

*conceptual framework; 3) practical training, which will be a significant factor in the formation of practical abilities and skills of socio-cultural activities organization.*

*On the basis of the systems approach, a meaningful search for effective ways of the educational process organization for students of the specialty 028 Management of socio-cultural activity has been conducted. The practical sequence of the systems approach implementation is analyzed. It includes: systematic design of the developmental educational environment; updating the content of vocational training based on the innovative educational technologies introduction; formation of professional abilities and development of internal orientation for personal and professional development; purposeful analysis of the results achieved by the students and making adjustments to their cognitive activities. The article also outlines the main rules that we adhered to while implementing the systems approach to the Ternopil national Volodymyr Hnatyuk pedagogical university educational process.*

*Using a systems approach, a complex combination of disciplines "Introduction to the specialty", "Theory of socio-cultural activity" and "Management of socio-cultural activity" was conducted. From a practical point of view, this made it possible to avoid repetition and duplication of theoretical material, to complete training courses with specific professional content. As well as to logically combine the subjects with each other. All this had a positive impact on the future socio-cultural activities managers' professionalism formation.*

**Key words:** *systems approach, higher education institution, future managers of socio-cultural activities, vocational training, educational disciplines, cycle of vocational and practical training.*

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## **MAJOR CHARACTERISTICS OF INNOVATIVE CULTURE OF THE FUTURE MANAGER OF THE SECONDARY EDUCATION INSTITUTION**

*The article deals with the concepts: innovation, innovative culture of the future manager of the secondary education institution; historical analysis of their interaction in the field of education is conducted. The essence of development of innovative culture of the future manager of the secondary education institution and its main characteristics are described in the article, the conditions that influence the success of the professional activity of the future manager of the secondary education institution are described. The concepts of "innovative culture of society" and "innovative culture of personality" are considered in terms of scientific approaches. Characteristic features of managerial approaches to formation of innovative culture are defined. Particular attention is paid to human capital in the modern society and development of high culture between the participants of economic relations. The main tasks of the innovative culture of the future manager of the secondary education institution are formed and defined.*

**Key words:** *innovation, innovative culture, innovation processes, future manager of the education institution.*

**Introduction.** Innovative culture is a historically established, stable system of norms, rules and ways of implementing innovations in various spheres of society, characteristic of this sociocultural community. Representing a structure of models and algorithms of innovative actions historically adapted in a particular society, the innovative culture plays the role of a sociocultural mechanism for regulating the innovative behavior of social actors.

An innovative culture is the knowledge, skills and experience of purposeful preparation, integrated implementation and comprehensive development of innovations in various fields of human life while maintaining the dynamic unity of the old, modern and new in the innovative system. In other words, this is a free creation of the new in compliance with the principle of continuity. An undoubtedly innovative culture is part of the culture as a whole. A human being as a subject of culture transforms (updates) the natural, material, spiritual worlds and himself.

Consequently, there is a need for a comprehensive analysis of major characteristics of innovative culture of the future manager of the secondary education institution.

**Analysis of relevant research.** There have been numerous studies done, and papers written, about the phenomenon of innovation in the social sciences and humanities G. Tarde, N. Kondratiev and I. Schumpeter. The theory of innovation got its development in innovation management, where it is presented as a structured phenomenon with implementation and use algorithms (J. Brooks, P. Drucker, I. Balabanov, S. Ildemenov, R. Fathutdinov). The essential characteristics of innovations can be revealed through the prism of the dialectical unity of innovation and tradition in the philosophy of science (T. Kuhn, K. Popper, A. N. Whitehead, etc.) and other branches of philosophical knowledge (G. Gadamer, E. Markaryan, R. Merton, M. Mead, F. De Saussure, M. Heidegger, L. Shabatura). Innovative activity depends on the human creativity and the ability of the community to accept or adapt the results of their achievements. Therefore, to deepen the study, works on the problems of creativity of both western philosophers (A. Bergson, A. Toynbee, F. Nietzsche, X. Ortega Gasset).

Innovation as a special sociocultural phenomenon is considered by V. Bakshtanovsky, V. Kelle, O. Kozlova, B. Kononenko, R. Mylenkova.

Thus, the issues of major characteristics of innovative culture of the manager of the secondary education institution are becoming relevant nowadays.

