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**SYSTEM IMPLEMENTATION STAGES OF THE INNOVATIVE CULTURE  
DEVELOPMENT OF THE FUTURE MANAGER OF THE GENERAL SECONDARY  
EDUCATIONAL INSTITUTION IN THE MAGISTER PREPARATION PROCESS**

*Abstract:* the article is devoted to the description of individual parts of the experimental work, the general purpose of which was to determine the system implementation stages of the innovative culture development of the future manager of general secondary educational institution in the magister preparation process. The innovative culture development process of the future manager of general secondary educational institution in the conditions of the magistracy is described, which includes the following stages: motivational-cognitive, professional-practical, creative-active, professionally relevant.

*Key words:* experimental work, stages, innovative culture, development, future manager, general secondary educational institution, magister preparation process, motivational-cognitive, professional-practical, creative-active, professionally relevant.

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**ЕТАПИ РЕАЛІЗАЦІЇ СИСТЕМИ РОЗВИТКУ ІННОВАЦІЙНОЇ КУЛЬТУРИ  
МАЙБУТНЬОГО КЕРІВНИКА ЗАКЛАДУ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ В  
ПРОЦЕСІ МАГІСТЕРСЬКОЇ ПІДГОТОВКИ**

*Анотація:* стаття присвячена опису окремих частин експериментальної роботи, загальною метою якої було визначення етапів впровадження системи інноваційної культури майбутнього керівника загальноосвітнього навчального закладу в процесі підготовки магістратури. Описано процес розвитку культури майбутнього керівника загальноосвітнього навчального закладу в умовах магістратури, який включає такі етапи: мотиваційно-пізнавальний, професійно-практичний, творчо-активний, професійно актуальний.

*Ключові слова:* експериментальна робота, етапи, інноваційна культура, розвиток, майбутній керівник, загальноосвітній навчальний заклад, процес підготовки магістратури, мотиваційно-пізнавальний, професійно-практичний, творчо-активний, професійно актуальний.

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## ЭТАПЫ РЕАЛИЗАЦИИ СИСТЕМЫ РАЗВИТИЯ ИННОВАЦИОННОЙ КУЛЬТУРЫ БУДУЩЕГО РУКОВОДИТЕЛЯ УЧРЕЖДЕНИЯ ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ В ПРОЦЕССЕ МАГИСТЕРСКОЙ ПОДГОТОВКИ

*Аннотация:* статья посвящена описанию отдельных частей экспериментальной работы, общая цель которой предусматривала определение этапов реализации системы развития инновационной культуры будущего руководителя учреждения общего среднего образования в процессе магистерской подготовки. Охарактеризован процесс развития инновационной культуры будущего руководителя учреждения общего среднего образования в условиях магистратуры, который включает следующие этапы: мотивационно-когнитивный, профессионально-практический, креативно-деятельностный, профессионально-релевантный.

*Ключевые слова:* экспериментальная работа, этапы, инновационная культура, развитие, будущий менеджер, общеобразовательное учебное заведение, процесс подготовки магистров, мотивационно-познавательный, профессионально-практический, творчески-активный, профессионально значимый.

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Розширена анотація для ознайомлення з цією темою:

### “Етапи реалізації системи розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти в процесі магістерської підготовки”

*Постановка проблеми в загальному вигляді та її зв'язок із важливими науковими чи практичними завданнями.* Вхідження України до Європейського простору в сучасне глобалізаційне та інформаційне суспільство зумовлюють перегляд парадигми магістерської підготовки майбутніх керівників закладів загальної середньої освіти в системі вищої освіти. Постійна модернізація світової та вітчизняної економіки, впровадження високих виробничих технологій ставлять перед сучасною школою та її керівником завдання щодо формування здатності до ліквідації загострення проблем соціального, особистісного, індустріального, екологічного характеру, що зумовлює розвиток інноваційної культури керівника, вчителів, учнів та їхніх батьків.

