

UDC 378.046–021.68: [008:001.895] – 057.212
DOI <https://doi.org/10.32840/1992-5786.2019.67-1.10>

D. O. Kozlov

Candidate of Pedagogical Science, Associate Professor,
Associate Professor at the Department of Management
of Education and Pedagogy of Higher School
of A. S. Makarenko Sumy State Pedagogical University

INNOVATIVE CULTURE DEVELOPMENT OF THE FUTURE MANAGER OF THE SECONDARY EDUCATIONAL INSTITUTION WITHIN MAGISTER TRAINING PROCESS: METHODOLOGICAL BASICS

The article notes the need to the person's innovative culture development in the context of social economic and cultural transformations of society, analyzes the diversity of views on the essential characteristic of the innovative culture, the author's position of interpreting the concept of innovative culture of the future manager of the educational institution is substantiated.

The article reveals the essence of innovative culture and its place and importance in the development of the modern society. However, the interconnection person's innovative culture and innovative culture of the society is analyzed and new challenges of an effective innovative culture development are under review.

Understanding the innovative culture is followed by the tradition of one of the leading approaches to it interpretation in science, namely understanding it as a modern culture form that related to the functioning of the post-industrial society structure, with the innovative culture development; synergetics are means of understanding it. The findings indicate that a core feature of innovative culture is the implicit unity of the old, the modern and the new, which is embodied in creating innovation.

The article considers acmeological problems of innovative culture development of the future manager of the secondary educational institution in the magister training process. Innovation improves operational efficiency. This activity does not introduce significant change, it contributes to the evolution of culture. Innovations are becoming systemic, which means that they lead to cultural transformation. Innovation accelerates the pace of social and technological change as it form the need for continuous updating of technology, information, culture.

The main methodological approaches to the innovative culture development of the future manager of the secondary educational institution in the magister training process are distinguished. In the article the concept essence of "innovative culture" in the context of methodological foundations are under review. The systematic, cybernetic, synergistic, hermeneutic, acmeological, axiological, praxeological approaches, which lets innovative culture development of the future manager of the secondary educational institution are found out in the article.

Key words: *innovation, innovative culture, future manager, secondary educational institution, methodological approaches.*

Introduction. Culture has always interested philosophers, sociologists, psychologists and historians as a phenomenon of social life conceals features of behavior, consciousness and activity people in specific life forms (work culture, tour of life, artistic culture, political culture), also as a way of person's life, the collective and the vigilance in general.

Reforming the education system in our country has led to new requirements for educational institutions and for the quality of manager's activity within the educational institution. The relevance of demanding the manager's professional qualities shared the need for the manager's new training type, owning integra-specialized knowledge, skills, future manager's relevant qualities, and with a high general and innovative culture.

In this context urgent is the need for personalities, who can quickly adapt to changeable critical situations, capable of generating new ideas, accepting

non-standard decisions, think creatively, be able to extract and rethink information from different sources, applying it for individual development and self-improvement. In such circumstances, the need for an "innovative culture" (which provides continuous innovative society development) and formation ways of a person with an innovative activity type, which would be an adequate response to the transition of civilization to the innovative development type [4, p. 11].

Analysis of latest researches and publications. Analysis of domestic and foreign studies shows the interest of the problem of innovative culture. Consideration of this phenomenon is devoted to the works of O. Amateva, A. Barker, O. Gavrysh, L. Danylenko, V. Dzhelali, O. Kozlova, V. Kremen, I. Kuras, V. Latyshev, A. Nikolaev, O. Popovych, V. Fokino, D. Sherwood and others. Socio-psychological determinants of the innovative

culture development and its influence on the future manager's formation are covered in the researches of O. Efrosinina, A. Kalyanov, R. Milenkova, V. Noskov and others. In particular, K. Dibbon outlines the change nature and innovation in innovation schools. B. Jenniute studied the concept of teacher's innovative culture. Scientists T. Brown, J. Wolfgang, T. Kern, and L. Dieuty analyzed the innovative culture in the context of education and determined the basics of the innovative culture formation and development. T. Roskorla defined the main stages of innovative leadership formation.

