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Development of pedagogical management in a multiprofessional institution of out-of-school education

Розвиток педагогічного менеджменту в багатопрофільному закладі позашкільної освіти

The country's education system is in the stage of reformation, so every head of an educational institution must plan its activities taking into account modern innovative and strategic approaches, and implement the latest development technologies since all educators are in a state of severe war conditions. This concerns the creation of conditions for improving the educational process, the quality of education, the provision of additional educational services, the possibility of attracting additional funding, etc. Such changes require everyone to work on the improvement of pedagogical professional activity, and personal development, mainly heads of educational institutions, and modern managers.

The development of the theory and practice of management in education in today's conditions of modernization of education management becomes a factor in the quality of domestic education during its entry into the single European and world space. The identified tasks and the content of management of educational systems are undergoing significant changes, the structure and style of school management are changing, and demands are being made regarding the responsibility of the heads of educational institutions for the consequences of the decisions made.

Accordingly, the manager's managerial activity requires increasing the competence of managers at all levels.

Extracurricular education forms the basis for the social orientation and adaptation of students of extracurricular education, ensures the formation of a conscious choice of a future profession and the satisfaction of broad cognitive needs while giving everyone freedom of choice, and creates conditions for the formation and development of a creative personality with a formed system of socially significant values, capable of constant self-improvement.

In recent decades, the requirements for extracurricular education as an equal institution in the general education system have significantly increased, according to which the question arose of rethinking the strategic issues of updating or reforming the activity of extracurricular education institutions. At the same time, the main thing remains the definition, according to L. Lazarkevich, that "out-of-school education is a specially organized activity that has its specific influence, which gives it certain advantages over other means of education" [1]. Based on the analysis of the main documents defining the strategy for the development of educational management in out-of-school education institutions of Ukraine (Laws of Ukraine "On out-of-school education" (2000), "On education" (2017), "On the basic principles of youth policy" (2021); Presidential Decree of Ukraine "On the National Youth Strategy until 2030" (2021); Resolution of the Cabinet of Ministers of Ukraine "On Approval of the State Targeted Social Program "Youth of Ukraine" for 2021-2025 and Amendments to Certain Acts of the Cabinet of Ministers of Ukraine" (2021); National Report on the state and

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prospects of the development of education in Ukraine; Strategy for the development of extracurricular education (2018), etc.) proved the need for consistent and purposeful use of the latest innovative work methods in everyday practice.

The main principles of state policy in the field of extracurricular education are its accessibility for all citizens of Ukraine, voluntary choice of types of extracurricular education institutions, forms of education and types of activities, scientific, secular nature of education, legal and social protection of participants in the educational process in their pursuit of free, versatile development personality.

There are no state educational standards in the out-of-school education system. Each head of an after-school education institution, a separate creative pedagogical team, must be creative in determining the content of education, forms, and methods, projecting the desired results, which creates a democratic atmosphere and the most favorable conditions for individual personality development, provides the best opportunities for the child to freely choose the profile of classes, provides conditions for creative development, self-realization, and socialization of the pupil, his professional definition, formation of life competence.

Ukraine's transition to market relations requires modernization of the practice of educational management, but the existing theory and practice of management in the state does not yet provide an opportunity to outline it systematically. The development of theoretical provisions regarding the modernization of the content of out-of-school education has defined goals and objectives, namely: introduction of the latest achievements of psychological and pedagogical science into pedagogical practice; psychological support of pedagogical innovations; stimulation of self-education and creative search of teachers; search for new ways of organizing extracurricular education; development of gifted children, creation of conditions for the realization of their intellectual and creative potential; acquisition of information and telecommunication technologies by students of extracurricular education, students and teachers; application of distance learning; ensuring the interconnection of extracurricular with preschool, general secondary and vocational education.

Nowadays, considerable attention is paid to the development of the role of educational management, which is determined by the need to ensure a decent life for people. The main component of educational management should be the competence of managers because a modern manager should not only be able to organize managerial activities that regulate the processes of transforming the content of educational activities and include approaches, principles, functions, methods, techniques, management technologies in the field of education, but also possess a certain spiritual moral concept.

The educational process in multidisciplinary institutions of out-of-school education is a complete pedagogical system, and its correct management requires a systematic approach. Therefore, the problem of the effectiveness of pedagogical management in the educational field can be solved only under the condition of ensuring high competence and appropriate professional skills of each teacher. The theory of pedagogical management, which is a set of principles, methods, organizational forms, and technological techniques of management of pedagogical systems of training educators, aimed at increasing the efficiency of their professional activities and the development of personal qualities, is recognized by modern researchers as one of the ways of forming a culture of management, as it is of great importance in educational management acquires the art of communicating with people, management skills and the ability to organize.

The use of educational management techniques involves the teacher's ability to manage pedagogical situations, the process of socialization, the educational and cognitive process, and the behavior of students of multidisciplinary institutions of extracurricular education, which is one of the main components of the activity of a modern teacher. In the

future, the main task of educational management will be the integration of actions into the system of forecasting, decision-making, and organizational structure, which requires high professionalism, adaptability, and innovative activity of educational institutions from the manager. Today's needs in the country require the search for new forms of activity, and areas of work, such as educational management of professional activities of multidisciplinary extracurricular institutions, as well as pedagogical management in the management system of the educational sphere. Extracurricular education, like the entire educational sector, is currently transforming. Together with preschool, general secondary, professional, and higher extracurricular education, it forms a complete educational space and is an integral part of the education system of Ukraine.

