CREATIVE AND INNOVATIVE POTENTIAL OF FUTURE EDUCATION MANAGERS

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INTRODUCTION

The transformational processes that are taking place today require managers of all levels and industries to competently and reflectively manage the creative and innovative potential of enterprises, organizations, and institutions. The ability to think creatively, to prove and defend one’s own opinion, to introduce innovative motivational measures, the ability to use creative methods in professional activities are included in the content of competencies and learning outcomes in the educational and qualification characteristics of bachelors and managers of the specialty “Management”. Therefore, the problem of identifying the degree of formation of the creative and innovative potential of future managers and checking the effectiveness of the psychological and pedagogical conditions for their acquisition of professional competencies in this direction in the educational process of higher educational institutions is urgent.

A new scientific branch has emerged - the psychology of creativity, scientific schools have been formed that, from different angles, develop the problems of creativity, creativity and innovation.

METHODOLOGY

A number of methods should be used to achieve our research goal, namely to identify the main aspects of the creative and innovative potential of future education managers. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

RESULTS AND DISCUSSIONS

Recently, the following forms of obtaining management education have developed: training, retraining and advanced training on the basis of additional professional education; obtaining master’s training on the basis of university education. It is clear that the professional training of such specialists is possible only at the university level, which provides the necessary deep academic knowledge, skills and abilities. However, as the world practice of training this specialist shows, a two-level training of managers in the field of education is advisable: for educational institutions and for educational authorities, and therefore their training should be carried out according to various schemes and have their own characteristics. Requirements for the level of qualifications of heads of educational institutions should be due to changes in the education system, continue, projected or predicted. In the long term, the main task of education managers will be to integrate uncertainty in the forecasting system, decision-making and organizational structure, which requires high professionalism from education managers - the ability not only to adapt, but also to innovate and continuous learning. Operating in a market economy, educational institutions require highly effective management based on modern concepts, strategies and management models focused on achieving a specific educational result. Consequently, in the context of modernization of education, the following main functions of the manager of the educational process in an
educational institution are considered relevant (BAUERMESTER, SCHMEICHEL, DEWALL, 2014; BRUNO, DELL’AVERSANA, 2017; BURKŠAITIENĖ, 2018):

- search for educational systems, programs, technologies that are adequate to the goals set for education;
- creation of organizational and substantive, organizational and methodological, organizational and legal conditions for the educational process of an educational institution; - selection of teaching staff, organization of their activities and professional development;
- providing psychological and pedagogical support of the educational process;
- carrying out intermediary functions between the teaching staff and scientific support of the educational process, as well as interaction with teaching staff of other educational institutions;
- organization of monitoring of the educational process and its correction;
- analysis of the productivity and effectiveness of the educational process at the end of the academic year.

By its nature, the activity of an education manager is multifunctional. He acts as an organizer, administrator, researcher, psychologist, business executive, and public figure. This is a leader elected by the government that controls a large group of people; this is a leader capable of leading subordinates using his authority, high professionalism, and positive emotions. The manager should act as a diplomat, establishing contacts with partners and authorities, successfully overcoming internal and external conflicts. He is an innovator who understands the role of science in modern conditions and knows how to evaluate and immediately introduce new technologies into the educational process. And finally, he is just a person with high knowledge and abilities, the level of culture, honesty, decisiveness of character and at the same time reasonableness, capable of being a model for others in all respects.

Professional training of a specialist contains not only the assimilation of knowledge, skills and management technology, but also the formation of qualities that cover the entire spectrum of the concept of "personality culture". Professional education should provide an opportunity to master culture and innovation. The difficulty lies in defining the part of the culture that students "should", from the social point of view, and "can", from the point of view of personal functions, master. Therefore, any meaning should be determined taking into account, firstly, social necessity and, secondly, the capabilities of the individual (CHEUNG, RUDOWICZ, YUE, KWAN, 2003; FEIST, 2010; HASSAN HEMDAN, KAZEM, 2019; KRYSHTANOVOYCH, KRYSHTANOVOYCH, STECHKEVYCH, IVANYTSKA, HUZII, I. 2020).