*Отже, виникає необхідність у теоретичному обґрунтуванні та розробці методичного супроводу розвитку інноваційної культури майбутнього керівника*

*закладу загальної середньої освіти в процесі магістерської підготовки.*

*Аналіз останніх досліджень і публікацій, у яких започатковано розв'язання цієї проблеми і на які спирається автор.* Реформування системи загальної середньої освіти посилити увагу до керівників як лідерів змін, носіїв розвинутої інноваційної культури. Важливі якості сучасного керівника розглядалися І. Зязюном, В. Кремнем, В. Масловим, О. Савченко, О. Сазоною, С. Сисоєвою та іншими науковцями. Проблема лідерства в управлінні системою освіти стала предметом дослідження таких вітчизняних учених, як В. Андрущенко, О. Брюховецька, Л. Даниленко, С. Калашикіна, Ю. Молчанова, П. Плошай, Л. Пшенична та інші. Серед наукових праць зарубіжних фахівців варто звернути увагу на доробок Н. Беннетт, М. Барбер, Т. Буш, Ф. Вудз, Д. Гопкінз, П. Гронн, Д. Дьюк, К. Лейтвуд, Дж. Спілейн, І. Ч. Ченг та інших.

З'ясовано, що незважаючи на численні наукові розвідки, присвячені професійній підготовці майбутнього керівника закладу загальної середньої освіти, проблема розвитку інноваційної культури означених професіоналів поки що не знайшла цілісного вирішення. Виникає необхідність у розробці, теоретичному обґрунтуванні системи розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти та виокремленні етапів її реалізації у процесі магістерської підготовки у системі вищої освіти.

**Формулювання цілей статті** (постановка завдання). Схарактеризувати етапи реалізації системи розвитку інноваційної культури керівника закладу загальної середньої освіти у процесі магістерської підготовки.

**Виклад основного матеріалу дослідження** з повним обґрунтуванням отриманих наукових результатів. Відповідно до запропонованої моделі розвиток інноваційної культури майбутнього керівника закладу загальної середньої освіти у процесі магістерської підготовки повинен здійснюватися за чотирма етапами: мотиваційно-когнітивним, професійно-практичним, креативно-діяльним, професійно-релевантним. Кожен рівень передбачає сукупність дій, що забезпечують системність і цілеспрямованість цього процесу.

Перший етап – мотиваційно-когнітивний – формує мотивацію до розвитку інноваційної культури та здійснюється процес засвоєння теоретико-педагогічних, управлінських знань. На визначеному етапі інноваційна культура майбутнього керівника представлена сукупністю фактичних знань як інформаційної бази освітнього процесу у вигляді уявлень, суджень, теорій. Зміст цих знань відбиває сукупність існуючих відомостей про інноваційну культуру керівника та висвітлює практичний досвід слухача магістерської програми.

Другий етап розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти – професійно-практичний. На цьому етапі формується досвід управлінської діяльності у вигляді професійних умінь та навичок. При засвоєнні цього досвіду у слухачів формуються уміння та навички здійснювати управлінську діяльність в інноваційному режимі.

Третій етап розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти – креативно-діяльним. На цьому етапі відбувалося перенесення знань в іншу міждисциплінарну ситуацію шляхом їх узагальнення, трансформації для конструювання на основі уже відомих умінь і навичок принципово нового способу розв'язання управлінської проблеми.

Четвертий етап розвитку інноваційної культури у слухачів магістерської програми – професійно-релевантний – передбачав формування системи морально-етичних поглядів, цінностей, настанов, які виражають ставлення особистості майбутнього керівника закладу загальної середньої освіти до професійної діяльності, інновацій, колег, самого себе та визначають його професійну поведінку.

Таким чином, у процесі магістерської підготовки відбувається розвиток інноваційної культури майбутніх керівників закладів загальної середньої освіти, що забезпечується цілеспрямованою, системною роботою ЗВО шляхом створення відповідних педагогічних умов, застосуванням в освітньому процесі системи вищезгаданих методів, прийомів та технологій навчання, підготовкою професорсько-викладацького складу, залученням до забезпечення окресленого процесу відповідних структурних підрозділів ЗВО.