Extracurricular education is a motivated education that allows students to develop creative talents, and personal inclinations, realize their preferences and hobbies as much as possible, and deepen their knowledge of their favorite subject. The basis of out-of-school education is the comprehensive, all-round development of the personality, abilities, and interests of personal and professional self-determination, as well as the ability to creatively apply the acquired knowledge in practical activities. An important issue of pedagogical research at the current stage is the search for directions of development, namely, educational management in multidisciplinary institutions of extracurricular education. Therefore, the effectiveness of the introduction of pedagogical management in educational institutions can be solved only under the condition of ensuring the high competence of the manager, the introduction of innovative management technologies of the out-of-school education institution, a new vision of management activity and the high professional skill of each teacher. Interest in considering the effectiveness of the concept of "management" in the educational field can be resolved only under the condition of ensuring high competence and appropriate professional skill of each head of the institution. The educational process is a complete pedagogical system, and its correct management requires a thoughtful, balanced, systematic attitude.

The opinion that the basis of management effectiveness is the personal and practical experience of the manager was common in scientific research. At the same time, the needs of society require the solution of the specified conditions of qualitative characteristics of management activity, the main goal of which is the realization of high humanitarian standards of life and the achievement of socially significant results. The art of communicating with people, management skills, and the ability to organize acquire special importance in educational management.

The term "management" (from the Latin word "to manage" – to manage, the word "to manage", from the Latin "manus" – hand) was first used in 1881 by J. Wharton (USA). The head of a large coal-mining company, Henry Fayol, formulated the basic principles and functions of management and introduced a systematic management course, which is widely used to characterize management processes in market conditions.

As an innovative category, the concept of "pedagogical management" began to be used only at the end of the 20th century, referring to it as "leadership", "management", "and administration", which today are not synonymous with the concept of "pedagogical management". According to T. Lukina, management is "the ability to implement specific tasks using work, intelligence, and motives of people's behavior, communication styles, skill in building relationships, special skills and administrative skills" [2].

In the Fundamental Oxford English Dictionary (OED) we find a definition of the concept of "management": "Management is a way and manner of communicating with people (employees); power and art of the manager; ability and administrative skills to organize the effective work of the management apparatus (employee services); management bodies, administrative units, services, and subdivisions". From a functional standpoint, management

is a process of planning, organization, motivation, and control, necessary for the formation and achievement of the organization's goals" [3].

The Explanatory Dictionary states: "Management is a set of strategies, philosophies, principles, methods, means, and forms of production management to increase its efficiency and increase profits" [4].

The most complete definition of management, which can be applied, for example, in education, we see in the well-known American management theorist P. Drucker, who believed that management in modern conditions is "a specific type of management activity that is human-oriented and aims to make people capable of joint action, to make their efforts effective and to smooth out their inherent weaknesses, since the human ability to contribute to society depends on the efficiency of enterprise management, as well as on the own efforts and dedication of people".

F. Khmil notes that "management is a system of organizing collective work, effective use of resources, concentration of efforts on continuous improvement of the quality of work of the personnel of the enterprise (organization)" [5].

T. Bilobrovko notes that "management is a science that has developed along with economic and social changes in many countries, where the existing stereotypes of managerial thinking are still changing". The effectiveness of the existing management systems, which justified themselves in the past, increasingly turns out to be unproductive in the modern conditions of social development [6].

A historical tour of the development of management shows that in the 20th century, several scientific directions of management emerged, namely: the rationalist school, the school of human relations, the school of interconnected actions – managerial functions, etc.

The American engineer F. Taylor became the founder of the rationalist school, which investigated the issue of matching the physical and intellectual data of people to the work they perform and studied the problems of preliminary training of workers for work in production.

Psychologist F. Mayo outlined the concept of human relations, the principles of which were based on the understanding of well-developed production operations and high wages, which do not always lead to an adequate increase in labor productivity and profits. It was not without reason that supporters of this theory believed that socio-psychological factors – a favorable moral and psychological climate in the team, management's concern for subordinates, increase the latter's satisfaction with their work, play a significant role in these processes, and therefore contribute to the growth of production efficiency.

The theory of human relations could not answer all the questions that arose in the actions of management and human relations in the production process. An attempt to comprehensively consider these issues was made by the American social psychologist D. McGregor, who embodied the management concept based on the combination of the achievements of the science of human behavior – psychology with the management process. This concept, which is also called behavioral, helps employees to fully reveal their abilities and potential.

Famous pedagogues of their time, A. Makarenko, K. Ushinskyi, V. Sukhomlynskyi, and modern foreign and domestic pedagogues, developed the foundations of management of educational institutions and labor teams. Over the past two decades, several groups of approaches have been used in the theory and practice of pedagogical science, which can be conditionally combined within the above-mentioned general concepts of management: technocratic, human-centered, and synthetic.

In management theory, there are four main and most general approaches, namely: functional, process, system, and situational.

According to the functional approach, management is a process that represents a set of continuous and interdependent types of activities (actions and operations), that is, management functions, where each of them represents a process that consists of a series of interconnected actions. This approach allows us to present the activity holistically, in the form of a management cycle, awareness of the essence, and technology of its component types (functions). Knowledge of the specifics of the types of management activities provides managers of educational institutions with its appropriate construction, taking into account the characteristics of management objects.

