of the XXI century, the researcher defined its characteristic features. As the study showed, the structure of the British system of continuous teacher education has three levels: the first level includes non-university and university programs of pedagogical education; the second level includes theoretical and practical training of the interns in the process of the "trial year", the period of adaptation of a university graduate or college to school conditions; the third level includes continuing education at short-term and long-term courses with and without leave.

In the United Kingdom, the Teacher's Continuing Education Program is implemented by the British Council, the League for the Exchange of Teachers, the Department of Children, Schools and Families. It is noted that European programs for the development of continuing education are expanding the capabilities of British teachers.

Levels of continuous professional development are determined.

The basic element in the general system of continuous education in the world practice is considered a school, because here it is optimally taken into account the everyday interests and practical needs of teachers.

It should be noted that European programs for the development of continuing education expands the capabilities of British teachers. In particular, the UK participates in the European Continuing Education Program, which supports education and training in Europe, provides funding for all stages of lifelong learning: at school, college, university, and in the workplace.

In Great Britain, in the structure of continuous professional development, considerable attention is paid to improving the qualifications of teachers, creating conditions for their professional development. The experience of Great Britain demonstrates a wide range of choices for improvement models, increased demand for high-quality education, and the need for self-improvement.

Key words: continuous pedagogical education, Great Britain, teacher, university.

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INNOVATIVE CULTURE OF FUTURE EDUCATION INSTITUTION MANAGER IN THE FOREIGN SCIENTIFIC DISCOURSE

The purpose of the article is to present the structure, factors, mechanisms, development models of the future education institution manager's innovative culture and consider the psychological and pedagogical aspects of its development among future education institution managers.

The personalization principles of innovative pedagogical activity are presented. The structure of professional future education institution manager's innovative culture, which consists of person's innovative receptivity, personal readiness for innovative pedagogical activity, innovative orientation is defined.

Key words: future education institution manager's innovative culture, personality-professional approach, innovative susceptibility, personal readiness for innovative educational activities, innovative orientation, managerial competence.

Introduction. The ability of enterprises to innovate depends on various factors, including both technological and human resource management aspects of innovation.

Globalisation has made a lot of higher education institutions reassess their educational contents and research activities in order to enhance future education institution manager's innovative culture at higher education. Therefore, many universities now focus on research activities and research funding in raising their reputation and ranking which in turn will improve person's intakes, external funding, and student marketability. This paper aims at developing a model of innovative culture which leads to desirable person's innovative behaviour.

Significant socioeconomic events taking place in the modern world require from the pedagogical workers the corresponding level of the individual psychological and pedagogical readiness to realize the ideas of the educational development on the innovative basis. In this context, the problem of development of future education institution manager's professional innovative culture gets a special significance and relevance.

It requires a professional manager with socially significant, professionally important managerial, leadership and personal qualities, with a developed mental, social and emotional intelligence in their organization and moral and value virtues.

Consequently, there is a need for a comprehensive issue analysis of the future education institution manager's innovative culture in foreign scientific discourse.

Analysis of relevant research. C. Dombrowski, J. Kim, K. Desouza, A. Braganza, S. Papagari, P. Baloh, S. Jha and others substantiated legal bases of functioning and development of innovative processes in pedagogical systems, described content structure and results of innovative activities.

There are a lot of studies representing different views of researchers on the structure of innovative pedagogical activity, but they do not solve the problem of the integral representation of the future education institution manager's innovative culture in foreign scientific discourse.

The factors for implementation of innovations in education and various aspects of the person's innovative culture as a component of the general culture and its development conditions are grounded in the works of W. Gardner, C. Cogliser, K. Davis, M. Dickens and others.

Laws and principles of innovative pedagogical processes are highlighted in the studies of P. K. Ahmed, A. Loh, M. Zairi and others.

Current and aspiring principals, appropriate in-context preparation, effective professional development, authentic self-reflection and collegial interaction and support must be informed and supported by relevant research studies and their findings, as well as unique personal and contextual need (Gardner et al., 2011).

Subsequently, Eacott honed this interest in effective managers' preparation and directed it specifically into researching the effectiveness of university-based leadership programs (Eacott, 2011; Eacott, 2013).

Despite large number of studies on development of future education institution manager's innovative culture, there are unresolved contradictions that determine the relevance of the issue of development of future education institution manager's professional innovative culture. There are the contradictions between: the society need in qualified managers with a high level of innovative culture and, at the same time, undeveloped psychological-pedagogical foundations of its development in future education institution manager; a significant increase of future education institution manager's interest in innovative pedagogical technologies, the desire to use innovations in their professional activities and lack of professional innovative culture.