The aim of the article – to highlight the essence of innovative culture development of the future manager of the secondary educational institution according to the methodological approaches.

Results. Innovation person's and general society's culture, is considered as the most important potential of our century and presented as a holistic individual's orientation, laid down in motives, knowledge, skills and abilities, images and behavior norms, with newness, perceiving new ideas, capable of developing and introducing new processions in all life areas.

The key determinants of the innovative culture development at this stage are science and education, since they must provide a clear vision of not only goals, objectives, methods and mechanisms of innovative culture, but also an accurate empirical analysis of its components, their state and interaction.

However, understanding innovative culture that reflects person's value orientation, knowledge and skills, as well as in patterns and behavior norms in relation to innovation, providing receptivity to new ideas, readiness and ability to keeping and implementing innovations in all life areas.

Formation of the innovative culture of the future manager of the secondary educational institution requires the search for solutions to a number of relevant methodological, didactic problems, as well as the introduction of new elements in the content of the educational process.

Therefore, the task of knowing the nature and mechanisms of these bonds and relationships, including human and community relations, within the community stands out as the most important. In the process of systematic analysis, not only the phenomena cause, but also the result effect are clarified [2].

According to K. Bertalanfy, anyone who wants to analyze the most commonly used modern concepts and expressions would find the word "system" at the top of the list. "This concept has spread to all science spheres and has come into everyday thinking, into jargon and mass media" [1, p. 37].

The study of a number of scientific works enables determining the system as a set of interconnected and interacting elements that are in the relationship between themselves and form the whole. Scholars

characterize pedagogical systems as a kind of complex social systems in which the elements are organized, structured, maintained, and subordinated to a specific purpose.

We share N. Moyseyuk's opinion, who states that the systematic approach is a consideration of relatively separate components not in isolation, but in relationships, in the system with others; identification of integrative system properties and quality characteristics that are missing from the individual components that make up the system [5, p. 426].

Thus, the process of innovative culture development of the future manager of the secondary educational institution is a complex dynamic system that unfolds in social and personal aspects that are interconnected with one another. Its structure contains a set of individual components that create a coherent mechanism aimed at achieving well-defined goal and solving the tasks. Each component can be considered as an integral part of another higher or lower level system.

Among the philosophical and pedagogical strategies for the higher education development and the personality's creative self-development of the future manager of the secondary educational institution, a hermeneutical approach takes special place.

As a philosophical concept, hermeneutics contributed into the treasury of philosophical thought the idea reproduction of the integrity of culture, philosophy, society; method of cultural phenomena analysis; defining the human supremacy values, which are called the human's intellectual existence field. The hermeneutics methodology corresponds to the person's nature who seeks the meaning of knowledge, overcoming the contradiction between knowledge and faith, which leads to a special state – illumination.

Problems of the hermeneutics application in pedagogy are overviewed in the works of V. Haraga, I. Demakov, V. Zagvyazinsky, A. Zakirova, V. Zinchenko, I. Kaplunovych, E. Korobov, K. Senko, I. Sulyma, and other scientists.

The hermeneutic direction distinguishing in pedagogy requires its comprehension on the concepts basis in modern psychological and pedagogical science, namely: the cultural-historical theory of the human's psyche development – L. Vygotsky; psychological doctrine of the language and consciousness interrelation – A. Luria; unity of consciousness and activity of S. Rubinstein; M. Bakhtin's dialogical concept, according to which dialogue is a necessary prerequisite for the existence of the cultural space [3, p. 159–162].

To develop the innovative culture of the future manager of the secondary educational institution are the "canons of the hermeneutic process" developed by E. Netty, namely:

1. Orientation to the authentic meaning of the content being interpreted. It means recognizing

ing and respecting the person's individuality. Other person's actions being interpreted already have their meaning – not certain, objectively correct, normative or close to the interpreter, namely subjective, authentic meaning for the interpreter himself.

