

Ministry of Education and Science of Ukraine

**MUNICIPAL ESTABLISHMENT
«KHARKIV HUMANITARIAN-PEDAGOGICAL ACADEMY»
OF KHARKIV REGIONAL COUNCIL**

**ENRICHMENT OF THE PEDAGOGICAL CLUSTER
OF EDUCATIONAL SERVICES**

International collective monograph

ISBN 978-80-88415-99-2 (E-book)

DOI NUMBER: 10.46489/EOTPCOES-17

**Kharkiv-Praha
2022**

UDC 378.014.542-049.36]:005/942(02/064)

E61

*Recommended for publication by the Academic Council
Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy»
of Kharkiv Regional Council
(Minutes № 4 of November 16, 2022)*

Reviewers:

Arne Verhaegen, director of the educational foundation EduFuture, Hämeenküre, Finland.

Axana Pozdnyakova, head of Belgian Education Council.

Oksana Stupak, DrS, asistent of Department of Educational Sciences of Masaryk University

E61 Enrichment of the pedagogical cluster of educational services : international collective monograph / edited by G. F. Ponomarova, A.A. Kharkivska, L.O. Petrychenko and other; Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council. – Publishing house OKTAN PRINT s.r.o., 2022. – 556 p.

ISBN 978-80-88415-99-2 (E-book)

Within the framework of the study, the group of authors analysed the main issues of development and enrichment of the pedagogical cluster of educational services in Ukraine and proved that the pedagogical process of professional training of future teachers in higher education institutions needs constant modernization. In accordance with modern requirements (world trends, democratic values, principles of a market economy, modern scientific and technical achievements; updating of methodological tools, expansion of innovative approaches to the training of teaching staff, etc.) and the realities of today (organization of the educational process in conditions of quarantine restrictions, martial law, etc.) new systems appear. They provide conceptual ideas, innovative theories and approaches to the strategy and main areas of improvement of national education. Therefore, the aim of the collective monograph is an analytical review of the theory and practice of education, the determination of the nature and dynamics of institutional changes in the educational paradigm in general and its individual directions or components in particular, the expansion of pedagogical experience and the enrichment of the pedagogical cluster of educational services in Ukraine. Awareness of the conclusions made in the collective monograph will contribute to the renewal of the pedagogical system of education in institutions of higher education, comprehensive development of future teachers and their digital literacy in accordance with today's conditions; will contribute to the modernization of the educational paradigm and overcoming the digital divide in the field of higher education; will contribute to an effective increase in the quality of their training, an increase in the number of competitive specialists in the market of educational services in the system of improving their qualifications, and an increase in the competitiveness of domestic institutions of higher education in the international labour market.

UDC 378.014.542-049.36]:005/942(02/064)

The publication is assigned with a DOI number: <https://doi.org/10.46489/EOTPCOES-17>

The paper version of the publication is the original version. The publication is available in electronic version on the website:



ISBN 978-80-88415-99-2 (E-book)

© G. F. Ponomarova, A.A. Kharkivska,
L.O. Petrychenko and other, 2022

© ME «KhHPA», 2022

CONTENT

FOREWORD	9
Die euro integrations ausbildungs prozesse in der Ukraine: die geschichte des entstehens (<i>Halyna PONOMAROVA</i>)	11
Merkmale der Ausbildung des individuellen Stils der beruflichen Kommunikation von zukünftigen Lehrern unter Kriegsrecht (<i>Larysa PETRYCHENKO, Alla KHARKIVSKA, Maryna ROGANOVA</i>)	35
Current issues of monitoring theory and practice in pedagogical higher educational institutions as a factor of the quality of education (<i>Inna REPKO, Ivan STEPANETS, Veronika ODARCHENKO</i>)	55
Features of the educational process organization in the Kharkiv pedagogical college of the Municipal establishment «Kharkiv humanitarian and pedagogical academy» of the Kharkiv regional council (<i>Iryna POLYAKOVA, Olga SOKOLIUK, Tetiana BAKUMENKO</i>)	81
Training future managers in education to make management decisions (<i>Olena AKIMOVA, Oksana KUZNETSOVA, Tetiana MOCHAN</i>)	96
Areas of socio-educational work with internally displaced persons (<i>Tetiana HLADUN, Valentyna ANHOLENKO, Nataliia PECHERYTSIA</i>) ...	123
Formation of research skills in the process of independent work among the students of professional pre-higher education institutions (<i>Oksana ABASALIIEVA, Liudmyla HAZHA, Svitlana SLABYNSKA</i>)	133
Preparation of professional junior bachelors for pedagogical activities in the context of modern challenges (<i>Serhii RIABOKIN, Olena MONASTYRSKA, Olena BOBKOVA</i>)	163
Modern theories of moral education of students in the american school (<i>Yaroslava BELMAZ</i>)	180
A role of t'yutorskikh of competences teacher is in forming of valued orientiriv of students in the context of development of socialemotional intellect (<i>Julia HARIUNOVA</i>)	204
Formation of professional tolerance of future teachers as a socially significant value (<i>Yulia BLUDOVA, Olena VASYLENKO, Olena ILYINA</i>)	218