Accordingly, the process approach of management considers continuously repeated interrelated not independent, isolated actions, but as sequentially implemented management functions. According to A. Fayol, an important task of management was to ensure such continuity. Within the framework of the systemic approach, an educational institution is considered as a complex socio-pedagogical system, that is, as a set of interconnected elements. Here, the activity of the head of a multidisciplinary institution of extracurricular education is the construction of a holistic management model taking into account all the diversity of subjective and objective factors of its development, as well as a management model with its various components as a set of interdependent subsystems. To date, it is possible to ascertain the presence of several directions in the study of the functioning of an educational institution from the standpoint of a systemic approach. One of them is its analysis as an already existing system, in the "result". Another way is to compare the ideal model with the real one, identify "white spots" and formulate a problem to determine the tasks of further development of the system. The specified functional and process approaches to the management of an educational institution are included in the technocratic concept. The situational approach provides (M. Albert, S. O'Donnell, G. Kunz, M. Meskon, and others) management of an educational institution depending on the specifics of the situation. Since there are a large number of factors in the socio-pedagogical system itself and the environment, there is no single "best" way of managing it. The most effective method in a particular situation is the method that most closely matches that situation. The transition to situational management based on results means a radical change in approaches to the management of the educational process, first of all, its participants, since such an approach excludes formalism in the management of an educational institution and orients managers to the awareness of the human factor.

Modern trends in education have led to the formation of a new paradigm of social systems management today, characterized by the synthesis and development of previously accepted views of the main "schools of management" (with the dominance of the "school of human relations"); new views on management are presented based on the interaction of three main approaches: systemic, process and situational (with the clear dominance of the latter): the situational approach to management is dominant in modern management theory and practice, particularly in education. Several factors contributed to the appearance of the term "management" in the theory of domestic pedagogical science and practice, namely:

- the application of scientific approaches and technologies of modern management in various spheres of management, currently also in the sphere of management of educational systems, which is due to their universality;
- the integration of world experience into the theory of education management contributes to the identification of the terms "management" and "management".

A new qualitative step in the development of management theory became possible thanks to the emergence of cybernetics and the widespread introduction of computer technology into practice. Scientists invented quantitative management theories, which, using specifically formulated variable characteristics of the management object, created mathematical models for solving specific management problems based on the optimization of

the management decision-making process.

From the point of view of T. Bilobrovko, management is "a system of planning, organization, motivation, and control, which is necessary to achieve the goals of the scientific community, organization or association of people. As a science, management directs its attention to identifying the conditions under which the general work of people becomes more efficient and useful" [6].

Management in education is a component of the management process that affects other participants in the educational process. L. Veretenikova considers "management" to be a broader concept than "management". Management is not only a science but also an art of practical management of people, because as in any other field of intellectual and practical activity, the science of management and the art of management complement each other.

An important component of management is educational management. Education management is the science of the peculiarities of the manifestation of industrial relations and the specifics of the effect of economic laws in the field of educational activity. Modern theoretical and practical science studies the peculiarities of the management of educational institutions in the conditions of a market economy. How an independent science separated from other sciences in the first half of the 20th century, and was finally formed in the second half of the 20th century. Functions of education management: provision of economic assessment and scientific planning of education; determining the economic efficiency of training qualified personnel; economic and moral stimulation of education workers; planning (strategic and current); organization of work of an educational institution; management of educational institutions; control over the work of educational institutions [6].

Educational management is a science that is actively developing and is based on the theory of management and the theory of systems and management. An important and promising task of educational management is the delineation of fundamental systemic patterns, and stereotypes of management thinking, taking into account the important features of the education system and defining the tasks, functions, and principles of educational management on this basis. Modern heads of educational institutions, having mastered their aspirations and approaches to understanding the essence of educational management, have determined the effectiveness of existing management systems, which gives good results.

The scientific substantiation of the new education management system is the working out of the identified tasks of the main ways of implementing innovative models of industry management and important management decisions. In the scientific works of scientists, it is stated that the tasks of the management link have changed, namely: modern heads of educational institutions should not "pressure" subordinates and limit their actions, but should help; not to prohibit, but to direct initiative decisions; to lead, not to command. The research of L. Danylenko, G. Dmytrenko, G. Yelnikova, N. Klokar, O. Marmazy, V. Maslov, and other domestic scientists prove that it is impossible to rebuild the socio-pedagogical system, leaving the process of its management at the archaic level of the notorious leadership and control, relying on a stereotype of thinking that was formed many decades ago.

Scientists have exposed the problems of inconsistency between the tasks that society sets for educational institutions and the nature of intra-school management. At the time, it became necessary to teach the head of an educational institution to manage its development, and to direct the research and research activities of teachers and pupils.

Differentiation has led to the intensive development of new types of institutions, author's schools, experimental educational institutions, and multidisciplinary extracurricular educational institutions. The problems that arose and were related to the specifics of the management of such institutions, the updating of the functional duties of managers and the development of a new structure and content of the professional competence of the director-manager of education; drawing up a development program of the institution, which is based

on specific principles, principles of organizing the educational process, ideas, and tasks. In modern conditions, consideration of the content of management functions involves a vision of psychological, pedagogical, and organizational aspects and is manifested in an organic combination and sequence of management actions.

In our time, the tendency towards the pathologization of managerial activity, the spread of management in education, and the adaptation of effective educational management technologies are gaining recognition. The renewal of management functions is conditioned by new types of educational activities, currently multidisciplinary extracurricular educational institutions, which are performed by the director with a tendency for the heads of educational institutions to join the community of managers. Since the mid-1990s, the term "manager" began to be widely used along with the concept of "leader".

The beginning of the 21st century coincided with the strengthening of factors and the driving force of globalization in education. The active interaction of Ukrainian education with the educational systems of developed countries in Europe and the world has led to rapid and prioritized attention to the specified problems, namely: improving the quality of educational services; management of innovative large-scale changes in the domestic education industry; participation in international and joint projects, contests, competitions; rethinking the cultural foundations of education management; development of strategic guidelines for the development of education and its management.

