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# Peculiarities of Professional Training of Educational Managers in Conditions of Transformation Processes in the Postmodern Society

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**Abstract:** The article is devoted to the study of theoretical aspects of professional training of educational managers within the requirements of transformational society. In the conditions of the prevailing postmodernism new requirements to the manager of education as the specialist and as the person are allocated, according to what the emphasis on the influence of such processes as globalization, informatization, and innovative development on the preparation of experts in management is made. Changes in the educational paradigm indicate the need for a specialist with universal abilities, able to quickly adapt to new socio-economic and social changes and effectively perform their professional duties. The analysis of the newest tendencies in pedagogical education proves the growth of requirements to professionally significant qualities of the head of a educational institution. Based on a thorough analysis, the features of professional competence of education managers, their professionally important and personal qualities that determine their professional activity are determined. Among the main professionally significant qualities of an education manager are such as strategic thinking, readiness for self-development, ability to make operational decisions, special and general abilities, positive motivation of professional activity, cross-cultural com-petence, emotional intelligence and cognitive empathy, effective time management. It is established that the effectiveness of management activities of a education manager is determined by his ability to properly assess the business environment, set complex but achievable goals, organize staff for their implementation.

**Keywords:** *Educational management, education manager, professionally important qualities, education management, professional competence.*

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## Introduction

This stage of development of society is marked by significant transformational processes that directly or indirectly affect all spheres of human life. Against the background of radical changes in philosophical and socio-cultural concepts, in science and technology, in particular the emergence of new information and communication technologies, in the second half of the twentieth century there is a new philosophical paradigm - postmodernism. Postmodernism acts as a denial of traditional forms of existence, activity. What was until recently perceived as an indisputable truth is now rejected as erroneous and unworthy of attention. Postmodern theories make significant changes in notions of education. There is a confrontation of two worldviews: on the one hand, postmodernism does not accept established stereotypes of thinking and behavior, eliminates existing traditions and norms, on the other - promotes the consideration of man as a center of existence, glorifies its values, individual characteristics, turns education into a dynamic phenomenon (Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020).

The processes of globalization, informatization, and rapid innovative development lead to dynamic changes in the structure of professional development of specialists in various fields. In such conditions, the specifics of professional activity and instability of society require specialists to develop a high level of professional competence, social and emotional maturity, resilience, responsibility, and independence, ability to maintain self-control, the flexibility of behavior, and more. That is, in other words, the training of specialists in the new conditions appears as a critically new approach to the formation of specialists capable of meeting the clear requirements of a transformational society.

The purpose of the higher education is the manager as a man-ideal, which is distinguished by the culture of knowledge, the culture of consumption, the culture of humanistic communication. The ideal is to reorient education so that it contributes to the creation of a competent professional capable of continuous self-development and self-improvement. A competent, developed and purposeful education manager is a very important prerequisite not only for the successful operation of the organization but also for the formation of a democratic society as a whole.

Despite the significant amount of research in this area, the question of the features, nature, and content of professional training of education managers in the transformation process deserves special attention today.

Social transformations, rapid technogenic, and information development make clear demands on the education system. At the same time, a key role in ensuring the effective functioning and development of the education system belongs to managers.

Today, the problem of quality professional training of education managers is acute and there is a contradiction between the need to train a qualified management specialist and the lack of an effective mechanism for its implementation. This is because the specialty "School Management" is quite new and training programs need constant improvement. The presence of such a contradiction determines the expediency of scientific substantiation of the features of professional training of education managers in the conditions of transformation processes.

### **The influence of transformational processes of society on the training of specialists**

Consideration of the transformational processes currently taking place in the society is impossible without emphasizing the main advantages and prospects of the philosophy of postmodernism. Postmodernism is a historical period that marks the end of the modern era and the structural rearrangement of worldviews on the basic issues of the human existence. Specifically, Postmodernism is a new historical epoch, which dates back to the XX century and continues to this day, determining the peculiarities of human development. Postmodernism is characterized by nonlinearity in the development of socio-political processes (Esi & Posteuca, 2014), which are characterized by rapid change, conflict of views and interests (Keough, T., Tobin, B., 2001).