The aim of the article is to highlight structure, psychological-pedagogical factors, mechanisms, legal bases of future education institution manager's innovative culture and its development aspects in the foreign scientific discourse.

Materials and methods of research. The methodology of research of psychological-pedagogical factors, mechanisms, patterns of development of person's professional innovative culture is based on the pedagogical and psychological principles.

Results and discussion. While many researchers have examined specific aspects of this model from a human resource management perspective, there has been no study which has attempted to bring the component parts together in an overall approach, in terms of building an innovative capacity with a strategic focus and designed to lead to innovative performance.

In order to find out the state of development of the problem of future education institution manager's professional innovative culture in modern psychological-pedagogical science and construct the whole view of it, the foreign theories analysis of personality development in the socio-cultural environment has been carried out. In the course of their analytical review and critical reflection, integrated conceptual provisions on the personality development as a carrier and culture creator, based on recognition of a person's ability to adaptive self-change, while forcing to adapt to the culture, and its ability to create the culture itself, have been identified.

On the basis of the analysis of culture as the person's ability to organize and realize his own vital activity, which is conditioned as individual psychological peculiarity of cognition, structure, content, ways of activity, social and psychological experience, values are defined. Development of person's culture is understood as the person's process of progressive movement from the individual to the cultural life entity. The person's affiliation to the particular speciality determines formation and development of the person's professional culture.

Person's professional culture is the qualified specialist's ability to optimally realize professional goals, motives, knowledge, abilities, skills, active methods, professional qualities in the appropriate kind of work that provides the necessary performance level of professional functions and the possibility of its further self-improvement.

Innovation is considered as introduction of something new, or changes of doing or seeing things (Rubio, 2012). This 'something' could be ideas, behaviour, knowledge, skills, products, services, processes, methods of production, or management systems. As technological innovations are more observable (such as new machines, equipment, and tools), a non-technological innovation is more abstract, less obvious, and slightly difficult to grasp. This type of innovation includes organisational innovation, management innovation, and marketing innovation.

Studies of innovative culture are mostly found in the management field but not many in higher educational settings. The universal definition of innovative culture has not yet been established (Jucevicius, 2007), while the applicability of this concept in education is also under research. Innovative culture as a concept is no doubt a part of organisational culture and management concepts. There are three cultural aspects of these concepts: culture has many layers (values, norms, beliefs, and basic assumptions); these layers need to be shared among members of the institution (students, faculty members/academics, support staff, administrators, and board members); culture is socially influenced by environment and history that shaped the member behaviour. New ideas or innovations might challenge traditional or usual way of teaching and learning activities or application of theories in educational settings (Jucevicius, 2007).

It is stressed that innovation can be defined as creative application of knowledge in order to increase the set of techniques and products commercially available in the economy; identifies such knowledge application as making "…necessary new investment in productive and transportation facilities etc." (Fralinger, 2007) and, hence, stimulating economic activity. Harnessing this process for business enterprise and economic development requires as an appreciation of the factors that produce knowledge and creativity. However, innovation as a process is complex and poorly understood: it is deeply rooted in the uncertainty of the future world with its yet unknown products, processes, movements, organisations. All that is known, is that innovation brings change, and something 'new' emerges, which cannot be precisely modelled. A framework of analysis that guides the researcher through the complexity of innovation presents itself as the best approach (Hogan & Coote, 2014).

Nowadays education institution deals with complex issues on a daily basis and economic realities while forcing the educational process to become more creative and innovative. Leadership is required at all levels of the education institution. Managers, administrators and teachers should exhibit leadership traits

with trustees, colleagues, deans, directors, parents, and students that give them confidence in their leadership abilities. Nowadays future education institution managers must demonstrate leadership to an incredibly large number of constituencies in the various departments and programs, including supervisors, fellow administrators and teachers, entry-level professional staff, and support staff, to ensure that the students' needs are being adequately serviced. For entry-level staff, there is a role-modeling type of leadership that is needed for most interactions that occur with students. Leadership with fellow entry-level staff, supervisors and senior management should be viewed as a growing and maturing work in progress. It is important that the leadership growth and maturation may be observable by various constituencies through daily interactions.

Thus, future education institution manager's innovative culture is the ability to organize and implement innovative activity. Future education institution manager's innovative behaviour is likely to manifest itself in response to the environment in which the education institution cultivates an innovation-centered culture. Domain-relevant skills (expertise, technical skills, talent) are important for learning and improvement. Therefore, willingness to change and adopt new ways of doing things is requirement for innovativeness.