One of the main qualities of a modern effective education manager is the ability to combine various aspects of their activities in order to achieve common success. He simply must have the ability of a leader. Leadership is a common personal quality for all managers studied in management science since 1930. Leadership can be formulated as the ability of a person to influence individuals and groups of people to motivate them to work towards goals that make the management process more effective. The need of an education manager to be a person ensures his inclusion in the system of social relations, since the personality of any leader plays an important role in regulating social processes at all levels. When studying the personality of a manager, it is worth dwelling on the analysis of the socially significant qualities of his personality associated with the development of empathy as the ability to understand the head of an educational institution of a person’s inner world, penetrate his feelings, respond to them and empathize with her (WELLS, DICKENS, 2020; ZHANGSTERNBERG, 2009).

The qualities of developed empathy: responsiveness, emotional sensitivity, tact, understanding, benevolence, determine the ability to establish and maintain contacts in communication, predict the behavior and activities of people. The author calls such a personality quality as the ability to control oneself - emotional stability, which manifests itself in patience and perseverance, in endurance and mastery of oneself in stressful situations in
conditions of negative emotional influences from other people. Emotional stability is an individual typological characteristic of a person. Without this quality, it is impossible for the education manager to fulfill his functions. Management activities require emotionally mature people. To manage others, an education manager must control his own development and his activities. Scientists believe that the formation of the emotional-volitional sphere will provide: a healthy body, the absence of bad habits, energy, vitality, a calm and balanced approach to life, the ability to cope with stress, and effective use of time.

The important components of the professional and creative training of an education manager include (KRYSHTANOVOYCH, KOTYK, TIURINA, KOVREI, DZHANDA, 2020; LING, LOH, 2020; PROCTOR, CAPALDI, 2001):

1) legal culture: knowledge of basic laws, norms, rules, departmental and other normative and instructive documents governing the activities of an educational institution;

2) psychological and pedagogical culture: knowledge of psychology and pedagogy in the interests of teaching and educating the student body, the formation of new qualities in students; the use of appropriate methods of influence on all participants in the educational process; establishment of communications, business and interpersonal communication;

3) management culture: knowledge of the theory and processes of management, their laws, properties, functioning of the content, types, forms and methods of management activities;

4) organizational culture: knowledge of the organizational characteristics of management processes, identification of participants and their interaction; preliminary design and comprehensive ordering, clarity, sequence of all types and stages of management actions; organization, classification and documentation of information flows.

A high culture of the future education manager is an indispensable condition for successful management activities. This can be achieved by strengthening the professional orientation of the educational process, bringing the educational tasks offered to students closer to the conditions of their future professional activities.

Future managers need not a visual acquaintance with the basics of pedagogy and psychology, but an in-depth study of social psychology, creativity and pedagogy in close relationship with the problem of human capital. The system of pedagogical concepts and knowledge includes a subsystem of scientific knowledge about the pedagogical foundations of motivation (professional interest); a subsystem of scientific knowledge about the pedagogical foundations of management and interaction in a team; a subsystem of scientific knowledge about pedagogical analysis of information, its assessment and decision-making; a subsystem of scientific knowledge about the communication process, a subsystem of scientific knowledge about the development and control of the organization's team. The content of pedagogical training should be aimed at the formation of a system of generalized professional and pedagogical knowledge; development of professional and pedagogical skills and abilities; development of logical and creative thinking (RUNCO, ACAR, 2012; KRYSHTANOVOYCH, BILYK, SHAYNER, BARABASH, BONDARENKO, 2021; RENZULLI, 1992).

The modern leader has to work during the period of expansion and renewal of the functional responsibilities of management activities. The sphere of pedagogy includes such concepts as educational services, quality of education, competition between educational institutions. Heads of educational institutions should be interested in gaining knowledge of management and marketing in education, since they themselves become managers, manage the educational system of the educational institution, its development, organize and stimulate the professional activities of subordinates, study the demand for educational services, ensure their quality, enter into financial and economic relations, trying to comply with the compliance of the performance indicators of the educational institution with the state educational standards, to keep its competitiveness in the educational services market. In addition, an education manager must know: the laws and principles of a market economy;
theory and practice of modern management; forms and methods of motivation; current legislation, etc. He must have a broad outlook and systematic thinking outside the box.

Four components can be distinguished in the subject's readiness for innovation activity: cognitive - a person's knowledge of the essence, characteristics of innovation activity in the sphere of life in which it is carried out, understanding of the personal requirements for its subjects; motivational - the attitude of a person to innovative activity in a certain area, determines a person's desire to take action in the creation and use of something new; behavioral - an active manifestation of a person's innovativeness in life, leading activities; personal - the presence of innovative personal properties that contribute to the achievement of the desired results in the innovation sphere.

