

## **CHALLENGES AND INNOVATION OF MANAGEMENT IN HIGHER EDUCATION: UKRAINIAN DIMENSION**

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### **ABSTRACT**

*Educational management is becoming a global priority as higher education institutions are recognizing the importance of offering high-quality, high-engagement teaching and learning experiences. The current research presents the analysis of educational management in higher institutions of Ukraine covering both the general state management and university management particularly. The article offers examination of world experience in the educational management, the impact of globalization, current challenges in education worldwide on the development of Ukrainian educational management.*

*The methodology applied in the paper includes qualitative analysis method, method of critical induction, information reinterpretation, and finally generalization.*

*Based on the research conducted it is stated that for the Ukrainian management in education, such notions as centralization and narrow-minded view of the professional competence of the manager still prevail. However, as the result of globalization, internationalization, and digitalization the impact of the managerial experience of the developed countries on Ukraine*

*is essential; there are trends in the transition to a modern type of management education, strengthening its professional and personal orientation, the emergence of new educational programs competitive worldwide.*

**Keywords:** *higher education; educational management; managerial decisions; management methods; Ukrainian dimension*

## 1. INTRODUCTION

The human civilization widely, and the contemporary system of education precisely, are challenged globally due to pandemic situation of COVID-19. The world we lived in until 2019 no longer exists. There is another reality to which we need to adapt ourselves and education. Our reality is full of challenges that we must be able to accept and “hold” in a dignified manner. A modern man, a competitive specialist, must be taught to respond adequately to the challenge.

The states and educational systems are faced with issues, the solution of which is urgent. Back in 1999, English sociologist Anthony Giddens used a new “doomed” colloquium on globalization: “Runaway world: how globalization is changing our lives.” He laid a certain longing for the past and a doom for a new, unexplored projection of life. It is told about the formation of a new, “reflexive society” able of realizing its capabilities and the limits of their implementation in the space of its own will, of realizing all the risks of its activities in the fragile, unstable world of culture and nature, in realizing its responsibility for this world.

The process of globalization increases the interconnectedness and interdependence of all countries and ethno-national communities, “compresses” the world into a single whole, turns the whole planet into a “global village” (Giddens, 1999). The endless coping and cargo cult on the development of national education within the European Education Area – the introduction of innovations from Bologna, Oxbridge, Finland, which are obscure to our educational and cultural mentality, sometimes has an ambiguous effect on the development of higher education in Ukraine.

Ukraine’s entry into the world community, the development of market relations is impossible without training management personnel capable of effectively working under the new socio-economic conditions. Management and manager play a key role in this process.

It must be noted that the management of higher education has become increasingly important in Ukrainian social and economic relations recently. First of all, this is due to the

crisis phenomena that are immanent to the current state of higher education. The reason for the negative manifestations lies in the inconsistency of interests of the subjects of higher education. There is both a conflict of interest and a clear disregard for each other's interests. This situation is objective, as in the last quarter of a century Ukrainian society has experienced a change in socio-economic formations.

Most government programs for the development of higher education were declarative in nature due to the lack of adequate financial support. The university applicants focused on prestigious specialties, rather than on real demand in the labor market. Universities, in the absence of adequate government funding, satisfied the effective inquiry for demanded specialties. Employers were not interested in relationships with universities, government and individuals due to the surplus of skilled labor in the labor market. Universities have ceased to be guided by the real needs of the subjects.

There is a widespread opinion in the professional community (academic doxa) about the need to change the paradigm in the management of higher education. The problem of supporting the development of education is deeply social and is one of the priorities of social development, directly related to the system of national interests and national security. Prospects for the development of higher education cannot be considered through the prism of the needs of the economy, as the social effect of education far exceeds its direct economic benefits.

The question of which benchmark for the development of higher education is more and which is less important is highly controversial. The experience of many countries confirms that the commercialization of the sphere of higher education, in addition to the substantial filling of the treasury, is capable of raising the social and cultural standard of living of the population. The economic aspect of higher education management does not at all exclude the social effect; on the contrary, it should be considered as the basis for achieving social well-being.

