

the concept of "interaction" in the psychological and pedagogical context is revealed and the peculiarities of its functioning between the subjects of the pedagogical process are outlined. The description of partnership from the standpoint of interaction between the education institution and the family is given, the basic principles of their functioning are revealed. The conditions for optimizing the process of interaction between the family and the education institution are also determined.

Key words: *family, out-of-school education institutions, interaction, personality of junior schoolchild, upbringing.*

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FOREIGN EXPERIENCE IN INTRODUCING MASTER'S TRAINING PROGRAMS FOR FUTURE MANAGERS OF GENERAL SECONDARY EDUCATION INSTITUTIONS

Based on the analysis of master's programs of higher education institutions of foreign countries (UK, USA and China), selected by us on the basis of the criterion of innovative culture development of the future manager of the general secondary education institution, it can be stated that the programs outlined in this section are aimed at future educational managers of different levels of innovative skills, which allow to react quickly to changes in society in general and the educational institution in particular, to make decisions in unusual situations, to meet various needs of participants in the educational process on the basis of equality and justice. Despite the difference in the amount of study hours, all master's programs pay considerable attention to the undergraduates' production practice and research work (in the case of scientific master's degree).

It is shown that the offer of master's training programs for managers of general secondary education institutions in the world is quite wide. The master's programs of higher education institutions of foreign countries (USA, Great Britain and China), selected on the basis of the criterion of the innovative culture development of future manager of general secondary educational institution, are covered. In particular, the innovative culture development of the future manager of general secondary education institution is carried out within the master's programs in educational leadership (University of South Florida Sarasota-Manati (USA); Marconi International University (USA); New York University (USA); George Washington University (USA); University College London (Great Britain), etc.

It is proved that master's programs of these higher education institutions are aimed at forming in future educational managers different levels of innovative skills that allow to

respond quickly to changes in society in general and the institution in particular, to make decisions in unusual situations, to meet various needs.

Key words: *foreign experience, master's programs, future manager, the general secondary educational institution.*

Introduction. Innovative culture is a historically established, stable system of norms, rules and ways of implementing innovations in various spheres of society, characteristic of this sociocultural community. Representing a structure of models and algorithms of innovative actions historically adapted in a particular society, the innovative culture plays the role of a sociocultural mechanism for regulating the innovative behavior of social actors.

An innovative culture is the knowledge, skills and experience of purposeful preparation, integrated implementation and comprehensive development of innovations in various fields of human life while maintaining the dynamic unity of the old, modern and new in the innovation system. In other words, this is a free creation of the new in compliance with the principle of continuity. An undoubtedly innovative culture is part of the culture as a whole. A human being as a subject of culture transforms (updates) the natural, material, spiritual worlds and himself around him.

Consequently, there is a need for a comprehensive research analysis of foreign experience in introducing master's programs to train the future manager of the general secondary education institution.

Analysis of relevant research. There have been numerous studies done, and papers written, about the phenomenon of innovation in the social sciences and humanities G. Tarde, N. Kondratiev and I. Schumpeter. The theory of innovation got its development in innovation management, where it is presented as a structured phenomenon with implementation and use of algorithms (J. Brooks, P. Drucker, I. Balabanov, S. Ildemenov, R. Fathutdinov). The essential characteristics of innovations can be revealed through the prism of the dialectical unity of innovation and tradition in the philosophy of science (T. Kuhn, K. Popper, A.N. Whitehead, etc.) and other branches of philosophical knowledge (G. Gadamer, E. Markaryan, R. Merton, M. Mead, F. De Saussure, M. Heidegger, L. Shabatura). Innovative activity depends on the human creativity and the ability of the community to accept or adapt the results of their achievements. Therefore, to deepen the study, works on the problems of creativity of both western philosophers (A. Bergson, A. Toynbee, F. Nietzsche, X. Ortega y Gasset).

Innovation as a special sociocultural phenomenon is considered by V. Bakshtanovsky, V. Kelle, O. Kozlova, B. Kononenko, R. Mylenkova.

Thus, the foreign experience in introducing master's programs to train the future manager of the general secondary education institution are becoming relevant nowadays.