Analyzing changes in the postmodern society, it can be noted that among the most significant transformational processes that contribute to the qualitative transformation of social relations, scientists single out such processes as democratism (Marchuk, V., Hladiy, V., Holubiak, N., et al., 2021), information development (Prymakova, V., Krasnoboka, T., Finin, H., et al., 2021), changing the world educational paradigms (Keough, T., Tobin, B., 2001), humanization of education (Esi & Posteuca, N. L., 2014), socio-cultural development (Wheatley, 2021), innovative change and innovation (Rakšnys, A., Valickas, A., Valickiene, R.P., 2015).

In particular, in the perspective of this study, it is worth noting such transformational processes as informatization and computerization, information development, which determine the virtualization of the

educational space. And this, in turn, affects the quality and content of training of highly qualified specialists and determines the vector of development of the education system. The information support of the educational process contributes to the effective training of qualified specialists and brings the education system to a new quality level, provides greater opportunities for training, expands the range of information resources of education. The use of special information resources and software products can contribute to formation of more complex professional skills and abilities in managers (Lista, A. P., Tortorella, G. L, Bouzon, M., et al., 2022).

In today's world, society is characterized by a strong influence of information technologies, which "penetrate into all spheres of human activity and forms a global information space" (Hevko, I., 2018). The main feature of these processes is the informatization and computerization of education.

Prymakova, V., Krasnoboka, T., Finin, H., et al. note that "globalization entails introduction and use of Internet technologies in education" (Prymakova, V., Krasnoboka, T., Finin, H., et al., 2021). The authors emphasize that the XXI century is the century of information and nanotechnology, so today information technologies are becoming an indispensable prerequisite for quality training of specialists. This, in turn, should promote formation and development of a highly intelligent personality who embodies the necessary professional qualities.

In today's conditions, education acts as a complex social institution that promotes professional training of individuals and their integration into various spheres of life of a postmodern society (Bekh et al., 2021). The quality of the education system, information capabilities of educational institutions in the educational process are important indicators that determine the competitiveness of the state (Kokhanovskaya et al., 2018).

Today, more and more scientists are detailing the features of the impact of transformational processes of society on the state of education, its content, and prospects. This is a prerequisite for the successful training of high-level specialists who can adequately respond to changing environmental conditions, constantly self-improvement, actively implement various innovations.

Filho et al. (2018, p. 287) engaged in research in the field of education draw attention to the value of the transformation of society, which directly affects the education management system and training in

particular. According to the authors, training programs need to be radically revised to reorient per the new requirements of the information and transformation society. They point out that universities need to be transformed to provide training for successful and efficient professionals.

According to Atroshchenko T., Kachur B., and Kachur M. (2018) at this stage it is not enough for a managerial level specialist to have formed the knowledge, skills, and abilities necessary for professional activity. They believe that in the context of the introduction of multicultural education, managers are needed who would be able to interact professionally in a multicultural space. This, in turn, implies the formation of certain worldviews, tolerance for other ethnic groups and cultures, the development of intercultural communication, and the ability to successfully solve problems in the field of education based on interethnic tolerance.

Given the conceptual provisions of postmodernism and its importance in the development of education, proposed by Vakhovsky L. (2015, p. 17), it should be noted that training involves a comprehensive combination of societal requirements, which requires universality and normativeness of a particular field, as well as the education system itself, which is constantly aimed at the progressive development of man. The author notes that “postmodern ideas about the status of knowledge and the essence of man as a subject of education have led to a new approach to education, its theoretical basis and pedagogical practice” (Vakhovsky, L., 2015). That is, this statement reflects the existing radical changes in the content of training, methods, and forms of education. The pedagogical process acquires a global character and is mediated not only by a particular educational institution but also by society as a whole. In other words, there is a kind of transition from a “closed” type of education system to an “open” type of education system, and the purpose of educational training is the development of a person capable of lifelong learning.