It can be concluded that creative potential in management is needed, first of all, to develop ideas and projects, while the main task of innovative potential is not to create something new (not everyone can, and it is not always necessary to invent something new by themselves), in not hindering innovation, not hindering their implementation. The innovative potential at the personal level will be interpreted as openness to restructuring, readiness for a new one, and at the organizational level - as loyalty of management or personnel to the implementation of innovations of various types, provides the organization with the opportunity to quickly develop and restructure. So, a feature of a manager's activity is that, on the one hand, he himself must be a creative, creative person, and on the other, his ability to support and direct the creative efforts of subordinates, to manage the creative and innovative potential of the organization is no less important.

CONCLUSIONS
A theoretical analysis of research into the training of future managers has shown that this problem is in the focus of attention of both domestic and foreign researchers and is acquiring a pronounced interdisciplinary nature. In modern economic conditions, the ability of a manager and staff to generate, accept, develop and implement creative ideas, projects provides positive economic and technological effects, is the key to the formation of unique competitive advantages and innovative development.

The ability of employees to be creative, to develop original ideas and projects is an important but not sufficient condition for successful innovations required at the enterprise. There is also a need for personal and managerial innovation potential, which is able to create the appropriate conditions for the implementation of innovations and overcome barriers on the way. A more detailed analysis of the constituents that form each of the factors is beyond the scope of this stage of the study.

As a result of the study, the features of the creative and innovative potential of students and future education managers were identified. We see the prospect of further research in the development and verification of diagnostic tools for a comprehensive assessment of the level of creativity development in the context of a manager’s activity; identifying the psychological and pedagogical conditions for preparing future managers to manage the creative and innovative potential of both an individual and the organization as a whole; in adaptation to the requirements of the professional activity of the manager of the training technologies for the development of creativity and a creative personality, developed in the psychology of creativity.

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Creative and innovative potential of future education managers

Resumo
O objetivo principal do estudo é caracterizar e analisar as características do potencial criativo e inovador dos alunos e futuros gestores da educação. A preparação dos futuros gestores da educação para o desenvolvimento profissional e a atividade criativa em instituições de ensino é uma questão urgente do ensino superior. Junto com a qualificação científica na atividade dos gestores da educação, a componente profissional é cada vez mais importante, que necessita de atualização constante, reposição e aprimoramento dos conhecimentos psicológicos, pedagógicos, gerenciais, competências e habilidades, qualidades pessoais, desenvolvimento de competências e potencial criativo. Nesse sentido, é importante estudar as atividades do gestor educacional e, com base nisso, determinar os requisitos para o sistema de sua formação profissional. Como resultado do estudo, foram identificadas as características do potencial criativo e inovador dos alunos e futuros gestores da educação.

Palavras-chave: Pedagogia. Alunos. Futuros gestores. Educação. Criatividade.

Abstract
The main purpose of the study is to characterize and analyze the characteristics of the creative and innovative potential of students and future education managers. The preparation of future education managers for professional development and creative activity in educational institutions is an urgent issue of higher education. Along with scientific qualifications in the activities of education managers, the professional component is becoming increasingly important, which needs constant updating, replenishment and improvement of psychological, pedagogical, managerial knowledge, skills and abilities, personal qualities, development of abilities and creative potential. In this regard, it is important to study the activities of the education manager and, on this basis, determine the requirements for the system of his professional training. As a result of the study, the features of the creative and innovative potential of students and future education managers were identified.

Keywords: Pedagogy. Students. Future managers. Education. Creativity.

Resumen
El objetivo principal del estudio es caracterizar y analizar las características del potencial creativo e innovador de los estudiantes y futuros gestores educativos. La preparación de los futuros gestores de la educación para el desarrollo profesional y la actividad creativa en las instituciones educativas es un tema urgente de la educación superior. Junto a la titulación científica en las actividades de los gestores educativos, cobra cada vez más importancia el componente profesional, que requiere de una constante actualización, reposición y mejora de los conocimientos, habilidades y destrezas psicológicas, pedagógicas, gerenciales, cualidades personales, desarrollo de habilidades y potencial creativo. En este sentido, es importante estudiar las actividades del administrador educativo y, sobre esta base, determinar los requisitos para el sistema de su formación profesional. Como resultado del estudio, se identificaron las características del potencial creativo e innovador de los estudiantes y futuros gestores educativos.

Palabras-clave: Pedagogía. Estudiantes. Futuros directivos. Educación. Creatividad.