

## SUMMARY

Ivanii Ihor, Lianna Olha. Main directions of higher professional physical culture education in the context of the ideas of the acme-culturological paradigm.

*The article is devoted to the analysis of the formation of the national model of higher education and definition of a set of regulations that form the basis of the main directions of higher professional physical culture education in the context of the ideas of the acme-culturological paradigm. A new domestic educational paradigm is revealed, which as a priority of higher education that considers orientation on the interests of the personality, adequate to modern trends of social development and educational innovations, which in turn predetermined the basic principles of reforming the educational system of Ukraine. It is shown that the modern educational paradigm is a multi-aspect complex phenomenon in which traditional education interacts with innovative one. Along with it, this interaction is realized through the development of culturological potential of a personality, which focuses on humanistic dominant, and interaction of traditions and innovations in education is a new, higher level of humanization and achieving peaks (acme) in education.*

*In the context of the ideas of the modern educational paradigm, the specificity of higher professional physical culture education is considered, and it is shown that the polyfunctionality of physical culture, its degree of developing, health-improving, educational technologies requires a special approach to training specialists in the field of physical education and sport. It is taken into account, that activities of these specialists are related to a person, so it is necessary to focus on their training in the psychological-pedagogical aspect.*

*It is shown that combination of acmeological and culturological paradigm in a single acme-culturological (integrative) approach and its implementation in professional training of future specialists of physical education and sports involves such conceptual transformations of the structural components of higher physical education: at the level of educational aims – to form professional-pedagogical culture of future specialists; at the level of content of professional physical culture education – to strengthen acmeological and culturological components; at the level of pedagogical technologies – to direct efforts to active mastering of acme-culturological norms and values by future specialists; at the level of educational environment – to create acme-culturological saturated environment of education; at the organizational-managerial level – to form organizational culture of the higher education institution; at the effective level – to form personality of a future specialist of physical education and sports as a subject of culture.*

*Key words: acmeological and culturological paradigms, higher education institutions, future specialists of physical education and sport, professional training, main directions.*

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## THE STATE OF ELABORATION OF THE PROBLEM OF THE FUTURE SECONDARY EDUCATION INSTITUTION MANAGER'S INNOVATIVE CULTURE DEVELOPMENT

*Today, an innovative culture is in the focus of attention not only of scientific and specialized circles, but also of the state and society as a whole, and the task of creating an innovative culture in Ukraine has become one of the national priorities. The transition to a*

*"knowledge economy" and a new innovative level of technology and social culture is one of the ways out of the crisis of national identity. The practical aspect in this regard is dissemination of positive experience in the formation of the innovative culture in various fields of activity, with education, science, culture and communications playing a key role. Since decision-making by subjects of economic activity depends on mental models, for effective reforms it is necessary to change the institutional system and the society foundations. The economic environment with a high level of innovative culture contributes to the acceptance by society of new ideas as values and their support. At the same time, the main motivation for human activity will be based on the inner desire to update, search for ideas and ways to implement them, however, such changes necessitate the person's training with new social skills and specific worldviews. According to leading researchers in the context of modern social development, the priority of information and knowledge is based on information and innovative culture. Therefore, it can be said that innovative culture is the basis for the formation of an informational, innovative "knowledge society", as well as the individual's civic identity.*

*Key words: innovation, innovative development, innovative climate, innovative culture, innovative motivation, personnel, education.*

Introduction. The English term "innovation" or its Ukrainian-language counterpart "novation" is based on the Latin word "novation", which can be translated as introduction of something new. Therefore, today under draining or spreading new elements or models of material or intangible culture in the social system, the state of elaboration of the problem of innovative culture development of the future secondary education institution manager is of great importance. In a wide sense of the word, innovation is the process of creating and disseminating innovation. Satisfying needs with new means leads to qualitative changes in the state of the public sphere where innovation is being implemented. From the point of view of social development, innovation is a process of solving objective social problems through people's innovation that fulfills the function of culture development as a set of human life ways. Because a human being is the driving force for innovations, social and psychological become especially important aspects of the innovative process. Most socially significant advocate innovative transformations of public relations aimed at formation of a humanistic society that meets the requirements of progress and sustainable economic development.