2. Imitation of the principle of "hermeneutic circle", the essence of which is expressed by the formula: the unity of the whole is explained through the individual parts understanding, and each part meaning is realized in the context of the whole.

3. Consideration of the interpreter's personality influence on the process and the interpretation result. Since the interpreter in understanding of the object is based on his own experience, knowledge, as well as his own individual features, he cannot suspend his own subjectivity.

4. The aspiration for a "hermeneutic consonance", that is, the "spiritual horizons" conformity of the object and the subject of interpretation, moral and psychological readiness of the latter to abandon their own prejudices, narrow views [7, p. 144].

The hermeneutical approach makes it possible to rethink philosophical, social-psychological, pedagogical theories to design modern pedagogical systems for the innovative culture development of the future manager of the secondary educational institution, to find effective ways of improving the magister training process. In fact, pedagogical hermeneutics substantiates the humanistic strategy of pedagogical interaction in the educational process by implementing the principles of understanding and creative dialogue; puts the listener in the position of an active subject of learning, which is carried out as a process of solving educational and cognitive problems; develops the future manager's ability for self-development, self-management, person's professionally important qualities development.

It should be noted that the technological changes that characterize the 21-st century have led to the introduction into scientific circulation of the concept of "digital economy" as the economy type, characterized by the active introduction and use of digital technologies for the storage, processing and transmission of information in all human's activity spheres. Technology development, in turn, leads to the development of new learning tools and makes the educational process more efficient.

Thus, pedagogical cybernetics was singled out as the science of optimal control of the educational process, pedagogical systems with the use of electronic computers.

The leading factor in promoting the synergetic paradigm in pedagogy is, first and foremost, the synergy of the pedagogical process itself, in which interactions are clearly manifested, studying synergetic as a theory of joint action, focusing on disequilibrium, instability as a natural state of openness, from the multiplicity of factors and conditions that affect

them in view of the scientific search stated problems are important achievements in which scientists rely on the idea of synergetic approach in the development of such relevant issues in our study as educational management (R. Vinkol, M. Gromova, T. Davydepko, G. Slnikova, O. Kasyanov, V. Kovalenko, O. Moiseev, I. Osadchy, T. Rogova, I. Selivanov, etc.); professional-personal development and person's self-development, connection of acmeology and synergetics (V. Bransky, L. Dubrovina, A. Kovalev, L. Korystyleva, G. Nesterenko, L. Rybalko, etc.); modernization of content, forms, organization of vocational education (O. Vorozhbytova, R. Zeer, S. Kulnevich, A. Pugachev, etc.); necessary component of innovative processes in education (O. Bogynich, L. Danylenko, L. Vashchepko, A. Avtodiuk, I. Zagarnitskaya, N. Protasova, G. Nesterenko, T. Novachenko, and in.).

Summarizing the works of the above-mentioned scholars allows us to formulate baselines that form the basis for its application to model the system of innovative culture development of the future manager of the secondary educational institution in the magister training process.

The nonlinearity of innovative culture development of the future manager of the secondary educational institution is expressed by giving each subject of the pedagogical process the opportunity to determine the trajectory of individual development, the pace of learning, its forms, methods, means, etc.

N. Protasova believes that the development and enrichment of the teacher's overall culture is carried out by actions that come from their own strengths, abilities, opportunities and needs, actions that stimulate individual's self-education, self-development and self-regulation [9, p. 281–282].

The system unevenness is explained by the spontaneity of the educational processes, the increase of information load, and the development process itself is impossible without loss of equilibrium, stability, homogeneity.

The process of innovative culture development of the future manager of the secondary educational institution can not be fully influenced by a set of certain factors and related circumstances, as it is characterized by the capacity for self-organization and self-preservation. According to N. Murovana [6, p. 104], the innovative culture development of the future manager of the secondary educational institution in the conditions of the magister training process should be based first of all on synergetic bases, which provides forecasting and clear formulation of strategic goals that determine the process efficiency, tendencies determination, since this approach itself involves studying processes of person's development and self-development, the innovative culture development.