Scientific literature review suggests that specific cultural dimensions that influence innovations and innovative behaviour may include differences in the applied terminology, levels of analyses, and operationalisation of variables (Sauermann, 2008). Through rigorous literature review (Siti Hajar Mohd Roffeei et al., 2018, p. 38), five components or dimensions that form the basis of the proposed theoretical model of future education institution manager's innovative culture have been identified in this study. They are: 1) effective communications; 2) climate for innovation; 3) self-efficacy; 4) innovative culture; 5) innovative behaviour. The conceptual model for the study is shown in Figure 1.
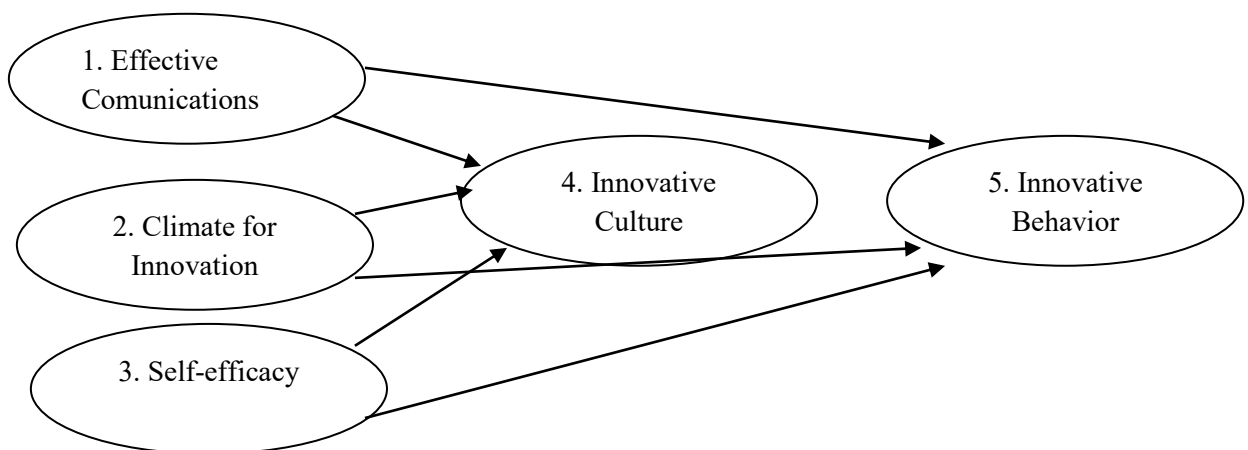

Figure 1. The proposed research model of future education institution manager's innovative culture

1. Effective communications. Accordingly, the education institution assumptions in the form of a corporate philosophy are communicated to its various stakeholders through internal communication. The fundamentals are often transmitted in mission statements (Dombrowski, 2007), setting challenging but reasonable goals, building its own concerns and pride, valuing success, and in striving for the highest standards of performance (Ahmed, 1999). A study on the impact of individual motivation on organisational innovation and performance has found out that motivation affected both individual effort and overall quality of the innovative endeavour (Sauermann, 2008). The findings have revealed that monetary rewards were not as important as certain aspects of motivation such as the desire to be changed intellectually in order to enhance innovation. Hence, by having effective communications, supportive innovative culture can be developed. Communication also helps in bringing out person's positive innovative behaviour.

2. Climate for innovation. The key to future education institution manager's innovative culture is to institutionalise innovation and possess continuous desire to improve. Students new to the environment should be welcomed and supported but not to the point where they are unable to independently assimilate. Highly innovative education institution also promotes a sense of sharing and belonging. Good interpersonal relations support and encourage motivation, teamwork, and innovative behaviour. Therefore, adequate infrastructure, rewards and recognition, good work nature, high teamwork spirit (Dombrowski, 2007), availability of support from friends and lecturers, and warm interpersonal relations between members (Yahyagil, 2004), help in establishing a supportive innovative culture and behaviour in teams.

3. Self-efficacy. Abilities to execute tasks successfully generate a sense of confidence. Pursuing an idea or a dream requires energy. The feeling of empowerment, self-confidence, and self-assurance, which is developed through social learning process, is called self-efficacy (Bandura, 1994), which relates to one's ability to reach a goal (Zhang, 2017). In this research, self-efficacy is defined as the future education institution manager's perception of his/her ability to explore and envision development of ideas to solve problems, and to adopt and adapt suitable strategies when making decisions.

In this research, five abilities characterise self-efficacy, namely curiosity, creativity, flexibility, autonomy, and pro-activeness. Self-efficacy is expectation that one can master a situation and produce positive outcome that will bring out positive performance. Such socio-cognitive skills are learnt through observation, imitation and experience which lead to mastery (Chell, 2009). Hence, expectations and aspirations affect self-confidence and self-efficacy, thus cultivate innovative thinking and behaviour.