Consequently, there is a need for a comprehensive analysis of the state of the problem elaboration of innovative culture development of the future manager of the secondary education institution.

Analysis of relevant research. In general, such foreign scientists as E. Weizsacker, A. Wijkman, H. Dusayev, and U. Eco B. Lysin, V. Manuilenko, V. Matveykin, O. Steklov, O. Tarasova, J. Schumpeter and others have devoted their studies to innovations and the innovative culture in the philosophical and social aspect. Scholars share opinion that innovative culture and products of innovative activity are the core condition for the development of any modern social systems. Researchers view innovative culture within the frames of modern

concepts of sustainable development, enrichment of human capital and the environmental society. Nevertheless, scientists emphasize a number of risks that cover innovations, because, for example, innovative improvement of technologies determines displacement of people from the production processes, and increasing quantitative indicators of production do not necessarily lead to qualitative transformations. At the same time, most foreign scientists conventionally reveal that innovations create a mosaic of modern professional, informational, corporate, environmental, psychological, moral, project, organizational and economic culture, and are its valuable and content cementing substance.

The Ukrainian philosophical and psychological-pedagogical analysis of the phenomenon of the innovation and innovative culture is generally represented in the scientific heritage of such scientists as V. Andrushchenko, M. Hama, V. Horbulin, V. Heitz, V. Zubenko, V. Lytvyn, P. Mykytyuk, O. Starovoi, O. Chumak, Y. Shipulina, R. Yakovenko and others. It is significant that scholars consider innovation solely in unity with innovative culture that provides the process of interiorization and existence of the innovation in the modern life. According to experts, innovative culture reveals the individual's ability to innovate, certifies his/her internal readiness and level of technological competences that allow him/her to innovate in a certain social environment.

Nevertheless, some aspects of the educational and pedagogical dimension of innovations and innovative culture are presented in scientific studies of both foreign and Ukrainian researchers. Among the first ones are V. Akopov, L. Askarov, V. Dolhov, E. Zaitseva, V. Larin, S. Poliakov, I. Tsvetkova and others. Scientists drew attention to such aspects of development of the innovative culture of the future manager of the education institution as the necessity of formation of synergetic and multidisciplinary environment, importance of development methodology of the psychophysiological, mental and worldview readiness of a personality for perception and production of innovations, etc.

Thus, the need for elaboration of the problem of innovative culture development of the future secondary education institution manager is becoming relevant nowadays.

The aim of our study is to determine the state of elaboration of the problem of innovative culture development of the future secondary education institution manager.

Research methods: in order to achieve the highlighted goal, a set of methods of scientific research adequate to it has been used, theoretical: a comparative analysis of the scientific definitions of the issue of innovative culture development of the future manager, a systematic analysis of major streams of elaboration of the problem of innovative culture development of the future secondary education institution manager.

Results. Currently, development of a resourceful and humanistic personality of the head of an innovative education institution is a fundamental

condition for the successful modernization of the national educational space according to the maximum of "The New Ukrainian School". Achievement of such priorities inevitably requires improvement in the system of management training, whose education should be committed to the tasks of developing the innovative culture and the new style of pedagogical thinking.

While analyzing the national pedagogical discourse in order to investigate the state of elaboration of the problem of education institution manager's innovative culture development, it has been noted a certain contradiction between the social significance of the innovative culture and insufficient and sporadic scientific substantiation of theoretical-methodological, contextual, methodological-technological and organizational-pedagogical foundations of its development in the process of the future heads of education institutions training. So, it was stated in the recently published by the State Service for Quality of Education of Ukraine "Alphabet for the Director" that the quality of educational activity is impossible without innovations, which, primarily, are manifested in the renewal and development of the new content of education, that positively changes the system and determines its innovative development (Bobrovskii et al., 2019, p. 125). The main burden on the development of an innovative educational environment, such as creation of positive motivation to involve all participants of the educational process in innovative and experimental work is the responsibility of the head of the institution. Therefore, it is quite convincing that without the innovative culture of the head of the education institution, formation of the innovative society is also impossible, construction of which is a key indicator of the sustainable society development.