Nowadays, the state has set ambitious goals to reorganize the system of management, financing, and management of education through decentralization, deregulation, the introduction of institutional, academic, and financial autonomy, and compliance with the principle of responsibility of educational institutions for the results of educational and educational activities. The transition from the administrative management of educational institutions to the system of educational management was announced.

Education management is a type of management activity that consists of a set of means, methods, and forms of influence on individuals and pedagogical teams for the effective functioning of this field. A person who possesses this knowledge and skills is a manager who knows how to express and implement his ideas, take responsibility, arouse interest in himself and the promoted ideas, take risks, and lead.

The issue of educational management was reflected in the research of H. Demidenko [7], L. Kravchenko [8], and V. Kryzhka [9], who attempted to reveal its essence and components, and defined it as an independent type of management.

O. Marmaza believes that management is a combination of strategy, philosophy, training, methods, means, and forms of production management to increase its efficiency, ... it is a social and technical process using which resources are used, human actions are influenced and assistance is carried out changes to achieve the goals of the organization [10].

Application of the concepts of "management" and "management" in the education system, as noted by V. Lugovy, is "a purposeful change in its state." Usually, management actions are aimed at achieving strategic priority goals of the functioning and development of education. According to the scientists, the following are recognized as modern educational priorities: increasing the coverage of the population by education; ensuring lifelong education; equal access to quality education; strengthening the role of the state in guaranteeing justice in obtaining an education; humanization and democratization of education; increasing the professional competence of teachers; formation of state-public management of education; dissemination of information about the quality of educational services; effective and efficient use of education expenditures [11].

The scientific foundations of the management activity of the school head are presented in the works of V. Bondary, V. Maslov, L. Kalinino, V. Pikelno, and others. The problem of the formation of professionalism and managerial competence of heads of educational institutions

was reflected in the works of domestic scientists: V. Bondar, R. Vdovichenko, L. Danylenko, N. Klokar, O. Korolyuk, V. Kryzhka, V. Maslova, V. Oliynyka, N. Ostroverkhovo, T. Rabchenyuk, T. Sorochan, E. Khrykova and others. The scientific works of G. Dmytrenko, L. Karaschuk, N. Kolominsky, and V. Korostelev characterize the essence of educational management and the content of the education manager's activities.

Philosophical aspects of education management were considered by S. Klepko, V. Kremen, V. Lutai and others; innovative approaches of V. Andrushchenko, L. Vashchenko, I. Havrish, L. Danylenko, G. Yelnikova, V. Palamarchuk, and others; application of pedagogical technologies to improve education management V. Gumenyuk, G. Dmytrenko, G. Yelnikova, O. Yelnikova, A. Yermola, H. Kapto, M. Kapustin, E. Pavlyutenkov, P. Tretyakov and others; quality management of education E. Korotkov, T. Lukina, O. Lyashenko, N. Ostroverkhova and others; monitoring as a tool of education management V. Bepalko, T. Borov, L. Burkova, G. Yelnikova, V. Kalney, K. Krutiy, T. Lukina, O. Lyashenko, O. Mayorov, Z. Ryabova, O. Sevruc, S Shishov, O. Yunina and others.

The importance of educational management of multidisciplinary institutions of extracurricular education has its characteristics and specifics. Out-of-school education in Ukraine is an open, multilateral, versatile, multidisciplinary education system, the basis of which is the peculiarities of educational management. Their implementation enriches and modernizes the content of extracurricular education to the needs and demands of society, determined by the social, political, and economic challenges of today. The vision of the real and potential opportunities of the students of extra-curricular education, the ability to assess the real and predict the potential opportunities of children, to determine the optimal ways and methods to ensure the successful implementation of the activities of pupils (creating the necessary conditions for the educational and cognitive activity of pupils, harmonious education and development, meaningful rest and leisure, self-realization, acquisition of healthy lifestyle skills; ability to positively stimulate creative activity of students; develop individually oriented educational projects).

Of particular importance are educational management innovations that ensure the competitiveness of multidisciplinary after-school education institutions, the quality of educational services, equal access of children and student youth to quality after-school education, creative cooperation of after-school education institutions with local authorities and the public in terms of the ability to increase the level of professional competence of teachers, improve conditions for teaching pupils.

Out-of-school education is a set of knowledge, abilities, and skills that students receive in out-of-school education institutions in the time free from studying in general secondary education institutions, it is an integral component of the education system and is aimed at developing the abilities of children and youth in the field of education, science, culture, physical culture and sports, technical and other creativity, their acquisition of primary professional knowledge, abilities, and skills necessary for the child's socialization, further self-realization and /or professional activity.

Comprehensive development and self-development of the individual, individualization, and differentiation of education; formation of personal qualities of a citizen-patriot of Ukraine; strengthening of practical and creative components in the context of modern extracurricular education; creation of conditions for the development of pedagogical initiative; creating conditions for social rehabilitation and creative rehabilitation can outline the goals and objectives of extracurricular education.