**Висновки з даного дослідження та перспективи подальших розвідок** у даному напрямку. Схарактеризовано процес розвитку інноваційної культури майбутнього керівника закладу загальної се-

*редньої освіти в умовах магістратури, який включає чотири етапи: мотиваційно-когнітивний, професійно-практич-*

*ний, креативно-діяльнісний, професійно-релевантний.*

**Problem setting.** Ukraine's accession to the European space in the modern globalization and information society necessitates of the paradigm revision of the future manager of general secondary educational institution preparation in the higher education system. World and domestic economy continuous modernization, introduction of high production technologies put the task of forming the ability eliminating the exacerbation of social, personal, industrial, environmental nature problems, which leads to the innovative culture development of the future managers, teachers and students before the modern school and its leader.

The innovative culture development is discussed in such international documents as the Frascati Guide, the Oslo Guide, the Green Paper on Innovation in Europe, the First Innovation Action Plan in Europe, the Charter of Innovative Culture, and a number of Roman Club reports, etc. Among the state documents that emphasize the importance of innovation, in particular, are "Strategy for the development of innovative activity for the period up to 2030", Laws of Ukraine "On Innovation Activity", "On Scientific and Scientific-Technical Activity", "On the Priorities of Innovation Activity in Ukraine", etc.

Therefore, there is a need for theoretical substantiation and methodological support for the innovative culture development of the future manager of general secondary educational institution in the magister preparation process.

**Recent research and publications analysis.** Reforming of the system of general secondary education increased great attention to managers as leaders of change, carriers of developed innovative culture as an important quality of the modern manager was considered by I. Ziazun, V. Kremen, V. Maslov, O. Savchenko, O. Sazonova, S. Sisoeva and other scientists. The problem of leadership in the management of the education system has become the research sub-

ject of such national scientists as V. Andrushchenko, O. Bryukhovetska, L. Danylenko, S. Kalashnikov, Y. Molchanov, P. Ploshai, L. Pshenichna and others. Among the scientific works of foreign experts, the attention should be paid to the achievements of N. Bennett, M. Barber, T. Bush, F. Woods, D. Hopkins, P. Gronn, D. Duke, K. Lightwood, J. Spillane, I. Ch. Cheng and others.

It is revealed that despite numerous scientific researches devoted to professional training of the future manager of general secondary educational institution, the problem of these professionals' innovative culture development has not yet found a holistic solution. There is a need to develop, theoretically substantiate the system the innovative culture development of the future manager of general secondary educational institution and to identify its implementation stages in the of magister preparation process in the higher education system.

**Paper objective.** Characterizing the system implementation stages of the innovative culture development of the future manager of general secondary educational institution in the magister preparation process.

**Paper main body.** We share the scientists' opinion that innovative culture combines intellectual potential and creative (innovative) management. From the point of innovation view, innovation culture has three interrelated elements: the first element is the way life functions its functional units; the second element is the activity result; the third is the constant source of organizational change [2; 12]. An innovative culture is a reflection of the leader's personality holistic orientation on innovative activity in the set of certain ideas, attitudes, values, motives, level of knowledge, skills, observance of behavior rules.

Taking into account the essence and components of the innovative culture of the

future managers of the general secondary educational institution, the theoretical stage of the research determines its formation peculiarities and development in the higher education institution, pedagogical conditions that determine the direction of available and potential resources for the effective implementation of the innovative culture in the magisters' program. This, in turn, is indicated in the structural and functional model of the system of the innovative culture development the future managers the general secondary educational institution in the magisters' preparation process. It was the developed model introduction into the educational process of the future managers of the general secondary educational institution that made it possible giving the systemic character to the process of innovative culture development.

According to the proposed model, the innovative culture development of the future manager of the general secondary educational institution in the magister preparation process should be carried out in four stages: motivational-cognitive, professional-practical, creative-active, professionally-relevant. Each level involves a set of actions that ensure this process systematic and purposefulness.