8. Oleksenko R. I., Lopushansjka Ju. O. Jakistj – zaporuka pidvyshhennja konkurentospromozhnosti produkciji. *Efektivna ekonomika*. 2012. Vol. 12. URL : <https://cutt.ly/21WQr6Y> (accessed: 10 September 2022). [ukr]

9. Olendr T. M., Stepanjuk A. V. Monitoryngh jakosti pryrodnychoji osvity v universytetakh SShA. Ternopilj : TNPU im. V. Ghnatjuka, 2018. [ukr]

10. Tarasenkova N. A., Lov'janova I. V. (2017) Realizacija indyvidualjnykh osvitnikh trajektorij uchniv v osvitnjomu seredovyshhi baghatopofiljnoji shkoly. *Science and Education a New Dimension. Pedagogy and Psychology*. Vol. (54). pp.47–52. URL : <https://cutt.ly/71WQutG> (accessed: 19 September 2022). [ukr]

11. Borysevych Je. Gh., Burjak V. Gh. Stankevych I. V., Streljchuk Je. M. (2010) Upravlinnja jakistju infokomunikacijnykh poslugh: Navchaljnyj posibnyk *Management of the quality of information communication services: Study guide*. Odesa : ONAZ. [ukr]

12. Cvjetkova Gh. Gh. Monitoryngh jakosti pidghotovky maghistriv pedaghoghichnogho profilju: Metodychni rekomendaciji. *Monitoring the quality of teaching master's training: methodological recommendations*. Kyjiv, 2018. [ukr]

UDC 377.8.091.2(045)

**FEATURES OF THE EDUCATIONAL PROCESS ORGANIZATION
IN THE KHARKIV PEDAGOGICAL COLLEGE
OF THE MUNICIPAL ESTABLISHMENT «KHARKIV
HUMANITARIAN AND PEDAGOGICAL ACADEMY»
OF THE KHARKIV REGIONAL COUNCIL**

© Polyakova I., Sokoliuk O., Bakumenko T.

Information about the authors:

Iryna Polyakova: ORCID ID 0000-0002-4931-2203; irypolyakova@gmail.com;
Candidate of Philology, Associate Professor of the Department of Ukrainian Linguistics,
Literature and Teaching Methods.

Olga Sokoliuk: ORCID ID 0000-0002-7471-4589; olyanas@ukr.net; Candidate of Pedagogical Sciences, Senior Lecturer of the Department.

Tetiana Bakumenko: ORCID ID 0000-0001-5596-6572; tanya020365@ukr.net; Doctor of Philosophy, Senior Lecturer of the Department of Theory and Methodology of Preschool Education.

DOI NUMBER: 10.46489/EOTPCOES-17-04

The article presents an analysis of the educational activities of the KHARKIV PEDAGOGICAL COLLEGE of the MUNICIPAL ESTABLISHMENT «KHARKIV HUMANITARIAN-PEDAGOGICAL ACADEMY» OF THE KHARKIV REGIONAL COUNCIL. The scientists emphasize that the educational activity of the College is aimed at providing training of highly qualified and competitive specialists in the labor market in a multidisciplinary environment on the basis of a systematic, personality-oriented, competence-based approach and by creating an innovative environment for the development of each participant in the educational process. The authors of the article note that the purpose of the educational process at the College is the implementation of intellectual, creative activity in the field of professional higher education and science through a system of scientific, methodological and pedagogical measures aimed at transferring, assimilating, multiplying and using knowledge, skills and other competencies of students, providing their professional training in accordance with their own vocations, interests, abilities. In general, it was found out that the educational process in the field of professional higher education is an intellectual, creative activity carried out in a professional higher education institution and aimed at the transfer, assimilation, multiplication and use of knowledge, skills and other competencies of students, as well as the formation of a harmoniously developed personality. The authors of the study also characterized different types of practice in the College and Academy, analyzed the features of student self-government, characterized the process of organizing the scientific and methodological council of the educational institution, etc.