The main principles of educational management innovations in the system of extracurricular education are:

- the principle of managing innovative changes in the state of the out-of-school education system, which orients teachers to the need for conscious activity when transitioning from one state of the out-of-school education system to another. A change in the state of the system in which innovation processes take place is the main indicator of this process;

- the principle of transition from spontaneous mechanisms to consciously managed ones, i.e. the principle of modernization of the extracurricular education system. Determination and approval of effective mechanisms of conscious management of changes in the content or organizational forms of extracurricular education;

- the principle of informational, material, technical, and personnel support of educational management processes, modernization of the content of modern extracurricular education;

- the principle of forecasting and irreversible structural changes consists of avoiding possible destabilization in the educational environment and its adaptive capabilities;

- the principle of strengthening the sustainability of innovation processes, which are characterized by the effectiveness of the organization and the mechanism of implementation of educational management innovation processes in multidisciplinary institutions of extracurricular education.

Educational management is management that is aimed at the individual and is carried out by the individual; management of the joint activity of individuals is aimed at their general achievement of the goals of the educational institution. The strategic goal is to determine the features of management with a theoretical justification of its content-functional components and experimental verification of pedagogical conditions, methods, and means of applying modern pedagogical technologies in the educational process, which provides an educational space because the management of the educational process is carried out based on innovations in educational management, innovative technologies, namely: public and state administration, use of Information and Communication Technologies (ICT). Functions that reflect the main content of management activities are an important component of educational management, as they determine the nature and method of achieving a certain goal. Determining the functions of educational management allows you to justify the results of determining the effectiveness of the organization of the educational process in multidisciplinary institutions of extracurricular education because due to the definition of its functions, educational management becomes one of the important tools of pedagogical activity.

L. Martynets researching the concept of "educational management" singled out the following management principles, namely: respect and trust in people; a holistic view of a person; cooperation; social justice; individual approach in management; personal stimulation; consensus; collective decision-making; target harmonization; management autonomy; constant update [12].

One of the important tasks of the administration of multidisciplinary institutions of extracurricular education is the division of functional duties and the formal assignment of responsibility for their implementation, which is necessary to ensure the functioning of the educational institution. Management, addressed in the field of joint educational activity, is based on its essential foundations, which consist in the fact that the participants, interacting with each other, bear a conscious responsibility to themselves and like-minded colleagues. It is management, not administrative leadership, that creates an atmosphere of cooperation, mutual assistance, and collective and personal initiative in solving complex, atypical, multifaceted tasks in an educational institution. Analyzing the logic of our research, we concluded that the main areas of educational management in the system of out-of-school education at the current stage should include:

- modernization of the types and structure of multidisciplinary institutions of out-of-school education;
- modernization of the content of education and upbringing (modernization of the content of modern out-of-school education; creation of original educational programs, and manuals; implementation of profiling and individualization of the educational process, etc.);
- development and testing of new pedagogical technologies: modular and developmental, differentiated training; algorithmization of the educational process; use of design and modeling methods; computer technologies of learning and management;
- introduction of the latest forms and methods of management of a multidisciplinary institution of extracurricular education (increasing the significance of the managerial function of management; variability of management models; updating of management forms, etc.).

Questions of effective, efficient, and responsible activity of each teacher, motivation and reflection, development of individual and collective professional competence, and formation of a sense of organizational culture and behavior arise during the managerial activities of the head of the educational institution. From the point of view of educational management, scientists see the directions of joint activity of the teaching staff as an important aspect, and the main features are motivation, purposefulness, and development of competencies of all participants in the educational process; substantive management, which explains the essence of educational activity and creates conditions for the formation of needs and the implementation of educational activities of education seekers.

The research of scientists who study the issue of educational management is important for the realization that this is a process that is carried out with the help of practical activities of multidisciplinary institutions of extracurricular education because additional education presents a wide range of opportunities for recipients of educational services, pupils of institutions of extracurricular education. Necessary for the implementation of active human activity (artistic-aesthetic, scientific-technical, sports, tourism-local history, etc.) is an extensive field of extracurricular education, since any patterns of educational management in the work of multidisciplinary institutions of extracurricular education can be considered as trends that develop only through actions of subjects of the educational process.

In modern conditions, the head of a multidisciplinary institution of out-of-school education is called upon to create conditions for its development, and to manage the educational process of introducing innovations into the traditional system, because innovative educational activity is the process of introducing qualitatively new elements into education based on the implementation of a scientific and research approach in activities.

The issue of managing innovative processes in multidisciplinary institutions of extracurricular education led to the emergence of such a direction of management activity as innovative educational management. It is defined as a scientific branch of the general management of education, with the help of which any system, including socio-pedagogical, is transformed into a qualitatively new, competitive, investment system, which is aimed at the development and improvement of work.

The concept of "management of educational innovations" in an educational institution, as defined by L. Danylenko, is "the process of purposeful influence of the subject of management (the manager) on the object of management (a social system that is in a state of constant development), as a result of which not only the qualitative change of the object of management but also the level of its competitiveness increases through the constant attraction of investments for the development and implementation of innovations" [13]. Depending on the actions of the subjects of the pedagogical process (administration, teaching staff, students, and their parents), objective regularities develop in various forms. At the same time, in the real process of educational management, managers can restrain the actions of

some laws and achieve the full implementation of others, therefore it is the manager who should decide which actions are more necessary for the development of a multidisciplinary institution of extracurricular education.