**The aim of the article** is to conduct a comprehensive analysis of major characteristics of innovative culture of the future manager of the secondary education institution.

**Research Methods:** Solving the highlighted aim, a set of methods of scientific research adequate to them were used, theoretical: a comparative analysis of the scientific definitions of major characteristics of innovative culture of the future manager of the secondary education institution, a

systematic analysis of major characteristics of innovative culture of the future manager of the secondary education institution; empirical: analysis of major characteristics of innovative culture of the future manager of the secondary education institution; analysis of the modern technologies of the future manager of the education institution in the master's training process.

**Results.** At the European and worldwide economic forums today the opinion is expressed that humanity is entering the fourth technological revolution, whose attributes are the dynamic development of technologies, artificial intelligence, robotics, 3D-printing. Its drivers are, first of all, the world's leading corporations Apple, Google, Microsoft, Tesla and others. Most human skills are replaced by the limitless potential of machines and information. The only thing that retains its exclusive status is creativity, since the need for innovation leads to an interest in the creative and non-standard approach that the machine cannot offer (Rome club: idea of sustainable development, 2017, p. 10).

Therefore, person's innovative culture that accumulates the most important characteristics of a modern person is crucial: creativity, ability to solve complex tasks, critical thinking, managerial talents, communication and negotiation skills, emotional (EQ) and adaptive intelligence, processes, cognitive potential, ability to reason and make decisions. For this reason, education that is able to train the innovative people and to equip the soft skills needed today is of utmost importance. Achieving indicators of sustainable humanity development requires innovations integration into all spheres of socio-cultural life, in particular education, because the source of formation of innovative personality is the professional-pedagogical environment. Organizing educational processes, inspiring them with the idea of technological and pedagogical innovation is capable manager, who himself has an innovative culture, feels confidence and willingness to perceive, disseminate and enrich innovation at his own, individual, and sociocultural level.

In addressing the challenges that arise in the process of building a national innovation system, education, which is tasked with building an innovative culture of both the state and its individual citizens, achieves a level of innovation relations that would ensure synergetic functioning and enrichment of innovation, is of particular importance. This is what the efforts of the New Ukrainian School Reform (2016) (Vikarchuk, 2014) are aimed at, an educational ideal and the sole purpose of which was proclaimed personality, patriot and innovator. Attention is paid to creating the necessary conditions for the development of educated Ukrainians, comprehensively developed and responsible citizens and patriots, capable of creating, perceiving, producing and disseminating innovations (Vikarchuk, 2014, p. 8). In the concept of the New Ukrainian School, the dialectical status of innovations is especially represented: aiming at innovator personality development, his institutional, organizational, environmental, personnel and other spheres, and are innovative practices that

attest to the emergence of new organizational forms and new quality of teaching staff (partnership pedagogy, way to place desks in classrooms, autonomy in managing an education institution, motivated teacher, etc.). Such a pedagogical model for the development of an innovator in an innovative educational environment and with the help of innovative educational practices, resources and technologies reveals considerable prospects today.

In general, the category of “innovation” is the first and foremost economic term. Its definition, in particular, has been thoroughly presented in two international standards in the field of innovation management – the Manual Frascati (full title – Guidelines for Collecting and Reporting Data on Research and Experimental Development, 1963) (Frascati Manual, 2015) and Oslo Manual (full title – Guidelines for Collecting, Reporting and Using Data on Innovation, 1992) (Oslo Manual, 2018). The latter, jointly prepared by the Organization for Economic Co-operation and Development and the Statistical Office of the European Communities, in order to systematize the concepts, definitions and methodologies of understanding the innovation process, states that “innovation” (in Latin – novatio) is a new or substantially improved product (goods, service) or process, new sales method, or new organizational method used in business, employment, or external relations. According to this understanding, the document identifies four types of innovation, in particular: product innovation (new quality of goods and services), process innovation (improvement of methods of production), organizational innovation (introduction of new business practices, organization of work places, external relations, etc.) and marketing (marketing innovation, product design and packaging, new promoting methods) (Rukovodstvo Oslo, 2006, p. 21).