Over time, professional management contributes to the prosperity of teaching and science, while non-professional management undermines and accelerates their decline. This statement is obvious to every part of the administrative corps of Ukrainian universities, but by coincidence, managers are not able to fully realize their managerial skills. Excessive bureaucratization at the state level prevents many important procedures for the activities of educational institutions.

In addition, the administration of educational institutions under the conditions of careful regulation and control by the state of financial and economic, educational, methodological, scientific and personnel components of the activities of the educational institutions does not consider it essential to show unnecessary initiative. First of all, it is necessary to choose the satisfaction of state interests as the main goal of reforming higher education in general and modernizing the management of higher education in particular. It is axiomatic that the growth of the welfare of citizens as the main focus of public policy is based on an efficient national economy. Efficiency is achieved, inter alia, through the professionalism and qualifications of all categories of personnel of enterprises and organizations. In turn, these qualities of staff are formed within the walls of higher education.

Thus, when it comes to the choice of state interests as a reference point for the development of higher education, it means higher-level training that will ensure the efficiency of the national economy. What can be achieved through the gradual development of higher education has been chosen as a guideline for development. In turn, the qualitative and quantitative development of pedagogical and scientific components of higher education is both an indicator of the effectiveness of higher education institutions. However, the interests of the individual as the main consumer and the employer as an indirect consumer of educational services are not taken into account.

The **aim** of the current research is to define such notions as educational management and management in education and to analyze the state and management decisions due to the education system of Ukraine compared to other education systems worldwide and their impact on Ukraine.

## **2. LITERATURE REVIEW**

Different scholar worldwide studied the issues of the subject based on their countries. Craig Johnson & William Golomski studied quality concepts in American higher education. They define the following quality concepts in universities: 1) the curriculum must involve the quality concepts; 2) educational administration is to be improved by quality concepts; 3) subject teaching is to be refined by quality concepts; 4) the research is to be done regarding quality concepts. Besides the authors distinguished 6 quality concepts for education based on quality management principles: leadership, stakeholders' comprehension, decision making

based on factual approach, collaboration of people, process approach, continual perfection (Johnson & Golomski, 1999, p. 471).

Recently, the concept of “management – education” is gaining popularity. I. Shavkun states that management education is a sufficient, consistent and predictable formation of such human qualities that reflect the needs and culture of the country, determine the effectiveness and quality of professional activity under specific conditions of development. Management education should help people perform tasks for which they were not prepared before, lead them to nonlinear career development, teamwork, independent use of information, develop skills and achieve socially constructive goals.

Undoubtedly, in modern realities, such an approach to the exploitation of professional knowledge, skills and abilities is very relevant. It is quite applicable to the practice of free economic education, ie it is assumed that people who teach management education to others, their daily activities must prove its effectiveness. If this condition were met, the sphere of higher education would become a model to follow in all areas of both intangible and tangible production (Shavkun, 2005).

Havryshchuk and Kutsenko define the management of higher education from two sides: the first – as a type of activity aimed at achieving certain goals of the university, which operates under market conditions, through the efficient use of material, human and financial resources; the second – the ability to achieve the goal, using work, intelligence, motives for other people's behavior; ability to communicate, in general to organize the effective work of staff, management in the first place (Havryshchuk & Kutsenko, 2012).

These conclusions allow us to summarize the understanding of all authors of the importance of management for the development of higher education. The lack of a common understanding of management is due to the variety of tasks and methods for solving them. In turn, the commonality of opinions is manifested in the lack of adaptation of the basic principles of understanding management to the specifics of higher education.

Therefore, management issues are usually considered in relation to the activities of external evaluation. The uniqueness of higher education is manifested in the fact that its management should not be limited to the walls of external evaluation, as consumers of knowledge, skills and abilities are the state, individuals and employers. The implications of higher education management are national.

According to University of London professor Michael Shattock, management in education is the only holistic process where all the interconnected elements must cooperate.

The success of the school, college, university, in his opinion, is determined by his teaching and research activities, not its management. But the creation of favorable educational environment suitable for prospering teaching and research activities is thanks to good management of the educational institution while poor management can undermine the activities of the institution and lead it to decline (Shattock, 2006).