So, the first stage – motivational-cognitive – forms the motivation for the innovative culture development and mastering theoretical-pedagogical process, managerial knowledge. At a certain stage, the innovative culture of the future manager is represented by a set of factual knowledge as an information base of the educational process in the form of ideas, judgments, theories. This knowledge content reflects the totality of existing information about the managers' innovative culture and highlights the practical experience of the magisters' program.

The first step in the experimental implementation of the developed and substantiated structural and functional model creating a system of the innovative culture development of the future manager of the general secondary educational institution in

the course of the magister preparation process was to diagnose the formation state of the outlined phenomenon in the students of the magister program. The study occupied 203 students of the magister program (108 people – control group, 95 – experimental).

Diagnosis analysis allows to confirm:

1) the lowest average scores in the EG were obtained by the following indicators in terms of cognitive and practical component: the level of managerial knowledge, the level of practical preparation for solving management problems by means of innovative technologies, the ability to develop and implement innovative projects (1,2); level of knowledge about innovative processes, level of ownership of various innovative technologies (1,3); ability to find innovation (1,6). The average scores in the control group were slightly higher than these. Thus, the control group trainees rated their own level of managerial knowledge at 1,5; the level of ownership of innovative technologies at 1,6; the ability to find innovation is 1,9. The highest scores are observed in terms of satisfaction with their own learning activities – 2,5 in the EG and 2,6 in the CG; ability to navigate innovative educational and management processes – 2,4 and 2,6 respectively; The ability to substantiate their judgments was evaluated in 2,2 listeners EG and 2,7 – control. Such results can be explained by the fact that the students have higher education, experience of management activity, have entered the magister program in view of internal motives for improving their own professional level.

2) In terms of the axiological-reflective component of the innovative culture of the future managers of the general secondary educational institution, the scores are higher than the cognitive-practical ones. The lowest scores in the experimental group: the ability to analyze innovation critically (1,4) and the ability to overcome difficulties in innovation (1,7), which is a consequence of low scores in terms of managerial knowledge, the level of practical preparation for solving managerial problems by means of

innovative technologies, ability to develop and implement innovative projects, etc.

3) According to the creative-prognostic component of the innovative culture, the estimates were distributed as follows: from 1,5 in EG and 1,7 in CG in terms of ability to rebuild their own activities and team activities in the light of innovations in EG and CG by indicators to 2,3 and 2,4: the desire for self-improvement and self-realization in management activities and the critical thinking, respectively, which gives hope for an effective educational process in the magister program and the students' desire to modernize management activities in view of trends and dominants of New Ukrainian School and the general secondary educational institution.

The generalized results of the diagnosis give grounds for the conclusion that the cognitive and practical component of the innovation culture of the future managers of the general secondary educational institution and in the EG, and CG is formed on a summative level, axiologically-reflexive, creative-prognostic - on the aggregative.

In the scientific works of G. Yelnikova, O. Kasyanova, V. Kremen, N. Maslova, S. Sisoeva, A. Kharkivska, E. Khrykov and others it is emphasized that the study of educational objects, specific models, which are classified on different grounds are used. If modeling is used to improve educational practice (in our case, creating a system of the innovative culture development of the future manager of the general secondary educational institution in the magister preparation process), it is advisable to rely on a system of the following models:

- model of the process of becoming the phenomenon under study (property, quality or activity) as a coherent system (the innovative culture development of the future manager of the general secondary educational institution in the magister preparation process);

- model of professional and pedagogical activity of the teacher on organization of students' activity (their

innovative culture development during the study in the magister programs), provided by the studied model;

- model of pedagogical conditions as a pedagogical environment for this property formation (system creation of purposeful professional teacher's development in the information and educational space of the higher educational institution providing pedagogical guidance for the innovative culture development of the future manager of the general secondary educational institution; creation of multilevel practical cooperation and co-creation of higher educational institutions and general secondary education institutions using the vigor of virtual learning; the monetization of knowledge, skills, learning technologies and the introduction of pedagogical audit in the activities of higher educational institutions).