The modern society is axiomatically defined as a period of innovations, information and digital technologies. Therefore, it is obvious, that the issues of innovations and the innovative culture have currently acquired a synergetic research status and are the subject of both sectoral (pedagogical, philosophical, psychological, cultural, sociological, etc.) and interdisciplinary studies.

In the context of a relatively large-scale and extensive scientific study of the phenomenon of innovations and the innovative culture in general, the pedagogical aspects of the innovative culture, the problem of its development in the future manager of the institution of secondary education in the process of master's training is worked out much less. Regarding Ukrainian scientific knowledge, it is explained, primarily, by the specifics of the development of national education, in which assimilation of innovations is not a prerequisite, but a consequence of their wide spread in the society. This situation is in the stark contrast to the innovative experience of the leading countries of the European Union, where the success of the legitimacy among the broader population depends on the level and the extent of innovation in education. Therefore, it is quite understandable and to some extent justified that there is an insufficient level of scientific understanding by the contemporary Ukrainian

pedagogical thought of the phenomenon of innovative culture and ways of its development in the higher education system.

An important contribution to the enrichment of the technological foundations of the development of the innovative culture belongs in particular to L. Askarova. The scientist proposed and substantiated the appropriate model, by distinguishing the conditions, stages and components of the innovative culture development of the future head of the education institution. Thus, among the pedagogical conditions, the researcher singled out construction of an educational process, taking into account the diagnostic results of the orientation to the management of educational systems; the realization of personal interaction in pedagogical preparation of the future leader; the maximum approximation of the educational and cognitive process to management activities, the use of extremely active forms and methods of training (Askarova, 2015). In addition, L. Askarova distinguished four stages (orientation, diagnostic-prognostic, enriching, productive) and proposed three components (motivational-valuable, cognitive-volitional, operational-active) of the author's model of development of the innovative culture of the head of an education institution (Askarova, 2015).

The scientific research of O. Bochkariov and T. Bochkariova are of considerable interest, as the scientists view innovative culture as a medium for the formation of professionalism of higher education institutions graduates. In their opinion, the innovative culture is based on the principle of activity, which is immanent to the essence of innovation (Bochkariov & Bochkariova, 2010, p. 143). The scientists' findings concerning innovative educational activities, that are developed solely in project form, since projecting itself is fully in line with the specifics of innovations, provided for the open space of educational goals and objectives, are also valuable. Moreover, according to researchers, innovations can develop exclusively within the culture: "... culture integrates knowledge, forms within itself the "memory" of knowledge, ... reproduces social intelligence, education and science, and education reproduces culture. Therefore, existence of human competence, as well as being of education is carried out exclusively in culture" (Bochkariov & Bochkariova, 2010, p. 143).

The research of L. Kulikova became a significant refinement of the innovative culture formation technologies. The scientist has distinguished several stages of the innovative culture development in the system of modern higher education: the stage of pre-vocational training (formation of general outlook and general culture); the stage of basic vocational training (mastering the profession, forming a professional culture); stage of professional activity (postgraduate improvement of professional skills, achievement of professional maturity and formation of the innovative culture); stage of evaluation of the professional and innovative culture (Kulykova, 2017, p. 116).

The processes of development of the innovative culture have a psychological basis. Studies of foreign scientists V. Dolhova and O. Shumakova are

devoted to the illuminating of this problem. Scientists have analyzed the psychological patterns of the innovative culture formation, considered the internal and external factors of this process. Development of the innovative culture was suggested to be a step-by-step and purposely organized process, that was directly related to the educational process and consisted of structural and procedural components. The structural aspect of the formation of a proper level of the innovative culture involves: goal setting, defining strategies, goals and objectives; cognitive-information (knowledge, skills), value-motivational (values, motivation) and activity (actions, operations, technologies) content; organizational component (forms, methods, means, technologies and ways of interaction); result component (model of results, levels, criteria and methods of their analysis and evaluation); correction of results component (elimination of drawbacks, feedback, preventive and corrective actions). The procedural aspect of innovative culture development contains the following stages: external influence; transition of external influences on internal mechanisms of formation and development of the innovative culture; manifestation of the result of internal work in external characteristics (Dolhova & Shumakova, 2009, p. 207).

