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## **FEATURES OF THE MANAGEMENT OF THE PROFESSIONAL DEVELOPMENT OF TEACHERS OF SECONDARY EDUCATIONAL INSTITUTIONS BY MEANS OF PROJECT TECHNOLOGIES**

**Abstract.** *The article defines the peculiarities of the management of professional development of teachers of secondary educational institutions by means of the project technologies. Found out the definition of professional development and justified the feasibility of using the means of project technologies in institutions. It is noted that the using of project technologies is the peculiarity of the management of professional development of teachers. It is pointed the importance of the ensuring of effective management of professional development of teachers of educational institutions by means of project technologies.*

**Key words:** *pedagogical technologies, professional development, project technologies.*

### **Formulation of the problem**

Professional development of teachers of secondary schools in a crisis is defined as one of the main conditions for fundamental changes aimed at improving the quality of educational services and competitive secondary schools, the strategic challenges facing the national education system in the new economic and socio-cultural conditions, integration of the European and world educational space and the development of the theory and practice of management of secondary schools. Accordingly, the formation of a new approach to education and provides new approaches to managing professional development of teachers of secondary schools. Trends in Education in Ukraine necessitated the deployment of innovative processes in educational space. The system of postgraduate education aimed at developing the creative potential of the modern teacher, the formation of its positive image. So special importance in educational institutions is the problem of innovation management is the work of the teaching staff. One of the mechanisms for improving the professional development of teachers educational institution in the mode of innovation is project technology.

### **Background research**

The theme due to the need articles discussing management professional development of teachers in connection with the new requirements for education that motivate the need for change in the system of professional training of school leaders. It should be noted that management education has to go to the next level and start using new mechanisms of control: this training, discussions, trainings. There are a lot of other control

mechanisms, besides the actual adoption of new laws that are not fulfilled or not understandable to the public, is not efficient, and features head of the institution at that time significantly expand.

### **Analysis of recent research and publications**

The issue of managing professional development of teachers of secondary schools by means of project technology researched by scientists from various parties, such as foundations of modern management theory school developed in the writings of V. Krychevsky, Yu. Konarzhevskoho, V. Lazareva, V. Maslova, V. Pikelnoyi, M. Potashnyka, K. Ushakova, Y. Hrykova, T. Shamovoyi. They describe the content, structure, purpose, functions, administrative head of the school.

Specialists O. Anisimov, L. Anciferova, O. Bolotova, A. Derkach, N. Kuzmina, E. Zeyer, S. Maksymenko, A. Markova, L. Mitina, N. Pov'yakel, V. Semychenko there are several approaches to modeling professional development and identity formation and activity. Among them: the adaptive approach, which dominates the trend towards professional work submission external circumstances as the implementation of algorithms for solving problems, rules and regulations; professional and developmental approach, characterized by the ability of the individual to go beyond the practice, established, almost converting their activities, and thus — to overcome the limitations of their professional capabilities.

Ideas democratization, humanization, consistency, innovation management, implementation management, targeted and adaptive management developed by L. Danylenko, G. Dmytrenko, G. Yelnykova, L. Karamushka, V. Kryzhko, V. Maslov, V. Oliynyk, E. Pavlyutenko, V. Pikelna, E. Hrykov. They defend the idea that knowledge of the laws and principles of social and economic development is a prerequisite for a reasonable scientific management of modern secondary schools Nowadays acquire scientific relevance of the methods of project management R. Archibald, I. Mazur, V. Shapiro, S. Bushueva, V. Racha, V. Ilyushko, K. Koshkina and others. Specified authors of attention paid to the organization and control of project, processes management purposes, terms, material and human resources projects.

Proceedings A. Kibanova, V. Morozova, L. Bayers focused on structuring and formalizing the processes of human resource management. Theorists and management practices in education has always paid particular attention to the problems of forecasting and planning in education, especially in schools of various types. Widespread labor of many Ukrainian scholars and practitioners: Ye. Bereznyak, O. Yelnykova, O. Kobernyk, V. Pikelna, Yu. Tabakova and others, as well as research scientists from CIS countries: Yu. Batysheva, Yu. Vasylyeva, M. Zaharova, M. Kondakova, V. Korobeynykova, A. Popova, M. Potashnyka, L. Portnova, V. Tatyanchenko and others. These generally interesting work focused on theoretical modeling and process management activities and organization of educational groups in secondary schools.