The education essence determination as an integral person's development in terms of educational

systems, and its content as a knowledge system about the personality's interaction with the world, led to the choice of acmeological approach as a methodological basis for building a system of innovative culture development of the future manager of the secondary educational institution. The problems of acmeology are devoted to the works of such researchers as: V. Gladkova, G. Danylov, G. Kovalenko, N. Kuzmina, L. Rybalko, X. Shaparenko and other scientists. V. Bransky, V. Vakulenko, T. Grigoriev, G. Danilov and others explored the use of acmeological approach in the educational process. Interesting from the point of view of the problem under study are the scientific works of V. Andrushchenko, I. Ziazun, V. Kremen, V. Lutai on the problem of holistic development of personality.

According to N. Kuzmina, acmeology explores the whole person as the subject of creative, educational, cognitive, professional and managerial activity.

We impart N. Murovana's point of view, which states that the acmeological approach in postgraduate pedagogical education should be a priority because its application ensures the development of personal qualities and motivation of the future manager of the secondary educational institution, purposeful activity in creating and implementing innovations [6].

Scientific process knowledge of innovative culture development of the future manager of the secondary educational institution is conditioned by social needs, where the basic mechanism of communication between cognitive and practical approaches, that is, between theory and practice is performed by axiology – the values nature science, their connection with social, cultural human factors and personality.

At present, value issues have become relevant and have taken a prominent place in works in philosophy, sociology, pedagogy, psychology, ethics, management and other sciences.

According to scientists (I. Bekh, V. Ognevyuk, O. Sukhomlynska, V. Slastionin, E. Yamburg, etc.), the axiological approach is organically inherent in humanistic pedagogy, since it is regarded as the highest value of society and for social development.

Axiological knowledge in the context of innovative culture development of the future manager of the secondary educational institution affirms the values of human life, his professional activity; harmonious relations formation with the society providing the person with conditions for continuous education and maximum creative realization of its potential abilities.

In the researches of I. Kolesnykova, T. Kotarbinsky, V. Polishchuk, Y. Ryzhko, E. Ryabukha, P. Samoilenko, M. Satskoho, S. Semenovoy, E. Slutsky, O. Tytova, O. Utochkina, V. Fedotova, V. Sharko and other praxeology scholars is regarded as the scientific knowledge of the successful activity organization by

teaching the person a conscious choice of means, techniques and methods of work that ensure its best results, activate creativity, promote the formation of the rational system of internal motives and active transformative activity. The praxiological approach is a specific way of analyzing human activity in terms of its purposefulness, rationality, efficiency.

According to V. Polishchuk, the effective organization and implementation of innovative culture development of the future manager of the secondary educational institution in the magister training process at the higher educational institution in the context of the praxiological approach provides: 1) possession of self-discovery techniques that make it possible to highlight abilities and opportunities, strengths and weaknesses of their own activities; 2) the ability to build and adjust their own life plans and strategies, based on self-knowledge and relying on their own capabilities and assistance of teachers, mentors, experienced specialists; 3) ability to navigate difficult situations in which there is little information and the potential risk, to make decisions and act on reasonable risk, based on own and other's mistakes analysis; 4) possession of basic strategies of activity in the professional sphere [8, p. 149].

Conclusions. So, the methodological basis of the innovative culture development of the future manager of the secondary educational institution in the magister training process allows us to formulate conclusions: in the educational process there is a change in the states of the internal image under the influence of the external world, continuous awareness; the innovative culture development of the future manager of the secondary educational institution in the magister training process is continuous and occurs everywhere and always when awareness occurs; the educational process is unity and integrity of education, training, development, as well as goals, content, methods; the basis of educational technology is conscious action with components (goals, content, methods) forming a unity and integrity; the model of the educational process (goals, content, methods) corresponds to the model of activity (self-determination, criteria and activity methods); the integrity of the subject of education "man – personality – individual" determines the integrity of the educational process in the implementation of the system of value orientations – humanization, socialization, individualization.