For its part, Atamanchuk Yu. (2018, p.21) draws attention to the importance of the informatization process as a consequence of the transformation processes of society in the training of education managers. The author argues that in the conditions of intensification and popularization of information technology, informatization of the management of the educational institution acts as a process of development and an indicator of the effectiveness of educational management. That is, the active introduction of information technology in the work of an educational institution is the key to the success of management decisions, an

indicator of the rating of the educational institution, increasing the efficiency of educational, scientific, and administrative activities.

Eremenko O. (2020, p. 184) in his research raises the current issue of training competitive professionals who are competent and able to perform their professional duties effectively. Scientist argues that the transition to market relations is radically changing the very policy of education and the system of educational services. In turn, the quality of educational services affects the final product, i.e. the degree of training of the education manager, which ensures the future success of the educational institution as a whole.

From this, we can conclude that in current conditions, the traditional training of professionals, and in particular education managers requires a revision of existing programs and standards to integrate into the world pedagogical space. Rapid transformational changes in society bring to the fore the need for a new universal specialist who can meet requirements of the society and ensure the success of its management.

### **Professional training of education managers**

The concept of “education manager” has entered the domestic educational space from foreign countries, where the requirements for the management of educational institutions have always been higher and more reasonable. In the post-Soviet space, under the influence of dynamic transformations, there is also a need for a qualified specialist who can effectively plan the educational process, implement advanced technologies aimed at continuous self-development and self-improvement. That is why active technological progress and globalization change in the society of the XXI century led to the emergence of professional training of education managers in Ukrainian universities.

Analyzing the essence of the concept of “education manager” it is advisable to highlight the main competencies and qualities of the manager, which are the key to his successful and effective professional activity.

As Ali and Mohamed (2017, p. 326) state: “education management is a process of acquiring and allocating resources to achieve predetermined goals of education”. The author distinguishes between the concepts of “educational management” and “educational leadership”. Under educational management, he understands the implementation of specific administrative tasks of the educational institution and their effective achievement. While leadership is a process of influencing people, the ability to effectively

manage a team. In other words, the education manager must combine a wide range of skills, abilities, and personal qualities.

Given that the management of education is the implementation of the management system of the educational institution, it can be noted that the education manager is a competent specialist who is responsible for relations within and outside the organization, directs and organizes the team, motivates employees to achieve long-term goals.

Poleshchuk L. (2021, p. 145) defines an education manager as “a purposefully, professionally trained specialist capable of working in fast-paced market conditions and managing both different types of educational institutions and large-scale educational systems”. According to the author, an education manager must have certain professionally significant qualities and be ready for management, as the prospects for the development of education depend significantly on the quality of training of education managers.

Moldazhanova et al. (2018, p. 2) give the following definition of an education manager – “an employee who skillfully and professionally performs the functions of education management based on the innovative management methods”. The authors singled out three groups (levels) of education managers. The first group includes an administrative staff of educational institutions and education management bodies; the second group includes heads of various additional educational services (legal, methodological, economic, etc.); and the third group is teachers as organizers of the educational process and its management.

Thus, the education manager is a professional manager who organizes and coordinates the activities of the team, skillfully uses management skills to ensure the effectiveness of the educational institution as a whole, and makes responsible decisions that affect all activities of the institution.

Preparation of management staff for educational institutions is carried out according to the relevant standards. Thus, in 2000 the Ministry of Education and Science of Ukraine approved the educational and qualification characteristics of the master in the specialty 8.000009 – “Management of educational institution”, according to which in higher educational institutions of the IV level of accreditation training of specialists in this specialty was carried out. Already in 2006, the order of the Ministry of Education and Science of Ukraine dated February 21, 2006, № 114 approved the educational and professional training program for the master's

degree in 8.18010020 “Management of an educational institution (by type)”. Today, the training of future managers of educational institutions is based on the educational program “Management of educational institutions” specialty 073 “Management” in the field of knowledge 07 “Management and Administration”, approved in the prescribed manner by the Academic Council of UMO NAPS of Ukraine. According to this educational standard, the list of positions of this qualification includes positions of heads of educational institutions from higher to preschool and out-of-school education.