Conceptual framework program «Education Kyiv 2016–2018 years» foresees transition to the model of rapid development of the education system on the basis of strategic planning, project-based management and leadership, providing innovative education development capital of Ukraine, preparation and professional development of teaching staff; increase motivation and quality of educational activities. A key role in the education system belongs to the teacher who embodies the concepts, programs, projects, state educational standards and ensures harmonious development of personality.

Accordingly, the formation of a new approach to education and provides new approaches to the management of educational institutions.

The concept of education for the period 2015–2025 years proposes a new training program for administrators on issues of management and leadership in pedagogical universities; develop norms, standards, certification procedures for teaching staff; establish training teaching staff in schools outside the place of permanent employment. Also one of the directions of the Concept Development of Education in 2015–2025 years have reorganized management, financing and management of education through decentralization, deregulation, implementation of institutional, academic and financial autonomy of educational institutions, the principle of responsibility of educational institutions for the results of education and educational activities. It is also proposed introducing school-based, management transfer «center of gravity» in the decision-making at the operational level (grade school).

At the same time, it should be noted that the problem of managing professional development of teachers of secondary schools is by means of project technology not disclosed in the national educational space.

The article is the disclosure of the concepts of «educational technology», «professional development», «project technology»; identify and clarify the management approaches modern school based humanocentric paradigm of education; defining features management professional development of teachers of the institution by means of project technology.

### **Presenting main material**

Professional development is carried out in the community in terms of continuous professional education, covering pre profile and specialized education in secondary, vocational, higher and postgraduate education, and in terms of production. However, professional development is in the process of training and self-education, training personality.

Professional development of teachers, educational institution, in our opinion, is a complex personal and intellectual process that affects the development of skills and educational activities is a certain stage of development and improvement.

In Ukraine, the aims and objectives of reforming the education system, priority areas and basic methods of radical change in the management of the education system

defined by the Constitution of Ukraine, the State national program «Education» (Ukraine XXI century), the Decree of the President of Ukraine «National program ”Children of Ukraine”». These documents confirm the objective need for purposeful change management education.

Cabinet of Ministers of Ukraine on 23 November 2011 adopted a national qualifications framework with the aim of introducing European standards and principles of quality assurance, promoting national international recognition of qualifications acquired in Ukraine, establishing effective cooperation sphere of educational services in the labor market. And on January 12, 2012 the Law of Ukraine «The professional development of employees» which sets out the legal, organizational and financial foundations of the system of professional development of employees. The state policy in the field of professional development of employees formed on the principles of: availability of professional employees; free choice of employer forms and methods of professional development of staff specific to their work; observance of interests of employer and employee; continuity of professional development of employees<sup>4</sup>.

The effectiveness of a professional teacher to some extent depends on the theoretical, practical and psychological fitness, personal, professional and individual mental qualities, understanding of the purpose and specific characteristics of such activities. It is no exaggeration to believe that the teacher largely shapes public opinion and thinking of the younger generation, ways to overcome difficulties and contradictions. Therefore, the professional development of teachers of secondary schools should be a system of interconnected actions to address specific pedagogical objectives that unite the goals, methods, content and forms of work. This led to the appeal to the technological process of preparation. Before talking about the process of matching the professional development of technological criteria and requirements relating to the project and educational technologies need to define the very concept of «project technology», «educational technology». Their scientific characteristics associated with a consistent system of interdependent actions to address specific educational challenges.

According to M. Klarina educational technology means the totality of the system and the functioning of all personal, instrumental and methodological tools used to achieve educational goals<sup>3</sup>.

The implementation process, according to M. Bershadskyi and V. Huzyeyeva needed model «initial state teacher» and model «final state teacher»<sup>2</sup>.

The most accurate and meaningful definition of educational technology formulated, in our opinion, G. Selevco, designating it as a «system of operation of all components of

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<sup>4</sup> Law of Ukraine «The professional development of employees», as of July 5, 2012 // The Verkhovna Rada of Ukraine: official. ed. — K. : Parla. publishing house, 2012. — 29 p. — (Series «of Ukraine»).