It should be noted that for the successful legitimation and implementation of innovations in the broad educational and pedagogical process, the proper management of innovations and the quality assurance system are of the utmost importance. In innovation management, the overriding task is to identify global innovations, identify the scope for their potential implementation, and create conditions for mass innovation in the educational establishment. All this is not possible without the innovative culture of the manager of the education institution, which, above all, should mean readiness and ability of the leader to perceive and disseminate new ideas for the development of education on an innovative basis. It is undisputed that the innovative culture of the head of an education institution is the key to the presence of an innovative educational environment and relevant pedagogical practices in it. At the same time, development of an innovative culture of educational manager is possible only in the conditions of innovative system of future manager of secondary education institutions in master’s training. Proper understanding and pedagogically appropriate “play” of such dialectic is a key condition for the development and enrichment of the innovative culture of the future manager of secondary education institutions.

It should be noted that relation of education to innovation is dialectical. On the one hand, education itself is a tool for the translation and enrichment of knowledge, the key status of which in the emergence of innovation requires no additional argumentation.

The educational angle of innovations not only reveals their essential nature, but also provides society with tools, provides appropriate navigation for the creation and diffusion of innovations, and convinces the prospects of human, cultural and state-building results expected from their implementation.

Education is the medium and process of the emergence of innovative thinking, innovative culture and innovative technologies. At the same time, institutionalization of innovative education requires innovative management, appropriate streamlining of the educational process, harmonization of the content of training, education and value-oriented activities with the needs and trends of the modern world. In our opinion, it is possible to comprehend the appropriate dialectic of interaction between education and innovation in the study of the theory and methods of development of innovative culture of the head of educational establishment in the process of master's training.

Substantiation of theoretical and methodological foundations for the development of innovative culture of the future manager of secondary education institutions requires clarification of definitions and pedagogical understanding of the concepts of "innovation" and "innovation culture". The frequency of their use in the thesaurus of the modern personality is quite significant. Analysts, the mass media, scientists, public activists, management of institutions and enterprises talk a lot about these terms. It should be noted that there are now a considerable number of publications devoted to comprehending certain aspects of Genesis and the theoretical content of the phenomenon of innovation. So, for example, using webometric analysis to empirically investigate Google search results for query words that indicate innovation, the following results: "innovation" / "innovations" – 240 million and 32 500 thousand, "educational innovation" / "educational innovations" – 283 million and 6670 thousand, "innovation culture" / "innovative culture" – 697 million and 7810 thousand, "innovative culture of the education institution manager" / "innovative culture of the future manager of secondary education institutions" – 620 million and 1350 thousand respectively were obtained.

Building an innovative education is impossible without an effective and professional leader who has a high level of innovative culture. The need to have a future manager of an education institution with an innovative culture, in particular, is discussed in the methodology of the National Qualifications Framework (2011), which presents a systematic and structured competence description of the qualification levels in Ukraine. Its tenth level, in a senior management position, enshrines that the individual must have the ability to identify and address socially significant systemic problems in a particular field of

activity that are key to sustainability and require creation of new system-building knowledge and advanced technologies. Thus, the future manager of the secondary education institution should be able to critically analyze and solve systemic problems using research and innovation methods, to synthesize new complex ideas, in particular in interdisciplinary spheres and contexts, to provide significant growth of new system knowledge and technology modernization (About the approval of the national qualifications framework, 2011).

In the contemporary scientific and pedagogical discourse, the innovative culture of education is regarded as a highly structured, interconnected, interdependent and complementary set of components that provide a high level of readiness for adoption and realization of innovations in the process of professional pedagogical activity (Kuchergina, 2008, p. 429). Innovative culture, being integrated into the general personality culture, is an aggregate of information worldview and a system of knowledge and skills that provide purposeful independent activity to optimally meet individual and social needs through the use of innovative technologies (Vasina & Panferova, 2015, p. 111).

At present, there is no unified approach to defining the structure of innovative culture. Thus, O. Kuchergina distinguishes among its components the following: methodological culture (education, choice and justification of strategy of innovative activity, axiological orientations for introduction of innovations, criticality in relation to pedagogical phenomena, setting for transformation and improvement, refinement process, setting for transformation and refinement); information culture (high level of professional and pedagogical information possession, ability and skills of its collection, evaluation, preservation, transformation and translation in the process of pedagogical activity); innovative activity (a set of measures for ensuring the functioning of the innovation process at the given level of education, changing the goals, content, forms, methods and technologies of educational activity in accordance with the priorities of the innovation society) (Kuchergina, 2008, p. 429).