Twana Salih explored the quality management in education in Japan. The scholar defines customer satisfaction as the main concern of total quality management in education as well as in industrial and service organizations (Salih, 2008, p. 3).

Marmaza believes that education management is a type of management activity, which consists of a set of tools, methods and forms of influence on individuals and teams in order to effectively operate a certain industry (Marmaza, 2017).

Markina et al made research where they tried to identify the features of higher education management in the context of global economic transformations. The authors argued that the modern education system depends on the relationship between the individual, society, and the national economy (Markina et al, 2019).

Roliak et al analyzed the structural model, administrative principles and contemporary management initiatives in teacher training based on Danish higher education system. The research demonstrates Denmark to be able to maintain a dual system of teacher training education, that is, the coexistence of two types of higher education institutions offering teacher training programs – university colleges and universities. Consequently, such structural duality supposes management duality which, in Danish context, is characterized as flexible, innovative while based on centralized and decentralized principals (Roliak et al, 2021, p. 473).

The management of educational innovation in higher education is a complex process requiring specific strategies based on research and proven structures. The authors provide suggestions, based on their experiences as faculty members and academic administrators, on how such innovations can be effectively led and managed. In addition, a new cross-cultural model is proposed for managing future educational innovations in higher education, particularly in the Gulf region (Wilson & Sy, 2021).

Although there are several research papers dedicated to the topic, the Ukrainian context is not enough studied and requires further analysis.

### **3. DATA AND METHODOLOGY**

The methodology of the paper is based on the study approach, which allows in-depth, multi-faceted explorations of complex issues in their real-life settings and includes the following methods: qualitative analysis, critical induction, reinterpretation of information, and generalization (Hodge & Sharp, 2016).

The qualitative method was chosen due to its ability to explore a wide range of social world dimensions, particularly the ways that social processes, institutions, discourses or relations act and the meaning magnitude they cause.

### **4. RESULTS AND DISCUSSION**

The inevitable challenge for Ukrainian society and education is digitization, or digital transformation. In general, it is a radical change in the approach of business, business processes and relationships between people, it is a “digitization of life”, a certain standardization of mentality. Digitalization is inevitable because the world is becoming global. Educational services used to be provided only within the country, but now educational programs are available worldwide through social networks and specialized “educational platforms”, “educational shells” and so on.

If one does not catch up, he will be just a part of the world, not the person who moves it forward. The challenge is not only a huge financial resource for creating a viable digital infrastructure, but also the expected consequences of the cognitive revolution: the expectation of the emergence of new ways of generating and reproducing knowledge, types of thinking and communication; the formation of new types of collective and hybrid (human-computer) intelligence; profound changes in human cognitive abilities. A new ideology is being formed, based on the “gamification” and “digitalization” of education, where traditional teachers are being replaced by “game educators”, “mentors”, “coordinators of online platforms and educational trajectories”.

The result and the main goal of the professional training of future managers is the formation of a semantic paradigm of the future manager personality, which can be considered

as an integral education of the personality, ensuring its ability to professional self-determination, professional self-actualization and professional self-realization throughout life, the ability to life-long management education.

The scientific management has not yet received sufficient development in Ukraine compared to other countries. The reasons for this are the imperfection of the legal field, the insufficient level of civilized methods of personnel management, long history of totalitarianism, and finally nation's mentality. Management in education is a special branch of management, which has its unique specifics and peculiarities.

This specificity lies in the characteristics of the subject, product, and education manager's tools and results. It must be defined that the subject of management in education is theoretical, methodological, and practical factors in the construction, functioning and management of educational institutions at the state, interstate, international and transnational levels.

As for Ukraine, the mechanism of management in the field of higher education is defined in the Law of Ukraine "On Higher Education", adopted in 2014. The system of higher education itself is presented in Art. 16, which includes higher education institutions of all forms of ownership; other legal entities providing educational services in the field of higher education; governing bodies in the field of higher education. Art. 17 determines the hierarchy of this system.