<sup>3</sup> Klarin M. V. Educational technology in the learning process. Analysis of foreign experience / M. V. Klarin // New in life, science and technology. — M. : Knowledge, 1989. — 80 p. — № 6. — (Series «Pedagogy and Psychology»).

<sup>2</sup> Huzyeyev V. V. Educational Technology from method to philosophy / V. V. Huzyeyev. — M. : September, 1996. — 8 p.

the educational process, based on a scientific basis, programmed in time and space, which leads to the intended results». Teaching staff of the institution in its cultural and educational level and the psychological mood should be ready for adoption author of educational technology. Only the technology will give the desired result, which inspired its main author — Teacher<sup>6</sup>.

Currently available are the introduction of new models of management of educational institutions, designed for greater autonomy and financial independence. Given the innovative course of Ukraine's economic development, modernization of education according to modern world requirements is one of the priorities of government.

Today we have a steady stream of technologies with little warning is part of our life, development and the use of which in the local scale does not cause much difficulty, and a global, sectoral, hardly used because of the low competence of users and lack even the willingness to use them . The level of education in Ukraine is partly dependent on the level of most educators and innovation — from heads of schools. To provide a modern education management activities should be innovative, so now in the field of modern school leaders, education authorities, scientists and teachers is a question of innovation in the management of secondary schools and their correlation with traditional teaching strategies.

Recently, more and more obvious is the fact that the future of any organization and educational institution including, depends on the capabilities and productivity growth of its employees. On the other hand, the future of any employee depends on its value to the organization values their knowledge and skills. Each head of the institution has its arsenal of technology management personnel. And the current leaders are always trying to use innovative technologies in the interests of the institution. Mostly these innovative technologies are design techniques that are based on the project management, because in this case there is an innovative, unusual type of relationship in the team, especially between managers and subordinates.

In the most general form of project activity is defined as a special system management and support person who can reveal its potential and achieve real results in personal as well as professional life. Most project activity is defined as the interaction model, whereby the head increases motivation and responsibility, both in himself and in his staff. Shortly management professional development of teachers means project technology as follows: focus on the team, creating a vision as a prerequisite for effective cooperation, organization of active cooperation between teachers. Mastering design technologies as management style allows the head to move from situational response to the request of employees, actions of customers, competitors and government representatives to deliberate and consistent organization of their professional activities.

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<sup>6</sup>Selevco G. K. Modern educational technology: textbook / G. K. Selevco. — M. : Education, 1998. — P. 14–15.

The project technology is one of the innovative technologies of training and education that combines theoretical knowledge and its practical applications to solve specific life or professional problems. The project technologies owe their origin «project method», which appeared in the 20th XX century in the United States. Originally it was called «by problems» and developed it within the humanist movement in philosophy and education.

Ukrainian teacher G. Vashchenko in Ukraine who laid the theoretical and methodological foundations use projects included the project method to active teaching methods, for which the «typical practical bias education and communication of life». Classic noted that in the implementation of projects «should pay attention to the organic combination of theory and practice, as the objectives of the project not only that to do some useful work, and the fact that in this paper extend their horizons, gain theoretical knowledge enable a better understanding of life and better in his scientific work»<sup>8</sup>.

S. Sysoyeva notes that the «project method is a pedagogical techniques that reflect the realization of personality oriented approach in education (educational technology thing, but in the name of the technology used the word» method)<sup>7</sup>.

Accordingly, management of professional development of teachers of secondary schools by means of project technology have characterized the professional activities each teacher training institution that professional development is not himself, but the result of scientific research, analysis, synthesis managerial experience.

V. Savchenko's work interprets the concept of professional development as a purposeful and systematic impact on employees through professional training for their work in the organization to achieve high efficiency or provided services, staff increase competitiveness in the labor market, the enforcement staff the new complex tasks based on the maximum possible use of their abilities and potential opportunities<sup>5</sup>.

V. Grinyova offers such interpretation of staff's development as conducting activities that contribute to the full disclosure of personal potential of employees and increase their ability to contribute to the organization<sup>1</sup>.

