

MODERN TENDENCIES OF TRANSFORMATIONAL MANAGEMENT IN THE CONDITIONS OF PSYCHOLOGICALLY SAFE ENVIRONMENT OF ADULT EDUCATION

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Modern challenges in times of COVID-19 determine special requirements for the safety of the individual at all levels of their life. Security is a basic human need and an important factor in personal self-realization in professional and personal life. Particular attention is paid to the problem of psychological security of participants in the educational process in the mass transition to distance learning in formal and non-formal education, caused by the complex conditions of our time and the specific features of the digital environment. On the other hand, there is a problem of quality assurance of adult education in these conditions due to the actualization of the introduction of transformational educational management.

The urgency of this problem is exacerbated by the development of digital society, the spread in the modern world of distance learning, personal and professional development of specialists. Thus, there is an objective need to integrate the basic principles of transformation management into adult education as a flexible mechanism for ensuring the psychological security of adults who study in the digital environment of formal and non-formal education.

The joint activity of highly motivated specialists synthesizes the continuous adaptation of formal and non-formal adult education institutions to the demands of society in order to maintain competitiveness in the market of educational services.

Thus, the phenomenon of management transforms the environment (society) by influencing the educational organization, creating a flexible and non-directive resource support for professional development.

To understand the nature and dynamics of transformation processes in the system of adult education, it is necessary to characterize the main driving forces of these transformation processes. The socio-cultural approach allows us to identify four worldview and cultural determinants, the interaction of which sets the direction of the processes of development and transformation.

The following concepts can be considered as such determinants:

pragmatism, realism, humanism and anthropocentrism.

The dynamic balance between these elements must be realized at the level of the specialist, the educational organization (formal and non-formal education) and society as a whole. In this case, the balanced interaction of the above elements will provide psychological security for the organic integration of professionals, adult education institutions and a self-developing society in a digital environment.

Key words: professional development, psychological security, digital environment, transformational educational management.