The aim of the article. To conduct a comprehensive research analysis of foreign experience in introducing master's programs to train the future manager of the general secondary education institution.

Research Methods: Solving the highlighted aim, a set of methods of scientific research adequate to them were used, theoretical: a comparative analysis of the scientific definitions of foreign experience in introducing master's programs to train the future manager of the general secondary education institution, a systematic analysis of major characteristics of the innovative culture of the future manager of the secondary education institution; empirical: analysis of foreign experience in introducing master's programs to train the future manager of the general secondary education institution; analysis of the foreign experience in introducing master's programs to train the future manager of the general secondary education institution.

Results. Increasing the level of innovation in the general secondary education system has highlighted the need to develop professional standards and appropriate training programs for the managers of an education institution, which is characterized by an established innovation culture. To this end, in the United States in the mid-90's of the twentieth century. The Interstate School Leaders Licensure Consortium (ISLLC) was established to develop national standards for educational leaders – the Interstate School Leaders Licensing Standards (Interstate School Licensor). In 2008, certain changes were made to these Standards.

The professional training system of future managers of general secondary education institutions is a complex, multifaceted phenomenon. In particular, some USA states require licensing and certification of managers of education institutions, while other states require managers of general secondary education institution to have a master's degree in the relevant training program. Innovative training programs for educational managers are developed on the basis of the national standards outlined above. In particular, in the United States there are the following types of training programs for educational leaders:

- university programs – are introduced by the higher education institution to provide a future manager of a general secondary education institution with a master's degree and provide for the licensing for managers in addition to obtaining the master's degree in an accredited education institution;

- district programs (on the scale of the educational district) – are developed and implemented by educational districts, but may involve third-party organizations that provide professional development services;
- other organizations programs that provide professional development services (such as: programs developed by the School Leadership Internship Network (PRN), the non-profit organization New Leaders for New Schools (NLNS), the Wallis Foundation) as well as state alternative certification programs);
- partnership programs implemented through the joint efforts of higher education institutions, educational districts and/or third-party organizations (Davis et al., 2005; Adkins, 2009, c. 17).

Innovative training programs for the managers of a general secondary education institution have the following characteristics:

- 1) a clear focus on the leadership process, organization and implementation of the educational process in accordance with the program content;
- 2) curriculum development based on national standards, focused on the theoretical and organizational principles of learning management, organizational management and change management;
- 3) internships in the education institutions under the guidance of experienced mentors;
- 4) coordinated groups creation for the organization of joint activities in practically oriented situations;
- 5) educational strategies implementation aimed at combining theory and practice, such as problem-oriented learning;
- 6) effective personnel management;
- 7) established interaction with general secondary education institutions in order to ensure productive internships (Davis et al., 2005).

Note that the offer of master's training programs for managers of general secondary education institutions in the world is quite wide. Within this research framework it will be focused on master's programs aimed at forming innovative culture in future managers of general secondary education institutions.

It should be noted that the managers among the providers of training programs for future managers of education institutions at various levels is the United States, where a number of universities offer educational leadership programs. In particular, the University of South Florida Sarasota-Manatee offers a Master of Education in Educational Leadership program.

As part of this program, the university offers the following specializations to candidates for a master's degree in educational leadership: Curriculum

Leadership, K-12 Public School Leadership and leadership in non-public/charter schools). All specializations of the master's program are aimed at training innovative leaders, principals and administrators of schools with an established innovation culture in Florida and the country as a whole.

According to the education institution's website, the master's program is designed to equip future school managers with the tools necessary for leadership in the XXI century. This program is educational and scientific and focuses on training the managers of a general secondary education institution at all levels (*Master of Education*, 2019).

The educational process takes the classroom form, online and hybrid classes, which allows educators to obtain the master's degree without leaving work for five semesters. Academic advisors help to develop an individual curriculum that meets the needs and schedule of the applicant's main work.