Keywords: educational process, higher education applicant, future teachers, college, academy.

Полякова І. В., Соколюк О. В., Бакуменко Т. К. «Особливості організації освітнього процесу у Харківському педагогічному фаховому коледжі Комунального закладу «Харківська гуманітарно-педагогічна академія» Харківської обласної ради».

У статті представлений аналіз провадження освітньої діяльності ХАРКІВСЬКОГО ПЕДАГОГІЧНОГО ФАХОВОГО КОЛЕДЖУ КОМУНАЛЬНОГО ЗАКЛАДУ «ХАРКІВСЬКА ГУМАНІТАРНО-ПЕДАГОГІЧНА АКАДЕМІЯ» ХАРКІВСЬКОЇ ОБЛАСНОЇ РАДИ. Науковці наголошують, що освітня діяльність Коледжу спрямована на забезпечення підготовки висококваліфікованих і конкурентоспроможних на ринку праці фахівців в умовах багатопрофільності на основі системного, особистісно орієнтованого, компетентнісного підходів та шляхом створення інноваційного середовища для розвитку кожного учасника освітнього процесу. Авторами статті зазначено, що метою освітнього процесу в Коледжі є реалізація інтелектуальної, творчої діяльності у сфері фахової передвищої освіти і науки через систему науково-методичних та педагогічних заходів, що спрямована на передачу, засвоєння, примноження і використання знань, умінь та інших компетентностей в осіб, які навчаються, забезпечення їх професійної підготовки відповідно до власних покликань, інтересів, здібностей. Загалом з'ясовано, що освітній процес у сфері фахової передвищої освіти – це інтелектуальна, творча діяльність, що провадиться у закладі фахової передвищої освіти та спрямована на передачу, засвоєння, примноження і використання знань, умінь та інших компетентностей у осіб, які здобувають освіту, а також на формування гармонійно розвиненої особистості. Також авторами дослідження схарактеризовано різні види практики у Коледжі та Академії, проаналізовано особливості студентського самоврядування, схарактеризовано процес організації науково-методичної ради освітнього закладу тощо.

Ключові слова: освітній процес, здобувач вищої освіти, майбутні педагоги, коледж, академія.

Relevance of research. At the present stage of development of society, there is a need to reorient the goals and objectives of the educational process and increase the competitiveness of graduates, future teachers and educators are no exception. Professional self-development is a priority direction of their professional training, as evidenced by the normative legal documents – the Laws of Ukraine «On Education», «On Higher Education», «On Professional Higher Education», etc.

The fundamentally new social situation that has developed in Ukraine has led to reform processes in the field of vocational education in general and in the professional training of future specialists in the field of education in general. In recent years, significant steps have been made in reforming education in Ukraine. The Concept of the New Ukrainian School was adopted, which significantly changed the role of the teacher, the system of administration of general secondary education institutions, etc.

It's updating is dictated, on the one hand, by the general trends of modernization of modern higher education in Ukraine in the context of European educational integration and globalization processes, which is carried out in accordance with the National Doctrine of Education Development in Ukraine, the Bologna Declaration.

Analysis of the main researches and publications. The analysis of publications related to the organization of the educational process makes it possible to conclude that most scientists consider certain theoretical and methodological aspects of training and the formation of professional (professional) competencies of future teachers and educators. In particular, the problem of forming professional competencies in future teachers was studied by such scientists as G. Ponomaryova, A. Kharkivska, L. Petrychenko. The problems of professional training of future preschool teachers were studied by V. Yatsenko, S. Pekhareva and others. A number of scientific studies are devoted to certain

aspects of the organization of the educational process in the conditions of distance and blended learning.