Analysis of the normative sources of management problems secondary schools and scientific research in this area leads to the conclusion that the theory and simulation technology educational work as a complete system with its inherent characteristics, structure and forms of implementation at an early stage of development. Almost no

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<sup>8</sup> Vashchenko G. General teaching methods: textbook for pedagogical institutes / G. Vashchenko. — Kharkiv : Ukraine State Publishing House, 1929. — 232 p.

<sup>7</sup> Sysoyeva S. O. Individually oriented educational technology: the method of projects / S. O. Sysoyeva // Method of projects: traditions, perspectives, life results: practice-oriented collection ; heads : S. M. Shevtsova, I. H. Yermakov. — K. : Publishing «Department», 2003. — P. 119–124.

<sup>5</sup> Savchenko V. A. Management of the development of staff: textbook / V. A. Savchenko. — K. : KNEU, 2002. — 351 p.

<sup>1</sup> Grinyova V. M. Administrative management of labor potential. Textbook / V. M. Grinyova, M. M. Novikova, M. M. Saloon, O. M. Krasnonosova ; ed. Doctor. Econ. Science professor. V. M. Grinyova. — Kharkiv : ed. KhNEU, 2004. — 428 p.

research in the sphere of professional development of teachers of secondary schools by means of project technology, and regulatory and methodological support not meet the requirements and needs fundamental modernization.

New approaches to the management of modern school based humanocentric paradigm of education are in:

- creating appropriate material and technical base of educational institutions;
- the ability to create an innovative environment in the educational institution;
- development of new ideas and organizational structures in school management;
- create optimum conditions for professional development and continuous professional development of teachers.

The process of integration of the international community, particularly in education, lead to changes in the requirements for qualifying and the characteristics of the modern head of the institution. These conditions are particularly important as the head of the institution as a high professional competence, initiative in solving non-standard tasks, mobility, creativity, ability to self, to establish contacts with members of his profession. Exploring results management professional development of teachers of an educational institution by means of project technology has enabled us to highlight the features and conclude that:

1. Management of professional development of teachers means GEI project technologies will effectively innovate the overall system of functioning of the institution; quickly and effectively respond to the challenges.

2. Management of professional development of teachers means CEI project technology facilitate the effective implementation of the program of an educational institution, ensure the continuity and coordination of further innovation.

3. The professional development of teachers means GEI project technology will be effective in raising the level of competencies of project participants - students and teachers; their motivation.

4. Work projects will contribute to the development of organizational culture CEI, value-orientation unity of the whole staff, create a positive image.

5. Project management — one of the most effective ways to save all resources (human, financial, time, etc.).

6. Management of professional development of teachers means GEI project technologies will contribute to the cultivation of interest in teaching staff initiatives and innovations; Search initiating educational systems and mechanisms; integration of advanced innovations in actually existing search and experimental educational system.

7. Manage professional development of teachers means GEI project technologies provide opportunities to create social and cultural conditions for the implementation and operation of diverse, viable in practice CEI innovation.

## Conclusions

Analysis of current research and publications shows that the relevance of research issues management professional development of teachers, educational institution means project technology is due to the increased role of the human factor in management education, concentrating school leaders to seek innovative technologies in the work of teachers. Changing paradigms of education and implementation of innovative management technologies schools affects not only the content of the evaluation criteria of educational work, but also in management. This, in turn, requires a deep study of the theory and practice of project technology to adapt achievements of science to practice leadership in secondary schools. Professional staff development — a new entry staff knowledge and skills in the training, retraining and advanced training of employees in order to fulfill their new functions, tasks and responsibilities of new positions.

World experience management organizations shows that the decisive factor in their stable and long-term operation is quality management in the broadest sense and personnel management in particular. Compared with the intensive development and significant advances in design technology economy, education, the issue should be considered in the management school. As you can see, the problems of teacher professional development potential requires an integrated approach of cooperation of the authorities, employers, social partners and employees.

## Prospects for further research

In further studies it will be possible developing of management models of the teachers' professional development of educational institution by means of project technology and production methodical recommendations of implementing management of the professional development of teachers, educational institution by means of project technology based on usage, ordering, synthesis and dissemination of science and excellence.

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