4. Innovative culture. Innovative culture supports creation of new ideas and their implementation. Values and beliefs are verbally and non-verbally communicated which shape the individual and organisational behaviour. In this

context, this behaviour is conveyed and transmitted through stories, rituals or institutional norms, and spoken language (Fralinger, 2007). Stories might include, for example, information about outstanding accomplishments of past alumni, charismatic chancellors and vice-chancellors, outstanding academic staff track records, and prolific research findings, innovations, and achievements. The education institution rituals including convocations, graduations, welcoming and initiating new students, and society activities recognise the importance of rewarding and acknowledging desired student behaviours. They are repetitive activities that reinforce the university values, emphasise the important goals, and people who were and are most important. Such rituals depend on a system of vocal signs or language, communicate important ideas and feelings, but also system for organising information and releasing thoughts and responses in other organisations. The use of appropriate language is often thought to be highly influential on the future education institution managers as they observe how others speak, write, and otherwise perform. This is especially true with respect to how they unconsciously learn by example (Fralinger, 2007).

5. Innovative behaviour. An individual or personal attribute, innovative behaviour is defined as the behaviour that is likely to manifest itself in response to environments in which universities practise innovative-oriented culture (Scott, 1994). In the context of this study, it is a future education institution manager's ability and willingness to be innovative. A person may have the capability to respond to change and new ideas; have tolerance for errors and different views; have freedom to experiment and take calculated risks; and be willing to adopt change and new ways of doing things.

Therefore, the figure 1 shows the model for future education institution manager's innovative culture and innovative behaviour. The implication of the study is that it has managed to diffuse two different areas (education and business organisational culture) to be tested on an actual population, in a local setting.

Thus, the theoretical and methodological research foundations of the future education institution manager's innovative culture became the basis for substantiation of the personality-professional approach, the structure definition of professional innovative culture and the notion of professional innovative culture. Future education institution manager's professional innovative culture is the person's ability to organize and implement innovative activities, consisting of the perceptive-cognitive, behavioral-activity and value-semantic components and predetermines the person's development as cultural entity of such activity (Verschuere, 2014).

Personality-professional approach is the unity of personal, activity, cultural and professional components, in the structure of which the first component correlates with the future education institution manager's recognition of innovation as the goal and subject of innovative processes in the

educational system (professionalization principles, personalization of development of innovative activities, axiology of development of future education institution manager's professional innovative culture), the second is that innovative educational activities are the foundation remedy conditions and factors of future education institution manager's innovative culture (principle of professional innovative culture self-activity).

The third component is manifested in the objective connection of the innovative manager with professional innovative culture as values system developed by the innovative pedagogical community during socio-historical development.

The fourth component reproduces interconnection of the person's specialty and culture, as well as the specificity of the innovative culture among the pedagogical staff (the principle of cultural-genetic determination of the subjects of innovative pedagogical activity) (Chell, 2009).

Accordingly, the most important features of future education institution manager's innovative culture formation have been defined: vision of strategy and development; leadership/educational process monitoring; motivation and personnel management; development and finance management; internal and external communication.

Thus, the strategy of future education institution manager's professional innovative culture development is characterized be readiness for change and creative approach. Every person can independently determine the components for learning, development and self-realization. It can be: ambitions, creativity, self-confidence, strategic vision, analyticity, reflection, responsibility, leadership, innovation, etc.

However, management and educational process monitoring can be characterized by: readiness to make appropriate managerial decisions, to realize the responsibility for their implementation; to monitor the management quality and educational process quality in the education institution. The following components are needed for self-realization of managerial approach: readiness for change, school management as a system, ambition, optimism, persuasiveness, self-analysis, the ability to self-study and self-improvement.

It is stressed that motivation and personnel management features mean: readiness to meet the requirements (criteria) of the current manager (tolerance, humanity, democracy, tact, willingness to justify the risk) and indicators such as readiness for change, enthusiasm, self-confidence, democracy, demanding, positive example, help, responsibility, tact, balance.

It is defined the development and finance are extremely important for future education institution managers. A future education institution manager should be prepared for innovative introduction, effective management development. In other words, a person requires: readiness for change; variability (flexibility); calculation; responsibility; creativity; innovative, entrepreneurship.