The purpose of the article is to reveal all aspects of the process of acquiring relevant knowledge, skills and abilities by applicants for professional higher education and, directly, the formation of a personality – a future teacher. Based on the rational combination of all forms and methods of teaching and upbringing, it is in the institution of professional higher education, in our opinion, the development and formation of the personality of future specialists is carried out, which is relevant today.

Research methods: theoretical analysis and generalization of literary sources, analysis of documentary materials, experience of professional work of scientific and pedagogical workers.

Presenting main material. In the theory and practice of pedagogical and vocational education, the worldview of the teacher as a carrier of value orientations, capable of acting innovatively in solving standard and non-standard situations of professional work, is affirmed.

The requirements for the professional training of future specialists, the levels of formation of professionally significant qualities of primary education teachers, music teachers and physical education teachers are changing. Public demands on pedagogical workers focus on the harmonious synthesis of their professional and individual characteristics, and cause changes in the system of subject-subject interaction: «teacherstudent», «teacher-students», «student-teacher-students», «student-students-teacherteacher». Therefore, the importance of the problem of «self-development of the personality as a special type of social activity of the individual» [1] becomes clear. Therefore, in updating the traditional system of training future teachers, it is important to take into account the potential of professional self-development as a complex psychological and pedagogical process, which results in the improvement of professionally significant qualities that ensure the readiness of creatively and responsibly to carry out professional activities in the context of reforming the education sector.

The educational activity of the College is based on the conceptual principles defined by the National Strategy for the Development of Higher Education in Ukraine for the period 2022–2032, the Laws of Ukraine «On Education», «On Higher Education», «On Complete General Secondary Education», «On Professional Higher Education», state education standards, other acts of legislation of Ukraine on higher and professional higher education, the Statute of the MUNICIPAL ESTABLISHMENT «KHARKIV HUMANITARIAN-PEDAGOGICAL ACADEMY» OF THE KHARKIV REGIONAL COUNCIL» (hereinafter referred to as «KhHPA»), the Regulations of the KHARKIV PEDAGOGICAL PROFESSIONAL COLLEGE of the KhHPA (hereinafter referred to as the College), the Regulations on the organization of the educational process and other documents of the Academy and the College.

The educational activity of the College is aimed at ensuring the training of highly qualified and competitive specialists in the labor market in a multidisciplinary environment on the basis of a systematic, personality-oriented, competence-based approach and by creating an innovative environment for the development of each participant in the educational process. The peculiarity of the educational activity of the College in comparison with other educational and scientific structural subdivisions of the Academy, providing higher education, is to provide professional higher education, including in combination with specialized general secondary education. The College also has the right to provide professional and academic secondary education in accordance with licenses.

Thus, the educational process in the field of professional higher education is an intellectual, creative activity carried out in the institution of professional higher education and aimed at the transfer, assimilation, multiplication and use of knowledge, skills and other competencies of persons receiving education, as well as the formation of a harmoniously developed personality.

The purpose of the educational process at the College is the implementation of intellectual, creative activity in the field of professional higher education and science through a system of scientific, methodological and pedagogical activities

aimed at transferring, assimilating, multiplying and using knowledge, skills and other competencies of students, providing their professional training in accordance with their own vocations, interests, abilities.

The main principles of the institution are:

- compliance with the current legislation of Ukraine;
- respect for every person, ensuring their rights and freedoms, including the right to education;
- organic combination of educational, methodological, research and educational activities to ensure the advanced innovative development of education;
- ensuring the competitiveness of the college due to the high guaranteed quality of educational services;
- step-by-step, continuity, continuity of training;
- compliance of the OPP with the needs of the individual and society, the best world standards;
- democratization of the education system, its transparency and openness;
- partnership and social responsibility of participants in educational activities.

The College provides training of junior specialist and professional junior bachelor. Obtaining higher and professional higher education at each level of education involves the successful completion of the relevant OPP by a person, which is the basis for awarding the appropriate degree of higher and professional higher education (educational qualification level, educational and professional degree).