The scientific basis of modern educational management is the integration of knowledge about education and management. Modern educational management as an activity is based on a set of scientific principles of management, namely:

- systematicity is achieved by combining "vertical power" (management of regional, municipal, and institutional levels of the hierarchical structure of the education system) and horizontal interaction", a social partnership of organizations, and cooperation at each level of system management;
- continuity – the functioning and development of the education system at the level of each institution, each teaching staff, and each head, who act as subjects of continuous education, as an important and mandatory condition for the effectiveness of management as a whole;
- regionality – the development of the regional education system, aimed at the implementation of social demand in the training of personnel, the creation of a new management model for the innovative development of the education system;
- self-management – as a basis for ensuring the state-social nature of management, strengthening the role of society in quality control of education, priority of collegial-democratic, innovative management methods, stimulation of creative initiatives;
- corporatism – expressed in the formation of a corporate culture in teaching teams, a management team of like-minded people, in the development of partnership relations and dialogue between an individual and a team;
- ensuring and improving the quality of education – as the main goal and main result of the education system, the quality of the creation of the educational management system;
- acmeological orientation of management – expressed in the creation of conditions for the activation of internal resources of creative self-realization of the individual, self-development and self-improvement of each subject of management and educational activity, orientation towards success, and qualitative improvement of the quality of education.

"Management of educational innovations, as noted by L. Danylenko, ensures the transition of the socio-pedagogical system to a qualitatively new state, more open compared to the previous one, while creating appropriate conditions for:

- permanent implementation of educational services;
- implementation of active information communication with all participants in educational and management processes;
- integration into the international educational space;
- permanent attraction of investors;
- creation of a competitive environment;
- preparation of competitive graduates adapted to the rapidly changing demands of society" [14].

The educational management of multidisciplinary institutions of extracurricular education has its characteristics, which are determined by the specifics of the education system because one of the ways of forming a culture of management is recognized by modern domestic researchers as the theory of educational management, which is a complex of principles, methods, organizational forms and technological methods of managing pedagogical systems of teacher training. aimed at increasing the efficiency of their professional activities and the development of personal qualities.

Management of the educational sphere, according to O. Antoniuk, involves:

- determination of goals and tasks of educational institutions of all forms of ownership;
- constitution and formation of educational institutions;
- formation and organization of the implementation of decisions in the educational sphere;
- supporting the life of educational institutions;
- control over the functioning and development direction of educational institutions.

The object of educational management is the components of the educational structure, activity, and consciousness, which are in close relationship with the economic sphere of society, political, social, informational and communicative, scientific, etc.

The subject of educational management is the theoretical, methodological, and practical factors of the construction, operation, and management of educational institutions at the state, interstate, international, and transnational levels [15].

The management technology of a multidisciplinary institution of extracurricular education is a consistent purposeful process that has a cyclical nature and is formed by function: specific types of management activities that ensure the formation of techniques and methods of management influence on the educational sphere.

The analysis of scientific studies of the theory and practice of management of various objects established the following scientific approaches to management:

- administrative – in which the functions, rights, duties, and elements of the management system are regulated in normative acts;
- reproducible – focused on the constant renewal of product production to meet the needs of the market with lower costs;
- dynamic – the object of management is considered in dialectical development, in cause-and-effect relationships;
- integration – relationships are established between separate subsystems and elements of the management system, levels, and management entities;
- quantitative – its essence is the use of quantitative estimates with the help of mathematical, statistical, engineering calculations, etc.;
- complex – technical, economic, social, and other aspects of management are taken into account;
- marketing – involves the orientation of the management subsystem towards the consumer;
- regulatory – oriented to establishing standards in management;
- behavioral – consists in helping the employee realize his capabilities;
- process – considered as a set of interconnected functions;
- systemic – any system is considered as a set of interconnected elements;
- situational – assumes that the application of various management methods is determined by a specific situation;
- functional – its essence is that the need is considered as a set of functions that must be performed for its satisfaction.

The tasks facing teachers of multidisciplinary institutions of extracurricular education are the ability to use these scientific approaches in their practical activities; the need to determine target orientations of personal and educational results of the educational process of pupils, the ability to independently design educational and pedagogical activities, taking into account the characteristics of the child's development.

H. Heckhausen (2003), expressing an opinion on the motivation of educational management achievements, noted that "motivation consists in achieving success" from the standpoint of self-esteem of the participants and the set goal since it implies:

- target expectations (what is planned and what are the results of the expected achievements);
- goal acceptance (what goal can we achieve, taking into account the real possibilities);
- goal achievement (which goals will be considered achieved and which we can achieve by applying effort, will, and diligence).

So, according to the German researcher, educational management is a reflexive management that orients the participants of educational activities to succeed in overcoming difficulties in solving the specified tasks of educational activities.

This is especially important in the field of innovation management since the behavior and mood of each employee depends on his ability and readiness for creativity - an important component of innovation potential. From this, it follows that in modern organizations aimed at an innovative path of development, there is an urgent need to research the formation of innovative policy from the standpoint of the active role of a person in this process. The innovative policy should cover all types of activities of the out-of-school education institution, be responsible for its development, and increase competitiveness. All the multifaceted implementation of innovation policy should be subject to certain formative principles that will ensure portability and self-sufficiency, and at the same time, the effectiveness of innovative development. As such can be considered:

- the unity of scientific and educational processes, management activities, and their focus on the economic, social, and spiritual development of society;
- the optimal combination of state regulation and self-government;
- formation of innovative projects according to the priority directions of research, which is determined by the state and regional innovation and scientific and technical policy;
- support of leading scientists, scientific teams, scientific and scientific-pedagogical schools, capable of ensuring proactive development of education and scientific research, development of scientific and technical creativity of young people;
- carrying out a full cycle of research and development, ready-made services;
- support of entrepreneurial activity in the scientific field;
- integration of science and education into the international community;
- formation of network structures in the organization of innovative and scientific activities.