Thus, the Cabinet of Ministers of Ukraine through the system of executive bodies implements state policy in the field of higher education; organizes the development and implementation of relevant national and other programs; within the limits of its powers issues normative-legal acts on issues of higher education; provides control over the implementation of legislation on higher education. Unfortunately, the definition of "management" is never found in the law itself.

During the period of intensive development of the higher education system in Ukraine, the management of higher education institutions becomes important – activities aimed at developing and implementing solutions, organizing control and analysis of results based on reliable information.

Higher education in Ukraine is managed by state governing bodies and public self-government bodies on the basis of laws, resolutions of the Verkhovna Rada, orders, decrees of



the President, the Cabinet of Ministers, achievements of psychological and pedagogical science and advanced pedagogical experience.

The state bodies of education management in Ukraine include: Ministry of Education and Science of Ukraine, Ministries and departments to which educational institutions are subordinated, National Agency for Higher Education Quality Assurance (created in 2019 aimed at developing quality assurance systems at national and institutional levels, ensuring accountable and autonomous university management and governance, and involving students and other stakeholders into decision-making processes; local state authorities and local self-government bodies and education management bodies subordinated to them.

Each of the abovementioned entities has its functions and tasks. Thus, the Ministry of Education and Science of Ukraine is the central body of state executive power that exercises leadership in the field of education; participates in the definition of state policy in the field of education, science, training, develops educational development programs, state educational standards; sets state standards of knowledge in each subject; determines the minimum standards of material and technical, financial support of educational institutions; carries out educational and methodical management, control over observance of the state standards of education, the state inspection; provides liaison with educational institutions, government agencies of other countries on matters within its competence; conducts accreditation of higher and vocational education institutions, regardless of ownership and subordination, issues them licenses, certificates; forms and places a state order for the training of specialists with higher education; develops conditions of admission to educational institutions; provides the production of textbooks, manuals, methodological literature; develops draft regulations on educational institutions, which are approved by the Cabinet of Ministers of Ukraine; organizes attestation of pedagogical and scientific-pedagogical workers on assignment of qualification categories, pedagogical and scientific titles to them; together with other ministries to which educational institutions are subordinated.

Ministries and departments to which educational institutions are subordinated participate in the implementation of state policy in the field of education, science, professional training, in the conduct of state inspection and accreditation of educational institutions; perform control functions on compliance with the requirements for the quality of education, ensure liaison with educational institutions and government agencies of other countries on issues

within their competence, organize the implementation of scientific achievements and best practices.

The National Agency for Higher Education Quality Assurance is one of the governing bodies in the field of higher education, the establishment of which is provided by the Law of Ukraine “On Higher Education” of July 1, 2014, which entered into force on September 6, 2014. The Agency is a permanent collegial body authorized to implement state policy in the field of quality assurance in higher education. The Agency took over certain regulatory and control functions of the Ministry of Education and Science of Ukraine; replaced the Higher Attestation Commission (HAC) and the State Accreditation Commission (SAC).

Local bodies of state executive power and local self-government bodies carry out state policy in the field of education within their competence: establish, taking into account the minimum standards set by the Ministry of Education and Science of Ukraine, budget funding for educational institutions financing the costs of their maintenance; ensure the development of the network of educational institutions and establishments, organizations of the educational system, strengthening their material base, business services; carry out social protection of educators, children, pupils and students, create conditions for their education, training and work in accordance with the standards of logistics and financial support; organize the registration of preschool children, monitor compliance with the requirements for the education of children in educational institutions; decide in the prescribed manner issues related to the custody and care of minors left without care of parents, orphans, protection of their rights, provision of material and other assistance; create appropriate conditions at the place of residence for the upbringing of children, youth, development of abilities, satisfaction of their interests; provide in the countryside regular free transportation to the place of study and home of preschool children, students and teachers; organize professional counseling of young people and productive work of students; determine the needs, volumes and develop proposals for the state order for the training of workers for the region.