The content of the SPP, in addition to professional training, should ensure the formation of key competencies necessary for self-realization, active citizenship, social harmony and employability in the knowledge society, in particular:

- formation of spiritual and moral values at a level that will facilitate their integration into society and the formation of active citizenship;
- formation of a picture of the world that is adequate to the current level of scientific knowledge (in accordance with the level of higher education), basic competencies in the field of science and technology;

- communicative competence, cultural awareness, ability to integrate into national and world culture;

- promoting the multifaceted development of the individual, including the formation of the ability to learn with an appropriate level of independence, critical thinking, creativity, initiative, the ability to solve problems using the acquired knowledge and skills, risk assessment, determination and constructive management of feelings, entrepreneurship.

The procedure for the development, review and approval of the PPM, compliance with the principles and procedures of quality assurance (monitoring, evaluation, periodic review, termination procedure) are determined by a separate provision of the KHPA.

The structure of the OPP provides for a rational distribution of credits for the study of a certain educational component, both compulsory and elective, which allows students to determine their personal educational trajectory.

The educational process at the College is carried out on a full-time basis in the following forms:

- 1) training sessions, including individual training sessions;
- 2) independent work, including individual tasks;
- 3) practical training;
- 4) control measures, including certification of applicants for professional higher education.

The main types of classes in institutions of professional higher education are: lecture; laboratory, practical, seminar, individual classes; lesson (according to the educational program of specialized secondary education); consultation.

The main purpose of the strategic management of the system of scientific and methodological work (SMW) in the academy and college is to ensure the quality of the developed educational and methodological complexes, in accordance with the changes and development of both the entire system of the educational institution and its individual links (colleges, faculties, departments, etc.); solving important issues of the educational process; exchange of experience in pedagogical work; development

of recommendations for the introduction of new educational technologies; organization of effective communication with secondary education institutions and educational authorities; organization of the educational process; organization of the educational process; organization of the educational process. The organization of strategic management of the system of scientific and methodological work in its content should be directly related to the specific profile of training. It should be borne in mind that the training of junior specialists (bachelors) involves both the study of the general fundamentals of science (subjects of senior secondary school), fundamental sciences in the profile of training, and practical training carried out in the college, which is a separate structural unit of the academy, as well as in laboratories, workshops, etc. and during the period of practical training. Therefore, special attention should be paid to the development of scientific and methodological support for the organization and conduct of practices in production conditions aimed at the gradual adaptation of future specialists to specific conditions of professional activity. Equally important at the present stage of development of the management of the system of scientific and methodological work is the improvement of curricula and programs that would take into account the intellectual interests and personal needs of students - future specialists as much as possible [4].

Pedagogical and scientific-pedagogical workers provide teaching of educational components in accordance with all requirements. The use of traditional and innovative pedagogical technologies of teaching and upbringing, computerization of the educational process, intensification of research work of teachers, search-creative and independent work of students, deepening of creative ties with other educational institutions, which in general improves the quality of professional training of a specialist by modernizing the entire educational process.

Thus, the active use of technology in the educational process expands the possibilities for choosing more effective ways to solve educational, educational, health problems, guarantees high learning outcomes and improves the pedagogical skills of teachers.

The following requirements are put forward for educational technologies:

- it is necessary to combine different forms, methods and means of teaching in accordance with the tasks and content: only the best combination of various forms, methods and means of teaching and upbringing in the educational process can ensure its educational effectiveness;

- it is necessary to ensure the consciousness and activity of students: the activity of students should be focused not so much on the mechanical memorization of attention, but on the process of independent acquisition of new knowledge, when the student independently assimilates this knowledge, analyzing the information received and making available conclusions and generalizations, specifying their knowledge, identifying and correcting errors, outlining a plan for new actions to master knowledge;

- it is necessary to create the necessary conditions for learning: the essence of the requirement is to create an educational institution of normative educational, material, hygienic and aesthetic conditions for the successful implementation of educational programs;

- it is necessary to ensure the durability, consciousness and effectiveness of the results of education, upbringing and development of the individual: as a result of the educational process it is necessary to form: stable knowledge, skills and abilities; morality of beliefs; habits of socially acceptable behavior; the desire for self-realization in life, etc.

The current level of development of computer technology and various software provides ample opportunities to improve the effectiveness of training, but in martial law, the use of computer technology is significantly complicated. Distance learning is one of the forms of education that emerged and improved along with the development of Internet technologies, and today has clear characteristics, principles and certain methodological developments.