Another vision is suggested in the monograph by O. Kozlova and R. Milenkova. Scientists call the essential components of innovative culture outlook, creative, information and technological. The ideological component includes a set of moral-volitional, person's practical and axiological orientations, aimed at forming an active, creative and innovative life position. The outlook component directly influences the creative, which is a key factor in shaping any innovation. Creativity equips the individual with creativity – the ability to generate new ideas and create a new product. Moreover, creativity is a prerequisite for innovation as the ability of the individual to introduce the new into broad pedagogical practice. Formation of the individual and his/her outlook is through accumulation and processing of information. That is why the information component of the innovation culture is of exceptional importance. It involves the flexibility and adaptability of thinking, orientation in the world of

information technology, knowledge necessary for professional activity. Finally, the technological component of the information culture equips the individual with technologies of practical creation and dissemination of innovations, a system of actions, methods and measures that lead to the successful solution of a certain problem (Kozlova & Milenkova, 2007, p. 28-37).

The innovative personality culture of the future manager of the secondary education institution plays a significant role in the effective and viable functioning of the entire educational system. A. Kholodkova distinguishes several axiological aspects of innovation culture, in particular: 1) lagging of administrative processes in education from achievements of scientific and technical thought becomes an obstacle in its innovative development; 2) it is necessary to create such an atmosphere in education, which would be irrelevant to the conservative attitude to new ideas and pedagogical innovations, and the innovation would become not only necessity for all subjects of the educational process, but also of major social value; 3) necessary conceptual changes in the education system that would provide a "friendly environment" for innovation; 4) an important strategy for the development of an innovative culture is the partnership of teachers, students, parents and civil society, in particular, the support of the media, which should formulate in society the opinion that the attitude of people to innovation is their future; 5) the humanities need to make greater use of the phenomenon of innovation culture, its methodological and organizational potential in the context of combating conservatism, stagnation of thought and other obstacles that impede the innovation breakthrough (Holodkova, 2005, p. 85).

The definition of the category "innovative culture" belongs to a range of topical, debatable and interdisciplinary problems, since the concept consists of two universals, each of which is considered differently within the different branches of cognition (philosophy, culture, pedagogy, sociology, psychology, etc.). Scientists, when considering the individual aspect of "innovative culture", offer different definitions, each of which elucidates one or another of its essential characteristics. Thus, B. Lysin believes that "innovative culture" is a culture of life, where the main motivation of human actions is the desire to renew, create and implement new ideas, and the subjects have the moral and psychological ability to accept innovation, support them and broad implementation (Lysin, 2008, p. 51-52). Instead, L. Kholodkova argues that an "innovative culture" is a sphere of a person's spiritual life that reflects his or her value orientation, which is embedded in motives, knowledge, skills, behaviors and norms, and which provides perception of new ideas, readiness and ability to support and implement innovations in all spheres of life (Holodkova, 2005, p. 82-83). In the Law of Ukraine "On Priority Areas of Innovative Activity in Ukraine" the concept of "innovative culture" is considered as a component of innovative potential, which characterizes the

level of educational, general cultural and socio-psychological preparation of the individual and society as a whole for perception and creative implementation of the idea of economic development of the country on an innovative basis (*Ukraine. Law About innovative activity Ukraine*).

In the narratives of philosophical, pedagogical, and cultural discourses, the components of an innovative personality culture are viewed differently. On the one hand, scientists say that innovative culture is, first and foremost, the ability to work with oneself, the so-called systemic reflection. In this context, strategic lines of improvement of innovative culture are called self-knowledge, self-education, self-actualization, self-realization. A key condition for the development of an innovative culture is the continuous improvement of its components. Thus, the modern researcher O. Shumakova distinguishes several groups of skills that represent presence of innovative culture indicators in the personality: research (goal setting, hypothesis formulation, information search, analysis and generalization of empirical data, development of research quality evaluation criteria, etc.); design and forecasting (separation of the main from the secondary, designing, forecasting of possible results, establishing causation, regulation and justification of prospects of activity); constructive (creative application of knowledge, composition construction, development of new technologies); communicative (establishing personal and professional communication, establishing business relationships, activating one's own potential to solve problems, conducting dialogue, creating and maintaining authority, conducting dialogue, etc.); organizational (moderation and control of their own activities, reflection, time management, support for work capacity, overcoming fatigue, etc.); reflexive (understanding one's own emotional reactions, identifying and analyzing cause and effect relationships in one's own behavior, self-regulation, self-presentation in social situations, etc.) (Shumakova, 2008, p. 296-297).