Local bodies of state executive power and bodies of local self-government create education management bodies, the activities of which are aimed at: management of educational institutions that are communally owned; organization of educational and methodological support of educational institutions, improvement of professional qualification of pedagogical workers, their retraining and certification in accordance with the procedure established by the Ministry of Education and Science of Ukraine; coordination of actions of pedagogical,

production collectives, family, public on issues of education and upbringing of children; identification of needs, development of proposals for the state contract for the formation of a regional order for teaching staff, the conclusion of contracts for their training; control over compliance with the requirements for the content, level and scope of education, certification of educational institutions that are communal property.

Bodies of public self-government in education are general meeting (conference) of the staff of the educational institution, district, regional conferences of pedagogical workers. They make proposals for the formation of state policy in the field of education, decide within their powers the issues of educational, research, methodological, economic, and financial and economic activities of educational institutions.

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.

Thus, higher educational institutions of all levels are given more freedoms in educational management. Also, a lot of private university appeared in Ukraine recently, some of them applying the management pattern of western high school. Predominantly the management pattern in Ukrainian universities is alike (Table 1).

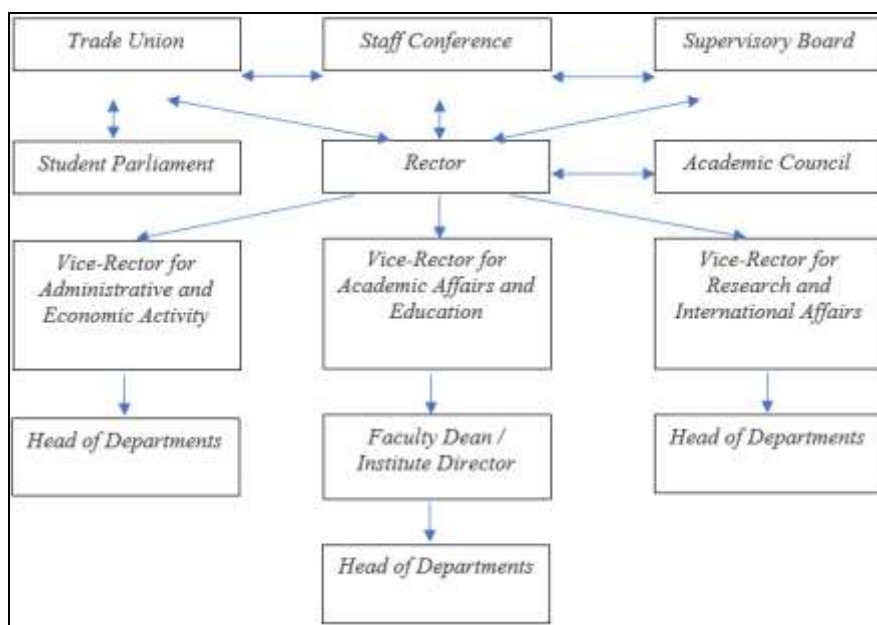


Figure 1: University management pattern

Source: compiled by the authors

The Rector is the key figure in Ukrainian university management hierarchy. This person has the most managerial rights and powers. The Rector of the University is elected by secret ballot for a period of five years in the manner prescribed by the Law of Ukraine “On Higher Education” and University Charter. The Rector of the University is responsible for the implementation of educational, scientific, technical, and innovative activities at the University, for the results of financial and economic activities, condition and preservation of real estate and other property.

The Academic Council of the University is a collegial management body of the University, which is formed for a period of five years, the composition of which is approved by the order of the Rector of the University. The Academic Council adopt all the educational, scientific, technical, innovative, financial, and economic rules for the university. But all the decisions of the Academic Council are put into effect by the Order of the Rector.

The Supervisory Board of the University is created at the University to supervise the management of the University’s property, compliance with the purpose of its creation. The Supervisory Board of the University promotes the solution of perspective tasks of the University development, the attraction of financial resources for ensuring the activities of the University in the main areas of development and control over their use, effective interaction of the University with government agencies and local governments, the scientific community, socio-political organizations and economic entities in the interests of development and quality of education activities and competitiveness of the University, as well as addressing issues of financing the activities of the University and the development of its logistical base, realizes public control over its activities, etc.