Distance learning is carried out by teachers in synchronous and asynchronous modes using electronic educational platforms (Google Workspace, Google Classroom) and online communication services and tools (Zoom, Skype, Team,

basic Google services: Gmail, Calendar, Meet, Jamboard, Chat, Hangouts, YouTube and others).

Practical training is a mandatory component of the educational and professional program for obtaining an educational and professional level and aims to acquire professional skills and abilities by the student.

The activity of students during internships is analogous to the professional work of a teacher, adequate to the content and structure of pedagogical activity, organized in real conditions of educational institutions. It is characterized by the same variety of relationships (with students, parents, teachers) and functions as the teacher's activity, so this work should be based on professional knowledge, based on a certain theoretical foundation. Formation of professional skills and abilities is carried out at training sessions on all components and in the process of practice.

It is the pedagogical practice that makes it possible to combine the theoretical knowledge that the applicant received while studying at a professional pedagogical college and their practical activities with the performance of the duties of a teacher in preschool and general secondary education institutions.

It is conducted in practical classes and during internships. The main types of practice are: educational and industrial. Educational practice (training, excursion and review, introductory, educational and production and others), during which a student, under the constant guidance of a teacher in a group or individually solves educational problems.

In practice, students develop professional skills and acquire practical skills. The practice is aimed at ensuring the continuity and consistency of mastering by future teachers and educators of professional activities in accordance with the requirements for the level of graduate training and the formation of general cultural competencies. The complexity of the pedagogical practice lies in its multiplicity. Applicants for professional higher education will need to combine knowledge and skills in the disciplines studied at the educational institution, learn to apply them effectively in various pedagogical situations.

Thus, the purpose of pedagogical practice is to apply the knowledge, skills and competencies acquired in the process of studying the disciplines of the professional cycle in the practical activities of the teacher in solving educational, educational and health problems, conducting various activities in general secondary education institutions; mastering the methods of analysis and evaluation of teacher's activities in the classroom; developing the ability to set tasks and select technologies for their solution in accordance with the age, psychophysical, gender, individual characteristics of students, work in a team, and to work in a collective. During the entire period of various pedagogical practices, future teachers need to keep working documentation, and upon completion, prepare an appropriate set of reporting documentation to obtain a final grade. According to the «Regulations on the practice of students of higher educational institutions of Ukraine» [2].

The list of types of educational practices in the educational program of training future teachers is determined by the higher education institution. The educational practice of future teachers in general secondary education institutions can include practice in extracurricular educational work (involves familiarization with the algorithm for preparing and conducting educational activities in primary and basic schools; formation of skills to plan and conduct extracurricular educational activities to preserve and promote children's health) and trial lessons (involves familiarization with the algorithm for preparing and conducting lessons in primary and basic schools; formation of skills to plan and conduct lessons, etc.) At the beginning of the pedagogical practice, students under the guidance of a teacher of a general secondary education institution make an individual plan of practice. The plan defines specific activities to be carried out in due time, taking into account the conditions of the educational institution. For the entire period of educational practice in extracurricular educational work, several students are assigned to one of the classes as classroom assistants; educational practice in trial lessons – as teacher assistants. Industrial practice, which is carried out at the final stage of training future teachers, is the main part of pedagogical practice, where applicants for higher education perform the duties of primary school teachers, music teachers, physical education teachers. This practice

provides for the consolidation of theoretical knowledge gained during lectures, seminars, practical classes and training practices through direct participation in the activities of the production organization to acquire professional skills and experience in professional activities.

Another type of educational practice is summer pedagogical practice. Applicants for higher education of all specialties have a summer pedagogical practice for 6 weeks in the 6th semester. Three weeks (one shift) is allocated for direct stay in a children's health and recreation institution and three weeks – for the preparation and execution of reporting documentation. The purpose of the summer pedagogical practice is to form the ability of higher education applicants to independently apply knowledge from the cycle of professional and practical training in practical work with children of different ages. The bases of practice are children's health and recreation institutions, school summer camps with which an agreement on practice is concluded. Applicants for higher education who have reached the age of 18, if there are vacancies, can be appointed to full-time positions of educators, counselors. Minor applicants for higher education are practicing as teachers' assistants in school summer camps. Applicants appointed to fulltime positions during the practice are subject to the general labor legislation. Summer pedagogical practice of higher education students is carried out in state institutions. Applicants for higher education can independently, but with the permission of the deans of the faculties, relevant departments and the internship department, choose the place of internship [3].