Creating a system of the innovative culture development of the future manager of the general secondary educational institution provides for the preparation of the teaching staff working in the magister process achieving this goal. In view of the proposed outlined process model of this problem solving contributes to the realization of a pedagogical condition – the creation of a system of purposeful professional teacher's development in the information and educational space of higher educational institutions providing pedagogical guidance for the innovative culture development of the future managers of the general secondary educational institution.

The system of purposeful professional teacher's development is substantiated by the following methodological principles:

- systematic principles, personality-activity approaches to the specialist's professional and personal development;

- a competent approach in education;
- theory of consciousness and activity unity;

- the professional identity concept;

- acmeological concept of the professional's productive "I-concept" [1, P.107-109].

Therefore, higher educational institutions providing teachers' preparation with different educational types interaction: formal, non-formal and informal.

Formal preparation is presented by an intra-departmental seminar for teachers working in the magister programs "Pedagogical guidance for the the innovative culture development of the future managers of the general secondary educational institution". Meetings were held weekly, each teacher preparing a specific topic and working it out with other teachers.

The informal preparation was conducted in parallel with the preparation at the in-house seminar and was based on three important principles:

- learning in action – gaining different skills during practical activities, such as: compulsory processing of theoretical material of an internal seminar on a practical ground by performing a large number of practical exercises, working in small groups, role-playing games, etc.;

- interaction learning – working in teams and encouraging collaboration with the environment through trainings that created a large space for in-group horizontal learning;

- learning to learn – developing information retrieval and processing skills, as well as the ability to analyze one's own experience in teaching leadership in the innovative culture development for students in the magister program.

Informal education – individual cognitive activity of teachers, networking, media training, social groups, film, video, internet resources and more. It is not disputed that in the conditions of society informatization and corresponding growth of volume, types of information sources, information education often becomes more important than formal. Therefore, for the purposeful teachers' informing education, the university library and the information center in this work were involved, which created the appropriate information and

development space by organizing thematic exhibitions, creating an annotated catalog of articles, listing sites, organizing forums and chats from teachers of the higher education, interested in the problem of the innovative culture development in future professionals.

Also, students of the master's program were offered a special course "Manager's of School Innovative Culture".

The second stage of the innovative culture development of the future manager of the general secondary educational institution is professional and practical. At this stage, the managerial activity experience in the form of professional skills is formed. While learning this experience, the students are formed the ability and skills to manage in an innovative mode.

This stage envisages the realization of the second pedagogical condition – creation of a multilevel practical training of the future manager of the general secondary educational institution on the principles of interaction, cooperation and co-creation of higher and secondary educational institutions with the virtual learning opportunities use.

The second direction of practical preparation improvement of the future managers of the general secondary educational institution was realized through the powerful base of electronic products of educational and demonstration character use through the introduction of the virtual mode elements of preparation and practice.

Thus, during the internship through the Internet, the teachers exchanged messages with the students, if necessary the future managers received real-time consultations, video-conferences with the managers and teachers of different secondary and higher educational institutions, which are geographically distant from each other.

Realizing the second stage of the innovative culture development, it was recognized that not all internship bases for the future managers of the general secondary educational institution are capable of providing the conditions for the development of all theoretical material, including

innovative pedagogical and management technologies. Therefore, traditional learning was supplemented by an online resource, a website that allowed to transform learning in some way, retaining benefits in the form of learning productivity and controlling the flow of learning and cognitive activity, and moving from group to individual variational learning. Creating the site provided the opportunity to make the internship process more informative, flexible, personalized.

The analysis of the experimental study progress made it possible to conclude that the practical training of the future managers should not be confined to the completion of internships in general secondary education institutions, but also to be carried out during the classroom.