Trade Union, Staff Conference, Student Parliament are collegial bodies of the University public self-government, and their functions cover approval and proposal issues.

Deaneries, directories, and departments are working bodies of the University, their main function is organizing and controlling of the educational process.

It should be stated that abovementioned pattern of university management still preserves the old Soviet model, with full subordination to one person and the lack of subdivisions’ managerial freedoms.

It is obvious the educational management model applied in Ukrainian higher education should continue evolving to be able to compete worldwide. It is necessary to study deeply other countries' experience, to borrow and adopt some new approaches and innovations, to widen the possibilities of university management, to diversify it. Some steps forwarded to internationalization in Ukrainian education are already made. One of them is applying in higher education such a qualification degree in management as Master of Business Administration (MBA). It originated in the USA in the early XX century and has just appeared in Ukraine.

Thus, while studying the experience of other countries some managerial decisions applied in different countries seemed worthy borrowing and using in Ukraine to improve the education system. Effective management of higher education is rich in interesting organizational findings, such as the idea of the sabbatical. Sabbatical (sabbatical leave or a sabbatical derived from Latin *sabbaticus*, Greek *sabbatikos*, Hebrew *shabbat*, ie Saturday, means "termination") literally stands for "stop doing something".

Sabbatical is a break in work that can last from two months to a year, and sometimes even longer. Everyone decides what to spend this time on. Australians and Japanese, for example, travel to Europe or improve their professional skills in the United States. In Finland, a sabbatical is given to one of the parents when the child is enrolled in the first grade of school: in this country it is believed that when adapting to new conditions, the child should be close to the parent.

The Netherlands and Denmark have adopted a state program of financial support for people who went to the sabbatical, as the vacancies are used to be filled by the unemployed. For the first time, the opportunity for a university lecturer to get a long vacation appeared in the academic environment of the United States. Teachers, having worked for six years at the university, receive the right to annual leave – for recreation and writing scientific papers. During the sabbatical, the scientist / teacher has the opportunity to focus on developing relationships with family and friends, professional development and implementation of projects that require special conditions and concentration.

Statistics show that among the reasons for long-term vacation in the first place – the desire to improve education, i.e. to obtain additional knowledge necessary for promotion or to claim higher earnings. The amount of payments is determined by each university in the permit for the sabbatical, for example: the first half of the year – full salary, the second – 50%.

As for the present situation Ukraine due to the legislation, one should have a reason for any leave: it can be an annual leave (for rest), maternity leave (decree), leave related to studies, adoption, marriage, mobilization, etc. Formally, no leave to search for oneself or restoration of professional burnout is provided. But there are still options for entering the sabbatical:

- 1) agreements between the employer and the employee within the company;

The Labor Law Code of Ukraine allows the employer to establish additional, compared to the law, labor and social benefits, and Part 2 of Art. 4 of the Law of Ukraine "On Holidays" allows in a collective or employment agreement to prescribe additional types of leave. Their terms, duration and procedure for payment may be determined by the parties to the employment relationship. An employer can use Sabbatical as a motivation: for example, to give such leave to those who have worked for 10 years in the company, who have achieved amazing sales figures, etc. But it all depends on the capabilities of the company itself.

- 2) Creative leave and leave dedicated to studies;

Articles 77, 216 of the Labor Code, Articles 15, 16 of the Law of Ukraine "On Holidays" provide for such types of leave as creative leave and leave dedicated to studies at higher educational institutions.

Creative leave is given to employees who are engaged, in addition to their main work, also in scientific activities. Basis – work on a PhD or doctoral dissertation, writing textbooks, monographs, scientific papers. During the creative leave, the employee retains the position and is paid his average salary. Creative leave for working on a doctoral dissertation can last up to 6 months, and for working on a PhD, writing a textbook or research paper - up to 3.

20 to 40 days of leave in connection with studies at the university can be taken only by an employee who is studying part-time or evening - to pass laboratory work, tests and exams. He can also take a 4-month leave to prepare and defend his thesis. During such vacations, the job and average earnings are also preserved.

- 3) Unpaid leave for personal matters.