V. Dolhova and O. Shumakova have also presented the valuable conclusions that the central link in the innovative culture formation is development of the motivational sphere of an individual, his/her needs, desires, aspirations and intentions. All motivational structures require their satisfaction, which leads the individual to self-development. Not only productivity, but also the actual presence of the process of the innovative culture formation depends on how the person perceives and evaluates innovation (Dolhova & Shumakova, 2009, p. 208).

We also agree with the findings of scientists about the significant categorical difference in terms of "development" and "formation" of the personality's innovative culture. According to V. Dolhova and O. Shumakova, the differences between the processes of formation and development are in their directions: the vector of formation is directed "to", "from the outside", while the vector of development goes "from the inside". This, in turn, actualizes the processes of personality self-development. A person acquires the ability to withstand external influences and consciously take the position of an innovator, due to the formed qualities of a person and new needs and aspirations for innovations. This position is a kind of psychological formation that results from the synergy of internal and external factors. The reactions of the individual to innovations depend on personalities and the content of their inner position as a coherent and systematic formation. Moreover, having reached certain results, one begins to strive for self-education, self-breeding and improvement of his/her own essential forces through individual activity, training, play, work, communication. This desire is a natural manifestation of the development that arises at a certain stage in of the innovative culture formation (Dolhova & Shumakova, 2009, p. 208).

The contribution of O. Shumakova to the discovery and comprehension of the psychological and pedagogical foundations of the innovative culture formation in the system of vocational training is significant. The scientist axiomatically views the innovative culture as an invariant and integral attribute of any activity of a subject. According to the scholar, the content of the innovative culture is made up of three components: subjective-active, productive-resultative and process-technological. The subject-active content of the innovative culture reveals its mechanism of formation on the basis of the "internalization-exteriorization" principle. The driving force of innovations mastering is the dialectical contradiction between the awareness of standard and stereotyped forms of professional activity obsolescence and the acute need of the educational and professional activity subject for modernization and updating (Shumakova, 2008, p. 278). Instead, the productive-resultative content of the innovative culture manifests itself in the system of indicators of level of its formation. O. Shumakova includes to them the following: the sphere of abilities, the key of which is creativity as the ability to creative professional activity, constructive and non-standard thinking and behavior. Abilities are also manifested in the ability to choose current goals, generation and production of a plethora of new ideas, awareness of an individual as a creative one; sphere of motives, stable semantic formations, which can be represented by the motives of self-affirmation and self-realization; sphere of responsibility as a particular sense of the need for self-involvement in the production and diffusion of innovations; spheres of competence and skills that prove themselves in the mastery of a specialist in all types and methods of professional activity. Finally, the procedural-technological content of the innovation culture, stated by O. Shumakova, attributes to the theoretical (knowledge of theory of innovation, motivational-valuable attitude to innovation), practical (testing of professional skills, manifestation of individual ways of professional activity, realization of innovative and progressive experience), learning-productive (updating of individual-professional activity, realization of own professional programs) stages (Shumakova, 2008, p. 279-282).

In the Ukrainian professional-pedagogical discourse the problem of the innovative culture development of the head of education institution is presented in a number of scientific studies of such scientists as V. Andrushchenko, L. Vashchenko, L. Hubersky, T. Havlitina, L. Danylenko, L. Dychkivska, V. Dokuchaiev, V. Drahunova, O. Ilkiv, V. Kyrylenko, K. Kyrylenko, O. Kozlova, L. Kravchenko, V. Kremen, Y. Lumkomska, O. Marmaza, O. Marushchenko, A. Oliinyk, O. Podzihun, O. Popova, V. Yahodnikova and others.

An important contribution to the study of theoretical and methodological foundations of the innovative culture formation of the future specialist belongs to L. Shtefan (Shtefan, 2013). The scientist has proposed to define the innovative culture of a professional as an integral personal growth, which,

being a component of an innovative potential, is manifested through the ability of an individual to innovate (Shtefan, 2013, p. 14-15).