Accordingly, the external and internal communication feature is the future education institution manager's characteristic that indicates: readiness to manage on the principles of openness and tolerance. Consequently, it is sressed that the person is: ready for change; ambitious; diplomatic; enthusistic; dynamic; artistic; able to use international experience; shows adaptation, openness, tolerance, certainty, positive attitude to criticism. Managerial competence as the basis of future education institution manager's innovative culture is determined by the ability to answer these questions by successful activity, combining in practice with professional values, abilities and functions.

It is underlined, that the signs of future education institution manager's innovative culture are: mobility, possession of diplomatic methods; preparedness for management activity, ability to moral and voluntary self-regulation in the performance of his social role as a manager, possession of presentation techniques, systemic self-improvement, organizationally justified confidence and responsibility for the definition and successful management.

Conclusions. This research has produced a framework for understanding innovative culture and added to the understanding of how such culture may be developed through a detailed literature review. Moreover, it has contributed to the understanding of innovative culture by proposing that the concept can be described in five dimensions: innovation readiness, creativity and learning, leadership and entrepreneurship, market orientation, and motivation and relations. On the one hand, innovative culture, in turn, is one of the most important conditions in which innovations are born; it is an expression of people, their values, beliefs and experience. On the other hand, innovative culture includes itself some special conditions and components for fostering innovations.

Therefore, the model for future education institution manager's innovative culture and innovative behaviour is presented. Development of the traits and skills presented in this research is highly recommended for all levels of future education institution manager's innovative culture in the foreign scientific discourse.

Prospects for further research. Further research can expand this study by including levels of formation of future education institution manager's innovative culture. The model could also be improved by incorporating other relevant independent variables based on new researches from the educational and management resourses.

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АНОТАЦІЯ

Козлов Дмитро. Професійна інноваційна культура майбутнього менеджера освіти в зарубіжному науковому дискурсі.

Істотні соціально-економічні явища, що відбуваються в сучасному світі, вимагають від майбутнього менеджера освіти психолого-педагогічної готовності до реалізації ідей розвитку освіти на інноваційних засадах. Зміни, що провокуються

інноваціями в системі суспільних зв'язків і виробництві окремих структур суспільства вимагають теоретичного осмислення і свідчать про відкритість інноваційної проблематики. У статті проводиться аналіз генези поняття інновації, простежується процес становлення і розвитку інноваційної проблематики в зарубіжних дослідженнях з метою виокремлення явища інновації. В означеному контексті висвітлено проблему розвитку професійної інноваційної культури майбутнього менеджера освіти. Виділено компоненти професійної інноваційної культури майбутнього менеджера освіти в зарубіжному науковому дискурсі.

Ключові слова: професійна інноваційна культура майбутнього менеджера освіти; особистісно-професійний підхід; інноваційна сприйнятливість, готовність майбутнього менеджера освіти до інноваційної діяльності, інноваційна спрямованість, управлінська компетентність.

РЕЗЮМЕ

Козлов Дмитрий. Профессиональная инновационная культура будущего менеджера образования в зарубежном научном дискурсе.

Существенные социально-экономические явления, происходящие в современном мире, требуют от будущего менеджера образования психолого-педагогической готовности к реализации идей развития образования на инновационных принципах. Указано, что провоцируемые инновациями изменения в системе общественных связей и производстве отдельных структур общества, а также вызываемый инновациями резонанс в культуре и образовании, требуют теоретического осмысления и свидетельствуют об открытости инновационной проблематики. В статье осуществляется анализ генезиса понятия инновации, прослеживается процесс становления и развития инновационной проблематики в зарубежных исследованиях с целью определения явления инновации. В этом контексте освещена проблема развития профессиональной инновационной культуры будущего менеджера образования. Выделены компоненты профессиональной инновационной культуры будущего менеджера образования в зарубежном научному дискурсе.

Ключевые слова: профессиональная инновационная культура будущего менеджера образования; личностно-профессиональный подход; инновационная восприимчивость, готовность будущего менеджера образования к инновационной деятельности, инновационная направленность, управленческая компетентность.

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ОРГАНІЗАЦІЯ НАВЧАННЯ ДОРОСЛИХ У ВЕЛИКІЙ БРИТАНІЇ НА ОСНОВІ ЕМПІРИЧНИХ МОДЕЛЕЙ

У статті розглянуто моделі навчання, що застосовуються в практиці додаткової освіти дорослих у Великій Британії – традиційно-дидактична модель навчання; проблемно-пошукова модель навчання; циклічна чотириступінчаста емпірична модель процесу навчання; модель рефлексивної думки й дії; андрагогічна модель навчального процесу англійського дослідника П. Джарвіса. Доведено, що в останні роки основну позицію в науковому обґрунтуванні додаткової освіти