This is not six months or a year, but only 15 calendar days. This type of leave remotely resembles a sabbatical: it is not paid, but the employee still retains a job.

In addition to the sabbatical, some universities provide their young staff, who do not yet have a permanent contract (tenure), the so-called junior leave. This is the same as the sabbatic, but only for one paid semester, instead of a whole year, and only once in the entire scientific career. Usually junior leave occurs after the third or fourth year from the beginning of work. The goal of junior leave is the same as the sabbatical – to relieve the teacher of all responsibilities and provide an opportunity to fully concentrate on scientific activities. After returning from creative leave, the teacher must report in writing in the prescribed manner and must work at the university for the full next year. In case of non-fulfillment of the specified conditions it is necessary to return the paid salary.

Academic delay is a historically well-established managerial discovery in the field of higher education. The system of academic delay dates back to the time when the church bell rang was a common method of saving time. When the bells rang for an hour, students had another 15 minutes to get to the lecture. The student had the right to enter the auditorium within a quarter (15 minutes) of the hour after this bell.

Academic delay is a discrepancy between the established start time of the lecture (8-00) and the actual start time (8-15), determined at some universities in Austria, Switzerland, Estonia, Finland, Romania, Belgium, Croatia, Slovenia, Germany, the Netherlands, Denmark, Norway, Portugal, Sweden, Serbia, Italy, Israel and the United Kingdom. Academic delays are justifiably present in universities, where the campus is large enough to require fifteen minutes for students to walk from one building to another. In the German university system, lectures are scheduled for a certain hour, with the addition of *sine tempore* (exactly on time, without delay) or *cum tempore* (15 minutes later than specified time). The schedule of lectures, seminars, etc. has the designation *c. t.* - *cum tempore* (academic delay of the professor for 15 minutes is allowed) or *s. t.* - *sine tempore* (start strictly on schedule).

## 5. CONCLUSIONS AND RECOMMENDATIONS

Development and improvement of the higher education system in Ukraine are aimed at ensuring high quality education and upbringing, better theoretical and practical training of highly qualified specialists in various fields of economy, science, and culture. Development of educational management has a worldview and ideological dimension, as new ways of worldview, the development of multifaceted social imagination, highly developed ability to self-organization and social responsibility to themselves and society – are the most powerful tools for coevolution of man and society in the XXI century, as the main achievements of mankind of new opportunities in the context of its modern evolution currently lie not in the field of the latest biotechnology and not in the field of genetic engineering. Management in education is a set of principles, methods, organizational forms and technological methods of managing the educational process, aimed at improving its efficiency. Components of educational management are people (stakeholders are people or groups of people who have common interests in any activity and are interested in its results - students, teachers, parents), pedagogical technologies, strategies, structures, goals, objectives, processes, culture.

The following management methods in educational management should be defined:

- 1) economic methods – economic incentives. These are considered to be the most imperfect ones, and require improvement at all levels;
- 2) administrative methods – regulation of the performers' activities, work with personnel (favorable environment for autocrats);
- 3) methods of psychological and pedagogical influence – ensuring a favorable psychological climate, stimulating creativity and initiative, predicting social prospects for the development of an educational institution;
- 4) methods of public action – the development of collective democracy, the introduction of loyal competition, tolerance, an increase in prestige and style.

The following functions of management in education should also be distinguished:

- 1) making smart decisions;
- 2) organization of implementation of the accepted decisions, creation of appropriate conditions for effective work of educational institution, each participant of educational process, maintenance of motives and stimuli of their activity;
- 3) control over the implementation of decisions.



In Ukrainian management in education, a narrowly functional view of a manager's professional competence still prevails. However, in Ukraine there are trends in the transition to a modern type of management education, strengthening its professional and personal orientation, the emergence of programs such as MBA.

In this regard, along with the preservation of domestic educational traditions, it becomes possible to implement the above progressive American trends by increasing the role of the professional community, taking into account the needs of individual and corporate customers of educational services, strengthening business relations, better balance of obligations. language courses and elective courses, adaptation of the American MBA standard, changes in the qualifications of domestic teachers.

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