However, regardless of the position, a qualified specialist in this field of training must have a list of relevant professionally important skills and personal qualities necessary for the successful performance of professional duties. This list includes skills such as strategic planning and educational development; monitoring of the educational process; leadership and partnership; organization of the educational environment on humanistic principles; self-improvement and constant professional development of the head of the institution (Poleshchuk L., 2021). From this, we can conclude that there is a relationship between the quality of management activities of the education manager and the level of formation of his professional competencies and personal qualities.

For further analysis, it is advisable to determine the essence of the professional "education manager" and its professionally important qualities, which is an essential component of his successful training as a specialist.

It is very important in the training of education managers that there are specialists with appropriate knowledge, skills, and abilities to achieve goals in the management of the organization. This requires adequate management training, which improves and develops this knowledge and skills. Based on this, the education manager must be able to plan, effectively manage, implement the latest technologies and innovative management methods; because the success of his institution largely depends on how effectively he performs his professional duties.

Kalashnikova S. (2011, p. 147) defines the professional training of an education manager (head of an educational institution) as "the process of acquiring (developing) professional competencies to increase managerial competence as the ability to effectively perform professional activities in the management of an educational institution." According to this statement, the effectiveness of the education manager lies in the level of his professional competence. At the same time, Kalashnikov S., analyzing the standard of



specialty "school management", draws attention to the development of educational managers' leadership competencies.

Zadorozhna-Knyagnitska (2019, p. 126) as a basis for training education managers proposes to consider the concept of "individual educational trajectory", the essence of which is to form a specially designed program for the development of professional competence by the interests of students, their age, and individual abilities, motivational orientation). The author notes that "the individual educational trajectory of education managers provides effective management of the training process, the implementation of its structural components at the individual level" (Zadorozhna-Knyagnitska, 2019, p. 129).

That is, taking into account in the process of training existing curricula, their methods and tools with individual needs, inclinations, and abilities of students will contribute to a more effective form of professional competence of future management professionals in education. This, in turn, will ensure the quality of training of specialists in this field and increase the rating of the institution itself.

Education management and educational leadership according to Connolly M., James C., Fertig M. (2019, p. 506) are basic concepts in understanding the essence of the management system in educational institutions, but there is some difference between these concepts. Education management entails responsibility for the proper functioning of the system in the educational institution. In turn, educational leadership is an act of influencing others in an educational setting to achieve goals and requires certain planned actions. Although educational leadership is ideally responsible, in practice it does not necessarily involve personal responsibility for the functioning of the education system is influenced. Due to this analysis, the concept of responsibility of the education manager comes to the fore, which is underestimated when considering the organization in educational institutions.

Lavrentyeva O. (2013, p. 4), revealing the main approaches to the process of organizing methodological training of education managers notes that the training of masters in education management is comprehensive and contributes to the formation of specialists' readiness for management, given the humanistic values of the society. At the same time, the essence of methodological training of education managers is a radical change of existing stereotypes and classical management approaches, reorientation of the entire

training system by the latest innovations, basic prerequisites (including regulations) of education, and ways of individual self-development.

Thus, it can be stated that in the structure of professional training of education managers in the conditions of reforming the higher education system there are not only those qualities that are necessary for management, but also broader skills and abilities that can ensure the effectiveness of its activities and competitiveness. According to the approaches proposed by various authors in the training of education, managers should involve innovative forms and methods that will contribute to the formation of a new specialist who can adapt to constant change, strategic thinking, and rapid decision-making.

### **Professionally important qualities and competencies of an education manager**

The postmodern notion of a highly qualified professional is based on the assertion that an effective professional must possess certain professionally important and personal qualities in order to perform his or her professional duties productively. In particular, it is postmodernism that takes into account individual personal qualities and characteristics in the process of professional training, which is a reflection of such transformational processes as humanism and individualism (Iny, E., 2021), which are designed to focus on an individual as the basis of social change.

At the same time, taking into account postmodern trends in the training of education management specialists is very important, because the success of the education institution, its reputation and prospects depend on the level of training and professionally important qualities of such specialists (Chan & Dixon, 2012).