Therefore, the main organizational tool in the specific implementation of the innovative development program is an innovative educational project, the implementation of which allows you to create new or modernized existing educational technologies, products, equipment, educational and methodological support, and means of the educational profile, structural and infrastructural innovations in the field of education, as well as provide new educational services and train specialists in demand on the labor market, create and commercialize or modernize existing technologies or services. Innovative educational projects are characterized by interaction with the market of educational services and the labor market, which have their specifics.

Today's realities require creative non-standard approaches, generation of ideas, flexible independent solutions in all spheres of life, and the modernization of education conditions the organization of training in extracurricular education institutions based on the latest approaches and achievements in the field of pedagogy and information technologies, which would take into account the opportunities and needs of education seekers and made it

possible to organize interaction between all participants in the educational process, which involves the creation of an educational environment focused on meeting the needs and interests of the pupils of the out-of-school education institution.

T. Lukina expressed the opinion that pedagogical management is "a complex of principles, methods, organizational forms and technological methods of managing the educational process, aimed at increasing its effectiveness since the educational process is a combination of three components: educational and cognitive, educational, and self-educational processes. The researcher noted that any teacher is a manager of the educational and cognitive process, and the head of an educational institution is a manager of the educational process as a whole (as a subject of their management) [16].

According to A. Chernysh, the main functions of management in education consist in making a logical decision; organizing the implementation of the decisions made, namely: delivering the decisions to the participants; creating conditions for effective work of the educational institution; proper working conditions for each participant in the educational process; motivation and stimulation of the activities of participants in the educational process; control of the execution of decisions. The director, as an image manager, oriented in his activities to a professional approach to management, works to create a team with high creative potential, must clearly define the perspective of the development of the out-of-school education institution; to ensure the high quality of the educational services it provides; to carry out quality personnel management; analyze information and make the right management decisions regarding the improvement of the activity of the educational institution [17].

Scientists S. Bolsun, O. Lavrentyeva, and A. Arbuzova characterized personality qualities, the possession of which makes solving the image problem a reality: communicativeness – the ability to easily get along with people, empathy – a tendency to empathize, reflexivity – the ability to understand another person, eloquence – the talent to influence in a word. These qualities make up a set of natural gifts, and their possession, exercises in their development are the key to successfully creating a personal image. Moral values, mental health, and the ability to communicate interpersonally are the qualities of a person, as a result of his education and upbringing [18].

The specified qualities that determine the image of the manager in his perception can be divided into five characteristic groups:

- by nature – the ability to easily get along with people, the ability to empathize and understand another person;
- upbringing – politeness, respect, modesty and honesty, responsiveness and sensitivity, tact and tolerance;
- education – logic, persuasiveness, and language literacy with appropriate vocabulary and the ability to express thoughts;
- life experience – endurance, insight, and intuition, which allows you to avoid conflict situations and guess the further course of the interlocutor's thoughts;
- professional activity – specific observation and a special vision of the essence of the case with appropriate understanding and professional assessment.

An educational image manager should always strive to implement new educational platforms, participate in leading conferences, training, and lectures, and engage in self-education, during which an individual approach to systematization and established work processes in an after-school education institution will be developed, and the manager's management style reflects and combines professional, organizational, ideological and political, moral and other qualities. Extracurricular education helps to develop the child's abilities and talents, which can be useful for the child in his life now, to decide on a future

profession.

A modern director of an out-of-school education institution must skillfully work with the community, parents, teachers, and public organizations. He must be ready to skillfully introduce innovations into the educational process, to solve issues that are within his competence by the legislation of Ukraine. The ability of the director of an extracurricular education institution to create truly harmonious relationships in the team is important so that the activities of the teaching team are easy and productive.

The present conditions the development and functioning of guaranteed quality extracurricular education, which would consistently form the trust of society, reflect its requests for free access to it, and contribute to the conscious choice of the direction of educational activity. Ensuring the quality of extracurricular education, of course, depends on the quality of managerial influence on the process of its formation and development. This problem is extremely actualized by specialists within the framework of qualitative changes in all spheres of human life especially in extracurricular education institutions.

The teaching staff, where a favorable microclimate prevails, not only adheres to moral standards but strives for them to become internal convictions of each employee; where freedom of activity is intelligently combined with discipline, creative activity with subordination to the majority, free acceptance of its demands. Only in an atmosphere of mutual understanding can a teacher feel confident and use his potential to the maximum. Under the influence of benevolent collective interaction, profound qualitative changes occur in the spiritual world of the teacher, a correct understanding of public duty, and an objective self-evaluation of actions from the standpoint of socially significant interests are formed.

If in the past considerable attention was paid to the authoritarian style of management, today it requires fundamental changes, that is, it requires the manager to be not only an administrator but also an innovator, not only entrusting subordinates with tasks but also inspiring them to creative work. The manager must rely on like-minded people who work with him in the same team because the director performs not only a controlling function, he must enjoy the trust of teachers and trust his team. This is the way to become a leader in your team because the result of the innovative management of the director of an extracurricular education institution is original management ideas, technologies that are transformed over time into the creative development of pupils, their achievements, the creativity and high professionalism of teachers, the satisfaction of the community's requests, the growth of one's own professional skills, management culture since innovative management requires the director of the educational institution to create appropriate working conditions in the teaching staff and to implement innovations.

Therefore, the analysis of the mentioned scientific studies proves that the use of knowledge of educational management, an effective means of effective professional and pedagogical activity, is the knowledge of functions and technologies that could significantly increase the effectiveness of pedagogical activity and the professional skill of the teacher. When organizing the educational process of students, the teacher must, first of all, be able to plan his activities. For this, you need to be able to manage yourself and identify your strengths and weaknesses, use time rationally, have clear values and goals, be able to process and use information, strive for self-development, have the skills to independently solve pressing issues, and influence people, be able to shape the team and prevent conflicts. The complexity of these professional and personal qualities characterizes the level of professional competence of a teacher. Each person can raise the level of his professionalism independently, thanks to complex and balanced work, which requires systematicity, consistency, self-criticism, and self-control.