Industrial practice (pedagogical, pre-diploma) during which the applicant fully or partially performs the functional duties of an employee of the relevant specialty and level and solves real problems. The structure of industrial practice depends on the content of practical training and should ensure the performance of the main professional functions of those positions for which the applicant for higher education can apply after obtaining the appropriate educational degree. Industrial practice is carried out at the practice bases, according to the agreements on conducting practices by applicants for higher education of the ME «KhHPA». Practical training

is carried out under the organizational and methodological guidance of teachers of the KhHPA. The type of practical training and the time of its implementation is determined by the curriculum. The organization of practical training is regulated by plans for the practice of higher education applicants.

Another important component of the organization of the educational process is student self-government. Student self-government is the right and opportunity of higher education students to solve issues of education and life, protection of the rights and interests of higher education students, as well as to participate in the management of the Academy.

Powers of student self-government bodies:

- participate in the management of the Academy in accordance with the procedure established by the Law of Ukraine «On Higher Education», the Charter of the Academy, the Regulations on Kharkiv College and these Regulations;

- participate in discussing and solving issues of improving the educational process, research work, scholarships, leisure, recreation, life and nutrition of higher education students;

- conduct organizational, educational, scientific, sports, recreational and other activities;

- participate in activities (processes) to ensure the quality of education;

- protect the rights and interests of higher education students who study at the Academy and Kharkiv College;

- delegate their representatives to the working and advisory bodies of the Academy;

- adopt acts regulating their organization and activities;

- participate in solving the issues of ensuring proper living conditions in dormitories and catering for higher education students;

- dispose of property for the full functioning of student self-government bodies;

- use the material and technical base of the Academy and other property;

- make proposals for the development of the material base, including issues related to the life and recreation of higher education (students);

- make proposals on the content of curricula and educational programs;
- conduct organizational, educational, scientific, sports, recreational and other activities;
- delegate their representatives to the working and advisory bodies of the Academy;
- adopt acts regulating their organization and activities;
- manage the property of the Academy for the full functioning of student selfgovernment bodies;
- perform other functions provided by the Law of Ukraine «On Higher Education» and the Regulations on Student Self-Government of the Academy and Kharkiv College.

Student self-government gives an opportunity to realize in practice the creative potential of future teachers and educators. After all, they, students, independently make adjustments to the educational process, in particular, to extracurricular activities. This gives an opportunity to improve their professional skills and form their pedagogical skills.

We pay special attention to the fact that in today's conditions the educational institution should become a center of satisfaction of expectations of safety not only public, but also intellectual, emotional, personal. In this context, the task of the psychological service was to create an environment of psychological comfort, an atmosphere of trust, sensitivity, psychological assistance in overcoming stress and anxiety in the educational institution. Qualified psychologists are constantly in touch and, if necessary, provide advice. They also constantly keep in touch with the mentors of college groups, know the characteristics and needs of each student.

Conclusions. The scientifically based innovative activity of an educational institution, which is carried out purposefully according to pre-developed stages, contributes to the intensification of the gradual self-development of the teacher, raises the prestige of the teacher in his own eyes. The teacher's participation in the innovative activities of the educational institution is a kind of mechanism

that acts as a catalyst for his professional self-development. The purpose of the innovative activity of the teaching staff of an educational institution is, as a rule, to improve the educational process through the introduction of pedagogical innovations, as well as to improve the professional skills of teachers. In the conditions of innovative activity of an educational institution, its management is faced with the task of stimulating the professional self-development of members of the teaching staff, since the quality of its innovative work directly depends on the desire (motivation of the need) and focus of each teacher on professional self-development. But creating an innovative educational environment is a long and costly process. In view of this, attention should be focused on pedagogical support of the desire of higher education students for professional self-development of students, the construction of an individual self-development program of a higher education student.