Given the requirements for professional competence of education managers, in their training it is important to achieve a certain level of professional competence, the ability to use various forms and methods of interactive work, the ability to form and maintain their own image, analyze prospects of one's own development (Atroshchenko, 2018).

The education manager is responsible for making decisions aimed at ensuring the effective implementation of the tasks facing his subordinates and the educational institution as a whole. One of the priority tasks of the manager is to actualize the purpose of management, planning, incentives, communication, and control. One of the main qualities of an effective

education manager is the ability to combine different aspects of their activities to achieve overall success.

Lynch et al. (2020) note that education management is a combination of interrelated components such as education management and educational leadership. Given that the main purpose of educational management - the organization and provision of an effective learning environment, the task of the manager is a well-thought-out practical application of management principles, attracting available resources to achieve educational goals.

The process of globalization contributes not only to positive and progressive changes, but also poses certain risks and threats to the individual as a specialist. The problem of postmodernism lies in the fact that society offers many possible options and ways of action, a wide range of normative types of behavior and value orientations, by choosing which each individual builds one's own worldview and personal position on the environment, chooses one's career and specialization according to one's personal qualities. That is why the available professionally important qualities of education managers not only correspond to the postmodern society requirements, but also ensure the successful integration of the specialist into this society.

Today's education manager must be prepared to respond to unplanned external factors caused by rapid changes in both social structures and advances in digital technology. It is here that the element of educational leadership that guides the entire process of education management acquires special significance. Education management must respond to both global and local changes due to technological developments that directly affect learning through appropriate changes in curricula in terms of pedagogical practice. That is why education management as a discipline is developed to effectively meet the needs of educational systems, which depend on social challenges arising from technological, social, cultural, and economic changes of the XXI century, and determine the effectiveness of management practices. Effective and innovative change management is a major challenge facing the education manager at the local, regional and global levels.

Optimization of the process of professional training of education managers in the perspective of priority areas of postmodernism is an objective necessity and the consequence of such transformational changes as innovation and information development. In the context of these areas, such qualities of educational managers as the universality, the ability to find ways and means of non-standard solutions (Ali, I., Mohamed, M., 2017), readiness for innovative change (Zadorozhna-Knyagnitska, L., 2020), striving for self-

development and self-realization (Moldazhanova, A., Toleubekova, R., Zhumataeva, E., Sarzhanova, G., 2018), following humanistic tendencies in relation to others (Iny, E., 2021), constant self-learning and improvement of information skills (Connolly, M., James C., Fertig, M., 2019). Such qualities will ensure training for competitive and mobile professionals (Rakšnys, A., Valickas, A., Valickiene, R.P., 2015), able to quickly adapt to dynamic and changing social conditions, labile and able to model their behavior, adjust the consequences of their actions.

Atamanchuk (2018, p. 19) notes that effective management of an educational institution is possible provided the manager-manager is ready for self-development, making operational decisions and responsibility for them, establishing a positive socio-psychological climate in the team, developing new projects to improve their professional competence.

Kravchenko G. (2021, p. 149) believes that the managerial competence of the head of education is formed gradually. This process depends on such factors as social maturity, general and special abilities, including the ability to manage, positive motivation for professional activity, focus on self-improvement and continuous self-development, studying the experience of successful leaders and modeling successful strategies for personal qualities.

Atroshchenko T., Kachur B., and Kachur M. (2018, p. 9) studying the main aspects of the formation of cross-cultural competence in the training of future heads of educational institutions note that their professional activities require special training, the presence of certain professionally important qualities, a certain level of professional competence and management culture. In particular, the authors introduce the concept of "cross-cultural competence" of the education manager as an essential component of his professional competence as a manager. Cross-cultural competence includes such skills as the ability to determine the state of a multicultural educational environment, to compare the cultural diversity of society and the individual; formation of skills of intercultural communicative interaction; development of the ability to present oneself and one's own culture in the conditions of multicultural dialogue; introduction into the educational process of effective innovative technologies to support cross-cultural interaction.