We think that the major characteristics of the innovative culture of the future manager of the secondary education institution are readiness and ability of the educational manager to introduce and repeat in the education institution the innovation both in pedagogical technologies and in the management system, in forming the contingent of applicants, educational process, use of material and technical base, monitoring of quality of education, etc.

**Conclusion.** Therefore, we have grounds for drawing such conclusions: first, it can be stated that society is increasingly responsible and deeply aware of the need for innovation, recognizes them as motivators and agents, at the same time the content and result of development of all spheres of human activity; second, the arbitrary operation of the conceptual and categorical apparatus of "innovation", the exponential increase in the number of uses of the corresponding terms conceals the risks of "conspiracy" of the problem, gives grounds for revealing the danger of using the corresponding concepts to please the fleeting trends of time, which eliminates the true meanings and



needs; third, the innovative culture of the head of the education institution as a key condition for disseminating and legitimizing innovation in society is much less enlightened in the hyperlinks available to Google than is the concept of “innovation” or “educational innovation”. All this indicates that the epistemological and praxeological needs for a scientific-philosophical and theoretical-pedagogical understanding of innovative culture are obvious.

**Perspectives of the further research.** The further research requires the problem of using the latest teaching technologies in the master’s training process of the future managers of the education institution in the context of the innovative culture development.

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## АНОТАЦІЯ

**Козлов Дмитро.** Основні характеристики інноваційної культури керівника закладу середньої освіти.

У статті розглядаються поняття: інновація, інноваційна культура керівника закладу середньої освіти; проводиться історичний аналіз їх взаємодії в галузі освіти.

*У будь-яку епоху інновації переосмислювали й застосовували до своїх цілей, зберігалося лише те, що відповідало устрою та культурі суспільства в даний період, деякі елементи старої традиційної системи виживали, пристосовуючись до нових обставин, змінюючи свої функції або входячи в нову систему в якості елементів. Не можна говорити про інновації як про щось міцне та незмінне, насправді навколо йде безперервний процес зміни та перетворення одних традицій і відмирання інших, перетворення деяких інновацій. У цьому і полягає основна логіка взаємодії інновацій. Розглянуто поняття «інноваційна культура суспільства» та «інноваційна культура особистості» з точки зору наукових підходів. У статті розкрито сутність розвитку інноваційної культури керівника закладу середньої освіти та її основні характеристики, описано умови, що впливають на успішність професійної діяльності майбутнього керівника закладу середньої освіти. Визначено характерні особливості управлінських підходів до формування інноваційної культури. Особливу увагу приділено людському капіталу в сучасному соціумі й розвитку високої культури між учасниками економічних відносин. Сформовано та визначено головні завдання інноваційної культури майбутнього керівника закладу середньої освіти.*

**Ключові слова:** інновації, інноваційна культура, інноваційні процеси, керівник закладу середньої освіти.

## РЕЗЮМЕ

**Козлов Дмитрий.** Основные характеристики инновационной культуры руководителя среднего учебного заведения.

*В статье рассматриваются понятия: инновация, инновационная культура руководителя учреждения среднего образования; проводится исторический анализ их взаимодействия в области образования. Рассмотрены понятия «инновационная культура общества» и «инновационная культура личности» с точки зрения научных подходов. В статье раскрыта сущность развития инновационной культуры руководителя учреждения среднего образования и ее основные характеристики, описаны условия, влияющие на успешность профессиональной деятельности будущего руководителя учреждения среднего образования. Определены характерные особенности управленческих подходов к формированию инновационной культуры. Особое внимание уделено человеческому капиталу в современном социуме и развитию высокой культуры между участниками экономических отношений. Сформированы и определены главные задачи инновационной культуры будущего руководителя учреждения среднего образования.*

**Ключевые слова:** инновации, инновационная культура, инновационные процессы, руководитель учебного заведения.