As mentioned above, future managers of general secondary education institutions are offered a choice of the following specializations:

Leadership in Public Schools (K-12) – Successful completion of a master's program in this specialization allows obtaining the master's degree and level I in accordance with the Florida professional standard “K-12 Educational Leadership – Administrative Class”);

Leadership in Non-Public/Charter Schools – The program is designed for future managers of non-state-owned general secondary education institutions (K-12) institutions that do not require Florida State Administrator Certificate. Within this specialization, leadership issues related to learning, decision-making processes, creating a supportive learning environment, political and social context, and governance are studied. However, graduates are not eligible for the Florida Administrator Certificate;

Curricular leadership – within this specialization, attention is focused on training professionals who teach and assess the knowledge, skills and abilities of effective leadership in the field of curriculum, teachers' learning and professional development of K-12 secondary schools or other teachers. This specialization does not meet all of the Florida Educational Administrator certification requirements.

Noteworthy in the context of our study there are the master's programs of British universities, in particular the University College London (UK), which offers the program “Educational Leadership MA” (Educational Leadership MA, 2019).

This master's program involves the study of the theoretical foundations of leadership and management of education, research and practical experience

as managers of general secondary education institution. The program is aimed primarily at innovative culture developing of future managers of general secondary education institutions, as it involves formation of undergraduates' understanding of how to manage the process of improving the activities of education institutions. Graduates acquire knowledge on how to partner with communities, address race, gender, and social class in education institutions to improve student outcomes. A significant advantage of this program is that students have the opportunity to join a professional network with other participants from London and around the world (*Educational Leadership MA*, 2019).

Training in the master's program "Religious Leadership" is carried out during classes with the use of multimedia presentations and activity-based learning, a facilitative approach to learning is common.

A similar master's program in Education Leadership and Management is offered by the University of Roehampton (UK) (*Education leadership*, 2019).

This program involves the undergraduates involvement who already work in management positions in research work on the theory and practice of educational leadership and education management. Applicants for the master's degree will use the acquired knowledge and skills to improve their own management practices in a wide range of education institutions and related organizations.

This undeniable advantage of this program is the conduct of training sessions in the evening, which allows undergraduates to study without interruption from work. Full-time students typically attend classes three to four days a week.

The master's program "Educational Leadership and Management" involves the study of theoretical and practical principles of leadership and management in educational contexts from an international perspective in order to gain knowledge, ideas and practical experience. The program allows you to specialize in a specific area of interest, through the choice of educational tasks and topics of the master's dissertation, related to the activities of the master's degree and as a practitioner and as a scientist.

Of particular note in our research is the Master's program in Education: Leading Innovation and Change from St. Mary's University, Twickenham (St. Mary's University, Twickenham (UK) (*Education: Leading innovation*, 2020).

The purpose of this program is to develop innovative management practices. The program aims to train educational leaders of various levels:

school administrators, managers in business and finance, data managers and ICT managers at all levels of the education system.

The program allows middle and senior executives (as well as future leaders) to critically consider their own management experience and understand the essence of leadership, in the process of acquiring knowledge, while linking theory with practice.

Students have the opportunity to explore the field that is of interest to them and related to their professional activities, emphasizing, above all, the innovation development. This master's program provides the research culture development of the future manager of the general secondary education institution.

The master's program "Education: Management of Innovation and Change" is aimed at:

- assisting schools and teaching staff in improving the educational process;
- providing opportunities for teachers to develop their professional skills and experience through the research culture development;
- ensuring the limits of support for the development priorities of the education institution through the planned feedback opportunities in the process of scientific research and practical activities of the school;
- providing support to staff who are actively involved in change management;
- providing support to teaching staff in curriculum development, which contributes to the management of efficiency and self-assessment of the education institution;
- assisting education institutions in solving tasks related to the selection and retention of staff, offering higher qualifications at the master's level, in partnership with the University of St. Mary (*Education: Leading innovation*, 2020).

In the context of our study, in order to better understand the process of IC development of the future manager of the general secondary education institution, it is considered appropriate to characterize the practices of innovative culture developing of the manager of a modern foreign university. In particular, let's turn to the practice of one of the leading Chinese universities – Beijing Normal University. This higher education institution offers the master's program in "Management of Higher Education and Student Affairs" (HESA), which is the first program of its kind in China (*Master's on management*, 2019).