The high efficiency of a teacher's professional activity is caused primarily by the adequacy of the means of self-organization and self-regulation of one's personality as a specialist used in the professional.

The research of scientists who study the issue of educational management is important for the realization that this is a process that is carried out with the help of practical activities of multidisciplinary institutions of extracurricular education because additional education presents a wide range of opportunities for recipients of educational services, pupils of institutions of extracurricular education. Necessary for the implementation of active human activity (artistic-aesthetic, scientific-technical, sports, tourism-local history, etc.) is an extensive field of extracurricular education, since any patterns of educational management in the work of multidisciplinary institutions of extracurricular education can be considered as trends that develop only through actions of subjects of the educational process.

In modern conditions, the head of a multidisciplinary institution of extracurricular education, according to V. Lunyachek, is called upon to create conditions for its development, to manage the educational process of introducing innovations into the traditional system, because innovative educational activity is the process of introducing qualitatively new elements into education based on the implementation of scientific research approach in activity [19].

The issue of managing innovative processes in multidisciplinary institutions of extracurricular education led to the emergence of such a direction of management activity as innovative educational management. It is defined as a scientific branch of the general management of education, with the help of which any system, including socio-pedagogical, is transformed into a qualitatively new, competitive, investment system, which is aimed at the development and improvement of work. According to researchers O. Ratushnyak and O. Lyaluk, the educational management of multidisciplinary institutions of extracurricular education has its characteristics, which are determined by the specifics of the education system, because modern domestic researchers recognize the theory of educational management, which is a set of principles, methods, organizational forms and technological methods of managing pedagogical systems of teacher training, aimed at increasing the efficiency of their professional activities and the development of personal qualities [20].

Modern educational management is developing in the following areas of management:

- informatization and Internetization – the creation of a unified information and educational space, unified information networks in the systems of "education management bodies";
- technologization – development, and implementation of new management technologies: social (strategic design, management decision-making, formation of corporate culture, social partnership, network interaction, comprehensive assessment of the quality of educational activities of extracurricular education institutions, design of original pedagogical systems, innovative modeling, systemic goal setting);
- economization – is expressed in the strengthening of economic factors of education management, reduction of the number of management apparatus, and creation of business educational structures;
- psychologization – increasing importance of management psychology and psychological competence of the educational manager, psychological quality assurance through innovative professional activity of managers and teaching staff, motivational management and motivation of teachers' creative activity;
- modernization – this direction of educational management develops as an open dynamic management model and includes new variable management models in new areas of development of educational institutions.

The beginning of the XXI century, exacerbated important problems, the essence of which lies in the search for methods of balanced, thought-out, and adequate management of complex systems, in particular, the education system. The application of effective management technologies, which were previously implemented mainly in the economic sphere, has spread to the modern educational space.

Important regularities of educational management in multidisciplinary after-school education institutions are requirements for increasing the quality of management and administration since the quality of management and administration depends on how managers and teachers of multi-disciplinary after-school education institutions manage to efficiently and effectively manage the resources available for different profiles [21].

According to A. Romanovsky, V. Mykhailychenko, and L. Gren, the goal of management is the formulation and application of general principles of management in any organization and field of human activity, which include:

- determination of the goals and objectives of management of the educational institution;
- development of specific measures to achieve them;
- division of tasks into separate types of operations, distribution of work;
- coordination of the interaction of various divisions within the teaching staff of the out-of-school education institution;
- improvement of the formal hierarchical structure;
- optimization of decision-making processes and communications;
- search for adequate motivation for activity, etc.

From a functional point of view, it acts as a process of planning, motivation, and control, which are necessary for the formation and achievement of the set goal. The management process is the continuous implementation of successive actions – from forecasting future activity, setting a goal, and developing ways to achieve it to analyzing its actual result [22].

The principle of innovativeness of educational management involves a change in the purpose of managing a multidisciplinary institution of extracurricular education (it is considered the constant renewal of the educational process); filling the content of management of the educational institution with modernized functions – forecasting, political-diplomatic, consultative, managerial, representative; introduction of new forms of management, collective and collegial forms of management and technical-technological and economic management methods, etc. With the help of innovative educational management, the institution of extracurricular education is transformed into a qualitatively new, competitive, and innovative one. Modern out-of-school education is a complex system that has its structure, its contingent of teachers and students, and requires a high-quality management system.

Ensuring the quality of extracurricular education depends on high-quality management, which must solve the problem of increasing the value of the managerial function of management, the use of innovative management models, and elements of the educational process that allow in difficult modern conditions to effectively achieve the set goal. The head of a modern institution of extracurricular education is a central figure in the educational process, he is a leader and expert, entrepreneur and diplomat. The director's mission is to create a favorable environment in the teaching staff for more productive activities to achieve the set goal.

The creativity of the leader should be manifested in the development of interesting and pedagogically effective programs, the organization of events, and the creation of a favorable environment for the development of children's talents and abilities, it requires the formation

of motives for search activity in students of education through awareness of their own and unique scientific and methodological problem of the institution of extracurricular education, stimulation of the development of those needs, which contribute to its self-realization through innovative and self-educational activities. After all, a creative attitude to pedagogical activity is one of the most important qualities of a specialist.

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