The third stage of the innovative culture development of the future managers of the general secondary educational institution is creative-active. At this stage, knowledge was transferred to another interdisciplinary situation by generalizing it, transforming it to design on the basis of already known abilities and skills of a fundamentally new way of solving a management problem. The content of the magister preparation of the future manager of the general secondary educational institution should not only envisage the study of existing management practice, but also the construction of new ways of professional activity, understanding of their theoretical basis, which was realized in the experimental study. The effectiveness of the outlined actions was determined using the method "Your creative potential".

The third stage of the innovative culture development of the future managers of the general secondary educational institution involved the realization of a separate and theoretically substantiated pedagogical condition for the monetization of knowledge, skills, learning technologies and technologies. The course of the experimental study involved the fulfillment of this pedagogical condition in extra-curricular work with students of the magister program.

However, the future managers have mastered event management. Event management is translated from English as event management. This is one of the most important PR tools aimed at gaining a lasting effect in shaping the image of the general secondary educational institution, its impact on community interests and educational needs. During the magister course, students were offered various activities: corporate New Year, International Mother Language Day, Student Day, World Occupational Safety Day, and more. Also, the future managers of the general secondary educational institution were offered to practice in such types of professional activity as networking, crowdfunding, fundraising, marketing.

The fourth stage of the innovative culture development in the students of the magister programs – professionally relevant – involved the system formation of moral and ethical views, values, attitudes that express the attitude of the future managers of the general secondary educational institution to professional activity, innovation, colleagues, himself and determine his professional behavior. Thus, this stage of the innovative culture development of the future managers of the general secondary educational institution has determined the definition of:

- values-goals as a motivation character of educational and professional activity, orientation on innovations application in management activity;
- knowledge values – completeness and depth of knowledge about the values of innovative management and pedagogical activity, orientation to mastering and improving the professional knowledge level;
- ability values as an orientation to mastering a system of analytical, prognostic, communicative, organizational skills, etc.;
- values-qualities that determine the desire for self-development of personal and professional-pedagogical qualities.

Thus, the formation of students' of the magister program vocational orientations



was ensured by mastering the axiological knowledge system in the study of disciplines of the general training cycle (Science Philosophy, Foreign Language by Professional Direction, Legal Support of Professional Activity, Technology of Computer Networks in Management), training (Content Management, Psychology of Management, Audit and Evaluation of Management Activities, Information Communications Management, Technology Management Activities), as well as selective courses.

For this purpose, the following lectures and seminars were used:

- method of problem-reflexive polylogist in order to stimulate the students' reflective activity development;

- special tasks and exercises dedicated to particular values, their embodiment and influence on future professional activity;

- antithesis means of material and positional discussions presentation, which envisaged a comparison of traditional and humanistic approaches values in education and management;

- dialogue technologies in order to specify the students' views of the magister program about themselves as the future managers of the general secondary educational institution and their own value system, to adjust it and expand the range of professional beliefs;

- workshops that provided the ability to critically evaluate certain events, expressions, and behaviors; think analytically; consciously proceed from a situation of moral choice; take an independent stand on external conditions; adequately respond to ongoing changes in the education sector and society at large; act in the absence of information and avoid stereotyped behavior; realistic assessment of own potential and limitations;

- reflexive exercises based on the ideology of doubt, criticism, pluralism and the ability to critically life and professional

experience review, awareness of the future managers' values of the modern general secondary educational institution. As a result, trainees defined objective criteria for introspection and self-evaluation as the future managers, were aware of and accepted the content orientations of their chosen professional field;

- reflexive diagnostics aimed at studying, analyzing the phenomena related to the image of the ideal managers, the "I-concept".

Assessing this stage realization degree, a set of methods was used: the value orientations study, modified by O. Hayainen, diagnostics of the reflection formation level by O. Karpov, express diagnostics of personality social values by N. Fetiskin, etc.).

The professionally relevant stage of the innovative culture development of the future managers of the general secondary educational institution involves focusing on the personal qualities of the education manager.