According to the Beijing Normal University website, the mission of the HESA master's program is to train student administrators and other professionals in higher education management who can work effectively and

ethically in a variety of higher education settings. The educational process is carried out by the teaching staff, which has powerful scientific achievements and significant managerial experience. This master's program aims to acquire knowledge on student development, educational process organization and management, teaching and learning, assessment, comparison of educational systems, economics and finance, management of the admission campaign to higher education, research on institutional development and educational policy.

The training results in the master's program "Management of Higher Education and Student Affairs" include:

- understanding of the dynamic roles and functions of higher education and students in higher education;
- acquaintance with the mission and philosophy of education institutions and their functional areas;
- ability to work independently and together with different groups of students and teachers, achieving success;
- ability to develop, implement and evaluate development programs in the context of higher education;
- involvement in the performance of managerial and administrative functions, showing ethical and cultural awareness;
- resource management and development skills, including program budget, staff, information technology and strategic plans;
- ability to solve problems that require effective communication, thoughtful decision-making, overcoming ambiguity and conflict management;
- development of professional identity based on professional values, career goals, group dialogues and personal reflections (*Master's on management*, 2019).

It is shown that the offer of masters training programs for managers of general secondary education institutions in the world is quite wide. The master's programs of higher education institutions of foreign countries (USA, Great Britain, Ireland, Lithuania and China), selected on the basis of the criterion of IC development of the future manager of general secondary education institution, are covered. In particular, the IC development of the future manager of a general secondary education institution is carried out within the master's programs in educational leadership (University of South Florida Sarasota-Manati (USA); Marconi International University (USA); New York University (USA); George Washington University (USA); University College

London (UK); Roghampton University (UK)); Innovation and Change Management, St. Mary's University, Twickenham (UK)).

It is proved that master's programs of these higher education institutions are aimed at forming in future educational leaders different levels of innovative skills that allow to respond quickly to changes in society in general and the institution in particular, to make decisions in unusual situations, to meet various needs process on the basis of equality and justice, which requires a high level of innovation culture.

Conclusion. Therefore, based on the analysis of master's programs of higher education institutions of foreign countries (UK, USA and China), selected by us on the basis of the criterion of innovative culture development of a future manager of a general secondary education, we can state that the programs outlined in this article are aimed at development in future educational managers of different levels of innovation skills, which allow to react quickly to changes in society in general and the education institution in particular, to make decisions in unusual situations, to meet the various needs of participants in the educational process on the basis of equality and justice. Despite the difference in the amount of study hours, all master's programs pay considerable attention to the production practice of undergraduates and research work (in the case of scientific master's degree).

Prospects of further research. The further research requires the problem of using the latest European teaching forms in the master's training process for the future managers of the education institution in the context of the innovative culture development.

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РЕЗЮМЕ

Козлов Дмитрий, Козлова Елена, Сбруева Алина, Чистякова Ирина. Зарубежный опыт внедрения магистерских программ для подготовки будущего менеджера общеобразовательного учреждения.

На основе анализа магистерских программ высших учебных заведений зарубежных стран (Великобритании, США и Китая), отобранных нами на основании критерия развития инновационной культуры будущего руководителя учреждения общего среднего образования, можем констатировать, что указанные программы направлены на формирование у будущих образовательных лидеров различных уровней инновационных навыков, позволяющих быстро реагировать на изменения, происходящие в обществе в целом и учебном заведении в частности, принимать решения в нестандартных ситуациях, удовлетворять разнообразные потребности участников образовательного процесса на основе равенства и справедливости, что требует высокого уровня инновационной культуры. Несмотря на разницу в объеме учебных часов, все магистерские программы большое внимание уделяют производственной практике магистрантов и научно-исследовательской работе (в случае научной магистратуры).

Доказано, что магистерские программы указанных высших учебных заведений направлены на формирование у будущих образовательных лидеров различных уровней инновационных навыков, которые позволяют быстро реагировать на изменения, происходящие в обществе в целом и учебном заведении в частности, принимать решения в нестандартных ситуациях, удовлетворять разнообразные потребности участников образовательного процесса на основе равенства и справедливости, что требует высокого уровня инновационной культуры.

Ключевые слова: зарубежный опыт, магистерские программы, будущий руководитель, заведение общего среднего образования

АНОТАЦІЯ

Козлов Дмитро, Козлова Олена, Сбруєва Аліна, Чистякова Ірина. Зарубіжний досвід упровадження магістерських програм для підготовки майбутнього керівника закладу загальної середньої освіти.