Urdaneta de Rincon et al. (2018, p. 58) exploring the profile of the director of an educational institution as a person responsible for the management of the educational system, refers to the key professionally

important qualities of the ability to analyze, evaluate, recognize and perform basic management tasks in environmental change. Accordingly, the education manager must have social and humanistic competencies that allow for effective management in terms of educational requirements. It can be concluded that the profile of the education manager as a responsible person is determined by competencies, knowledge, and experience in various fields of education. And this in turn is largely determined by his quality academic training.

Obliopas R. (2020, p. 578) singles out the emotional component among the personal qualities of education managers and notes that in recent years there has been a significant impact on the success of the education manager of such components as emotional intelligence and cognitive empathy. Cognitive empathy is considered one of the best qualities of a manager, as it allows him to interact effectively with others, skillfully manage the team and constructively resolve conflict situations. Thus, the competence of an "emotionally intelligent person" coincides with the characteristics of effective leadership. The author argues that one way to enhance the effectiveness of management is to improve the skills of cognitive empathy.

Among all the qualities and competencies required by the education manager according to Moldazhanova et al. (2018, p. 11), the leading role is played by such qualities as strategic thinking and planning, which are leading in the current conditions of intensification of reforms in education and provide prospects for future educational development institution.

Some scholars also point to the education manager's skill as "effective time management" (time management). In particular, Adu-Oppong A. (2014, p. 77) argues that "this skill is the key to improving the administrative efficiency of management activities of the education manager." It ensures the effectiveness of work with staff and increases its productivity, facilitates job planning, contributes to the achievement of goals.

For its part, Akinfolarin V. (2017, p. 23) notes that time management in the activities of the education manager is a skillful delegation of authority to subordinates, which ensures the implementation of tasks by current requirements and increases the amount of free time of the manager. Time management is a crucial aspect of any management activity and ensures the prompt achievement of strategic goals of the educational institution. An

education manager must have this competence to succeed in his professional activity.

Naparan G. & Tulod R. (2021) also notes the importance of time management in the work of education managers. According to them, time management is important for effective administration, which is expressed in the relationship between the use of time and performance. This will ensure effective and strategic planning of professional management activities and the achievement of high performance by the organization. This view is shared by Bozbayindir (2019, p. 182), who argues that the lack of time management skills in education managers may be one of the main factors that lead to significant inefficiencies. Based on this the education manager acts as a specialist in management, who has established competencies, professionally important and personal qualities, as well as meets the requirements of the information society, capable of continuous self-education, self-development, aimed at innovative changes in management.

Analyzing the considered professionally important qualities of education managers, it should be noted that in the conditions of postmodernism and the transformational changes the most relevant are such competencies as readiness for self-development and self-improvement, emotional stability, high motivation to professional activity, analytical skills, strategic thinking, focus on the results, readiness to the introduction of innovative methods in the work, skills in working with information technology and systems.

## **Conclusions**

Thus, such transformational processes as globalization, informatization, and innovative development inevitably lead to several significant changes in all spheres of human life. In such conditions, the system of higher education is undergoing significant changes, where the requirements for the level of training of specialists are actively increasing. This increases the requirements for the training of education managers, who, as managers, must be able to plan, forecast, and make responsible decisions, ie have a high level of professionalism, ability to adapt, innovate, and continuous self-development.

It follows that today there is a need to review the existing system of training of education managers according to the requirements of the society. The methods of training these specialists, the main tasks, and the purpose of training programs following the new conditions and needs of the specialists

themselves need to be clarified. The variety of training programs is an undeniable success in the training process, but it is also very important what knowledge, skills, and competencies should be possessed by future education managers. The essence of professional training of an education manager should combine the main structural and significant aspects of management. It should be based on the growing importance and significance of the human factor, personal freedom and individualistic orientation, which are the main indicators of society's transition to postmodernism.

Thus, the features of modernization of professional training of education managers are the implementation of its functions and tasks by the needs of society. Under such conditions, specialists must know general disciplines; understand the tasks of education reform; have basic competencies and abilities to manage; professionally important qualities; be ready for constant self-development and continuous learning.

We see the prospect of further research in an empirical study of the state of training of education managers and the compliance of their professional competence with the requirements of transformation processes in the conditions of postmodern tendencies.

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