References:

1. Dubaseniuk O. A. Profesiino-pedahohichna osvita: suchasni kontseptualni modeli ta tendentsii rozvytku : monohrafiia / O. A. Dubaseniuk [ta in.]; Zhytomyr. derzh. un- t im. Ivana Franka. Zhytomyr : ZhDU im. I. Franka, 2006. 396 s. [ukr]
2. Polozhennia pro provedennia praktyky studentiv vyshchyykh navchalnykh zakladiv Ukrainy (Zatverdzheno nakazom Ministerstva osvity Ukrainy vid 8.04.1993 № 93 zi zminamy, vnesenymy zghidno z nakazom Ministerstva osvity vid 20.12.1994 № 351) / Zbirnyk zakonodavchykh ta normatyvnykh aktiv pro osvitu. Kyiv. 1994. Vyp. 1. 153 s. [ukr]
3. Kharkivska A. A. Orhanizatsiia ta kontrol prokhodzhennia praktyky maibutnimy pedahohamy v zakladakh osvity. Naukovyi visnyk Mykolaiivskoho natsionalnoho universytetu imeni V. O. Sukhomlynskoho. Pedahohichni nauky. 2018. № 2. S. 294–299. URL : http://nbuv.gov.ua/UJRN/Nvmdup_2018_2_57(data zvernennia: 19.10.2022). [ukr]
4. Kharkivska A. Stratehichne upravlinnia systemoiu naukovo-metodychnoi roboty VNZ. Problemy inzhenerno-pedahohichnoi osvity. 2017. № 54–55. S. 47–54. [ukr]

5. Kharkivska A. Teoretyko-metodolohichni aspekty vykhovannia kreatyvnoho stavlennia do profesiinoi pidhotovky maibutnikh pedahohiv pochatkovoї osvity. Teoriia i metodyka profesiinoi osvity: elektronne naukove fakhove vyd. 2018. Vyp. 14. URL : <https://ivetscienceip.to.wixsite.com/tmpo/kopiya-13-2017> (data zvernennia: 19.10.2022). [ukr]

6. Kharkivska A. A. Teoretychni osnovy rozvytku fakhovoi kompetentnosti maibutnikh pedahohiv. Suchasni naukovy doslidzhennia ta rozrobky: teoretychna tsinnist ta praktychni rezultaty. 2016. S. 15–18. [ukr]

УДК 378.011.3-057.177.4:005.642(045)

ПІДГОТОВКА МАЙБУТНІХ МЕНЕДЖЕРІВ СФЕРИ ОСВІТИ

ДО ПРИЙНЯТТЯ УПРАВЛІНСЬКИХ РІШЕНЬ

© Акімова О. М., Кузнецова О. В., Мочан Т. М.

Інформація про авторів:

Акімова Олена Михайлівна: ORCID ID 0000-0002-0776-1908; elenkaakimova@ukr.net; кандидат педагогічних наук, доцент, доцент кафедри педагогіки, психології, початкової освіти та освітнього менеджменту.

Кузнецова Оксана Вікторівна: ORCID ID 0000-0002-0776-1908; OksanaKharkov08@gmail.com; кандидат педагогічних наук, доцент, професор кафедри педагогіки, психології, початкової освіти та освітнього менеджменту.

Мочан Тетяна Михайлівна: ORCID ID 0000-0002-7598-1988; tsybar1975@gmail.com; кандидат педагогічних наук, доцент, доцент кафедри теорії та методики початкової освіти; Мукачівський державний університет.

DOI NUMBER: 10.46489/EOTPCOES-17-05

У статті проаналізовано та уточнено зміст поняття «управлінське рішення», схарактеризована класифікація управлінських рішень за різноманітними ознаками. Зміст професійної підготовки майбутніх менеджерів сфери освіти до прийняття рішень схарактеризовано на засадах управлінської та професійної деонтології, значення поняття яких проаналізовано у вітчизняних та закордонних розвідках дослідників. Представлено модель професійної підготовки майбутніх менеджерів сфери освіти до прийняття управлінських рішень на прикладі Комунального закладу «Харківська гуманітарно-педагогічна академія» Харківської обласної ради, що складається із: змістовного (складається із загальної мету та зовнішніх чинників впливу), методологічного (основні підходи, що характеризують принципи процесу підготовки майбутніх менеджерів сфери освіти до прийняття управлінських рішень), організаційного (створення відповідних умов, дидактичних технологій, методів, форм, засобів, інструментів та ресурсів для формування компетентностей щодо прийняття управлінських рішень на засадах управлінської деонтології) та діагностичного блоків (чинники, критерії, рівні сформованості компетентностей прийняття управлінських рішень на засадах управлінської деонтології).