На основі аналізу магістерських програм закладів вищої освіти зарубіжних країн (Великої Британії, США та Китаю), відібраних авторами на підставі критерію розвитку інноваційної культури майбутнього керівника закладу загальної середньої освіти, констатовано, що окреслені програми спрямовані на формування в майбутніх освітніх лідерів різних рівнів інноваційних навичок, що дозволяють швидко реагувати на зміни, які відбуваються в суспільстві в цілому й закладі освіти зокрема, ухвалювати рішення в нестандартних ситуаціях, задовольняти різноманітні потреби учасників освітнього процесу на засадах рівності та справедливості, що потребує високого рівня інноваційної культури. Незважаючи на різницю в обсязі навчальних годин, усі магістерські програми приділяють значну увагу виробничій практиці магистрантів та науково-дослідницькій роботі (у випадку наукової магистратури).

Показано, що пропозиція програм магістерської підготовки керівників закладів загальної середньої освіти у світі є досить широкою. Висвітлено магістерські програми закладів вищої освіти зарубіжних країн (США, Великої Британії та Китаю), відібраних на підставі критерію розвитку ІК майбутнього керівника ЗЗО. Зокрема, розвиток ІК майбутнього керівника ЗЗО здійснюється в межах магістерських програм з освітнього лідерства (Університет Південної Флориди Сарасота-Манаті (США); Міжнародний університет Марконі (США); Нью-Йоркський університет (США);

Університет Джорджа Вашингтона (США); Університетський коледж Лондона (Велика Британія)) тощо.

Доведено, що магістерські програми означених закладів вищої освіти спрямовані на формування в майбутніх освітніх лідерів різних рівнів інноваційних навичок, які дозволяють швидко реагувати на зміни, що відбуваються в суспільстві в цілому й закладі освіти зокрема, приймати рішення в нестандартних ситуаціях, задовольняти різноманітні потреби учасників освітнього процесу на засадах рівності та справедливості, що потребує високого рівня інноваційної культури.

Ключові слова: зарубіжний досвід, магістерські програми, майбутній керівник, заклад загальної середньої освіти.

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СУЧАСНИЙ СТАН ФОРМУВАННЯ ПРОФЕСІЙНО ОРІЄНТОВАНОЇ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ В САМОСТІЙНІЙ РОБОТІ СТУДЕНТІВ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ

У статті систематизовано та проаналізовано передовий педагогічний досвід із формування професійно орієнтованої англomовної компетентності в самостійній роботі студентів сучасних закладів вищої освіти. Доводиться актуальність проблеми самостійної навчальної діяльності студентів вивченням положень базових освітніх документів, державних стандартів, навчальних і робочих програм з англійської мови професійного спрямування. Стверджується, що самостійна робота студентів є наразі реальністю повсякденного світу і є основою їхньою навчальною діяльністю. Визначається суб'єктно-об'єктні чинники труднощів формування професійно орієнтованої англomовної компетентності в самостійній роботі студентів технічних спеціальностей. Подальші дослідження вбачаємо в удосконаленні процесу організації самостійної роботи студентів технічних спеціальностей з 1-го курсу навчання в закладах вищої освіти України й упродовж їхнього професійного розвитку.

Ключові слова: самостійна робота, професійно орієнтоване навчання, англійська мова професійного спрямування, комунікативна компетентність, студенти технічних спеціальностей, навчальна діяльність студентів, професійний розвиток упродовж життя, заклади вищої освіти.

Постановка проблеми. В умовах сучасних глобалізації та інтеграції світ швидко змінюється. Завдяки цьому змінюються вимоги до вищої освіти та умови отримання сучасних освітніх послуг. В умовах світової пандемії – повного локдауну або часткового карантину суттєво змінилися умови навчання в закладах вищої освіти (ЗВО). Сучасні форми навчання – дистанційне навчання, самостійна робота студентів або самоосвіта – є реальністю ЗВО всього світу. Ця реальність свідчить, що самостійна пізнавальна діяльність студентів різних напрямів професійної підготовки є