The innovative culture development of the future manager of the secondary educational institution in the magister training process, based on the integrity of the educational process, which allows to implement competency-based and activity-based approaches based on the structure of activities, including professional position (understanding one's own functions), process (goals, content, method), result (quantity and quality competencies).

The prospects for the further research contain the development of the methodical tool of the innovative culture development of the future manager of the secondary educational institution in the master training process.

References:

1. Bertalanfy K. General theory system – the analysis of the problem and results. Systemic approaches. Moscow : Science. 1969. P. 30–50.
2. Encyclopedia of Education. APN Ukrayin / Chief Editor V. Kremen. Kiev : Yurinkom-Inter, 2008. 499 p.
3. Haraha V. Conceptual basics of pedagogical hermanevtic. *Youth and market*. 2014. № 4 (111). P. 159–162.
4. Kremen V. Quality education: requirements of the 21st century. *Open lesson*. Pleiades. 2007. № 1.
5. Moysyuk N. Pedagogics: scientific manual. Kyiv, 2007. 656 p. P. 426.
6. Murovana N. Innovative culture development of the manager of the secondary educational institution in the conditions of posteducational process: scientific basis. *Higher education of Ukraine*. 2014. № 1. P. 98–105.
7. Nette E. Hermenevtics as the general methodology of science about the spirit. Moscow, 2011. 144 p.
8. Polishchuk V. Praxiological approachas innovative basicsof improving the professional preparedness of the future social workers. *Scientific herald of Uzhhorod national university. Series "Pedagogics, social work"*. 2014. 32. P. 149.
9. Protasova N. Synergetic approach to the management in the posteducational process. *Pedagogical innovations: ideas, realities, perspectives*. Kyiv : Lohos, 2000. P. 281–282.

Козлов Д. Розвиток інноваційної культури майбутнього менеджера закладу загальної середньої освіти у процесі магістерської підготовки: методологічні основи

У статті відзначається необхідність розвитку інноваційної культури особистості в контексті соціально-економічних та культурних перетворень суспільства, аналізується різноманітність поглядів на сутнісну характеристику інноваційної культури, обґрунтовується авторська позиція інтерпретації концепції інноваційної культури майбутнього керівника закладу освіти.

Розкрито сутність інноваційної культури, її місце та значення в розвитку сучасного суспільства. Аналізується взаємозв'язок інноваційної культури особистості й інноваційної культури суспільства, переглянуто нові виклики ефективного розвитку інноваційної культури.

Розуміння інноваційної культури зумовлено традицією одного із провідних підходів до її інтерпретації в науці, а саме розуміння її як сучасної форми культури, яка пов'язана з функціонуванням постіндустріальної структури суспільства, з розвитком інноваційної культури, синергетика є засобом її розуміння. Отримані результати свідчать про те, що основною ознакою інноваційної культури майбутнього керівника закладу освіти є єдність старого, сучасного та нового, що втілюється у створенні інновацій.

У статті виокремлено акмеологічні проблеми розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти у процесі магістерської підготовки. Інновації підвищують операційну ефективність. Ця діяльність не вносить суттєвих змін, сприяє еволюції культури. Інновації набувають системного характеру, а це означає, що вони приводять до культурної трансформації. Інновації прискорюють темпи соціальних та технологічних змін, оскільки формують потребу в постійному оновленні технології, інформації, культури.

Виокремлено основні методичні підходи до розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти у процесі магістерської підготовки. У статті розглядається поняття сутності «інноваційної культури» у контексті методологічних основ. У статті розкрито систематичний, кібернетичний, синергетичний, герменевтичний, акмеологічний, аксіологічний, прaxіологічний підходи, що дозволяють розвивати інноваційну культуру майбутнього керівника закладу загальної середньої освіти у процесі магістерської підготовки.

Ключові слова: інновації, інноваційна культура, майбутній керівник, заклад загальної середньої освіти, процес магістерської підготовки, методичні підходи.