation of specific projects.

Why a hackathon?!
1. Decision-making time.
2. Usefulness: Hackathons are not ideas for the sake of ideas. He should solve life problems and be practical.
3. Informality.
4. Team diversity. There are no rules about what role the team should play or who should participate—teacher-teacher, student-teacher, student-parent, etc.
5. Network. Hackathons can be adoption circles that help open up to people who might not normally be active participants in the conversation.
6. Exchange of skills and ideas. Absolutely everyone can share their ideas.

7. Team building.

Team building - (from the English team building - "team building") - a special event aimed at uniting teams to create strong teams that successfully achieve set goals. Team building is both the organization of corporate events and active joint recreation in nature, modeling life in a team and focusing it on effective joint activities. Directors of institutions, psychologists-practitioners or pedagogues-organizers are engaged in team building with members of the staff of the institution, promote the development of teamwork skills, teach teamwork, identify informal leaders, help create an informal atmosphere, communicate and achieve peace of mind. A special place in the implementation of team building training technology is played by the place where they are held. By conducting these activities in other places and in unusual settings, rather than in educational institutions, it is much easier to identify informal leaders, sympathetic relationships or conflicts, which will lead to better results.

Paraphrase the meaning (also known as revealing the flip side). Rayframing technology allows the head of the institution to see his institution from four main points (four frames). Structurally, personally, politically and symbolically. Technology should allow administrators to understand and use different perspectives, but they should be thinking about the same thing. Each shot is different and powerful in its own way. But together, they help managers get the big picture of what's going wrong, find the cause, and understand what can be done to improve the situation. It is very easy to do. The event is done and interpreted in a completely different way - on the other hand, it is filled with meaning. A situation when a person is particularly lazy can be described as a constructive approach to the problem ("after receiving an order, do not rush to act - the order may be canceled"); to lie to someone - to show oneself as a diplomat; stingy - shows frugality; fed up - show persistence.

Case method (English Case method - case method, method of situation analysis, method of a specific case) - a technology used to describe real economic and educational problems for studying the situation, analyzing the essence of the problem and developing possible options for solving the problem, choosing the best one. Cases based on real documents or close to real situations.

There are educational institutions that organize psychological and pedagogical seminars. The purpose of such seminars is to increase the level of psychological and pedagogical training of managers. Practice shows that
when conducting psychoeducational seminars, it is necessary to create an atmosphere of creativity and informal communication. In some cases, discussions and arguments can end after a creative message. As part of the seminar work, it is also possible to jointly solve educational tasks. Practice shows that the long-term work of such seminars significantly improves the general and educational culture of its participants.

**Conclusions.** The management of educational institutions should be innovative, creative and cover various types of activities of the entire management team and the community. Modern educational and management technologies should be effective in terms of results and optimal in terms of time, effort and resources.

- when implementing innovative control technologies in the institution, the following control mechanisms are important:
  - provision of conditions for innovative managerial activities (normative and legal, organizational management, social psychology).
  - strengthening innovative management processes by stimulating risks, supporting initiatives and creating an atmosphere of an innovative environment.
  - make sure that the management process is structured and organized (step-by-step, procedural).
  - optimization of information support.

The effectiveness of such mechanisms is determined by the ability of managers and other persons managing employees and institutions to purposefully use the methods of organizational management, organizational training, social-psychological, financial and economic management.

Therefore, it is important for the head of an educational institution to fully master administrative functions and several roles, innovative management and co-management technologies for the purpose of continuous professional and personal development. The head of the educational institution must be a unique strategic thinker, have a unique vision of innovative development of the institution and be able to implement this vision in management activities.

**References:**


Література:
4. Національна доповідь про стан і перспективи розвитку освіти в Україні (2016): Нац. акад. пед. наук України; [редкол.: В. Г. Кремень (голова), В. І. Луговий (заст. голови), А. М. Гуржій (заст. голови), О. Я. Савченко (заст. голови)]; за заг. ред. В. Г. Кременя. Київ: Педагогічна думка, 448.
5. Онаць О. М. (2012): Vzaiemozviazok styliu povedinky kerivnika i efektyvnosti upravlinnia na hromadsko-derzhavnych zasadakh // Olena Onats // Ridna shkola, No. 8–9, 46–51 [in Ukrainian].