It is undisputed that global changes occurring in the higher and general secondary educational system of Ukraine require a high level of managers' innovative culture. The psychological and pedagogical sources study (L. Kalinina, L. Karamushka, N. Lomensky, V. Kryzhko, O. Marmaz, Z. Ryabova and others) from the research problem allows to conclude that insufficient attention is paid to the personality of the future manager of the general secondary educational institution and his professional activity as the quality guarantor of the educational process in the context of such complex social institution as a school, which is largely determined by the level of his innovative culture.

It should be emphasized that the innovative culture of managers of the general secondary educational institution is manifested in the system of professional knowledge and skills, personal qualities, motives and values, which are realized in various types of professional activity.

К. Robinson states that an experienced school principal knows that his job is not to improve test scores, but to form a community of students, teachers, parents, and school staff working together for a common purpose [8, P.179].

The national education system modernization and bringing it in line with European educational standards contributes to the implementation of the Concept of the state policy implementation in the field of reforming general secondary education "New Ukrainian School". The basis of this Concept is a competent approach that has identified new requirements for the personality and activity of not only teaching staff, but also managers of general secondary educational institutions. These include, in particular, new powers and competences.

In reference literature, competence is defined as the set of knowledge and skills necessary for effective professional activity: the ability to analyze, anticipate the consequences of professional activity, information use [5; 6; 11].

Currently, the concept content of "competence" of the future manager of the general secondary educational institution includes integrated indicators of the specialists' in management culture in the educational sphere, their personal and professional qualities. Thus, V. Semanchina notes that the managerial competence of the managers of the general secondary educational institutions is determined by:

- a set of qualities and personality traits caused by a psychological training high level;
- high level of professional readiness for management activity;
- effective team interaction with the pedagogical team, which is considered as a system of internal resources of the manager necessary for the effective work building of the general secondary educational institution [7; 9].

Instead, N. Davydov defines the managerial competence of managers of the

educational institution as personality's integral quality, which has its structure and allows the manager in the most effective way to perform their activities, as well as self-development and self-improve in the system of professional development and in the independent work process [4].

T. Sorochan considers the competence concept of the manager of the general secondary educational institution as a unity of psychological, theoretical and practical readiness for management activity in accordance with specific requirements and tasks [6]. According to O. Pometun, the professional competence of the manager is a result-activity characteristic of his education [3].

The professionally relevant stage of system creation of the the innovative culture developing of the future manager of the general secondary educational institution envisaged realization of the fourth pedagogical condition – introduction of pedagogical audit in the activity of higher education.

The quality assurance department have been involved in the higher educational institution, which has carried out the following tasks:

- pedagogical audit of teachers' activities, their competence in the innovative culture development of the future managers of general secondary educational institutions, working methods and enthusiasm;
- pedagogical audit of students' educational and cognitive activity, their educational and professional needs, motivation for the innovative culture development;
- the training content, its selection and systematization in view of the dynamics of the innovative culture development, ways of obtained results controlling;
- the learning environment, creating the conditions for the innovative culture development through appropriate organization of training, internships, extracurricular work.

It should be noted that pedagogical audit of teachers' activity, their competence in the innovative culture development of the future managers of the general secondary educational institutions, methods of work and enthusiasm were carried out by testing teachers and protecting their projects for the innovative culture development of the future manager of the general secondary educational institutions during the special education study.

**Conclusions of the research.** The process of the innovative culture development of the future manager of general secondary educational institution in the conditions of the magister preparation is characterized, which includes the following stages: motivational-cognitive, professional-practical, creative-active, professional-relevant.

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The scientific novelty and practical significance of the results is that the proposed organizational and methodological support for the innovative culture development of the future manager of general secondary educational institution in the conditions of the magister preparation, which can enrich the theory and methods of vocational education.

The prospects for further development include the search for educational mechanisms that provide an opportunity to predict the dynamics of students' educational achievements, build an individual trajectory of their professional development, effectively introduce innovative teaching methods and technologies, update the content of vocational education.

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