The researcher examined the humanistic and acmeological essence of a personality's innovative culture and found out that the structure of the innovative competence of a specialist includes the constituent, cognitive, operational and personal components, which are reflected in the procedural-activity, creative, valeological, scientific and professional process (Shtefan, 2013, p. 15). In addition, on the basis of the structural analysis of general, professional and pedagogical cultures as components of the innovative culture, L. Shtefan has determined orientation to the innovative competence and the innovative activity (Shtefan, 2013, p. 375). Also, the scientist drew attention to the criteria of personality orientation to the innovative activity (professional interest, professional need and professional self-determination), and also revealed indicators of the innovative activity (susceptibility to innovation, intensity of innovative activity, timeliness of innovations application) (Shtefan, 2013, p. 377).

Scholar K. Kyrylenko has significantly broadened the scientific understanding of pedagogical foundations of the innovative culture development research (Kyrylenko, 2015). The scientific conclusions about organizational and pedagogical conditions of the innovative culture formation in the educational process of higher education institutions are valuable for studying the subject of research, in particular: the focus of the educational process on improving the level of general culture and moral and ethical qualities of young people; creation of the information space of modern innovative socio-cultural knowledge involved in the development of the innovative potential of future specialists on the basis of the synergetic paradigm of fundamentality of education and science; innovative and activity environment formation, aimed at development of innovative knowledge, innovative way of thinking and innovative personality; development of positive motivational and value attitude of a student to the "new", as a basis for continuous improvement and self-realization in the process of future professional practice, etc. (Kyrylenko, 2015, p. 15). K. Kyrylenko has also developed a structural-functional model of the innovative culture formation process, in which the scientist identifies six components: target (goal, task), methodological (basic components, functions of the innovative culture, conceptual approaches, basic ideas, didactic principles), content (structural context components, program, etc.), operational/behavioral-active (didactic tools, epistemological fundamentals), technological (implementation of organizational and pedagogical conditions) and empirical (pedagogical experiment, expert and diagnostic evaluation) (Kyrylenko, 2015, p. 18). From our point of view, the principles of the innovative culture development, outlined by K. Kyrylenko, are of great importance, in particular: the primacy of the whole in relation to its parts, nonadditivity, synergy, emergence, multiplicity, structuralism, mobility, alternative and continuity (Kyrylenko, 2015, p. 271).



Conclusion. Thus, the relevance of scientific study of the problem of the innovative culture development of the future head of the secondary education institution in the process of master's training is greatly enhanced not only by the obvious social and vital potential of innovation, but also by the sporadic, episodic and non-systematic study of this issue in the modern education. Scientists have not proposed a holistic model for the development of the new head of a modern education institution, who would have a high level of the innovative culture. Currently, a paradigm for the innovative culture development of the future education institution manager in the process of master's training, based on a number of modern methodological approaches, primarily humanistic, cybernetic, synergistic and acmeological, has not been established. The problem of correlating the current level of innovation with the content of education in higher education institutions remains undiscovered. There is also no scientifically sustained and holistic model of development of the set of "soft skills" of modern youth that form the basis of the personality's innovative culture.

Perspectives of the further research. Further research corresponds to solving the problem of experimental analysis of innovative culture development of the future education institution manager in the master's training process.

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## РЕЗЮМЕ

**Козлов Дмитрий.** Состояние разработанности проблемы развития инновационной культуры будущего руководителя учреждения среднего образования.

Сегодня инновационная культура находится в фокусе внимания не только научных и специализированных кругов, но и государства и общества в целом, а задача формирования инновационной культуры в Украине стала в ряд национальных приоритетов. Переход к «экономике знаний» и новому инновационному уровню технологий и социокультуры является одним из способов выхода из кризиса национальной идентичности. Практическим аспектом в этой связи является распространение позитивного опыта формирования культуры инноваций в различных сферах деятельности, при этом ключевую роль играет образование, наука, культура и коммуникации. Поскольку принятие решений субъектами экономической деятельности зависит от ментальных моделей, то для эффективных реформ необходимо провести изменение институциональной системы и устоев социума. Экономическая среда с высоким уровнем инновационной культуры способствует принятию обществом новых идей как ценности и их поддержке. При этом основная мотивация деятельности человека будет базироваться на внутреннем желании обновления, поиска идей и способов их реализации, однако такого рода изменения обуславливают необходимость подготовки кадров, обладающих новыми социальными навыками и специфическими мировоззренческими установками. По мнению ведущих исследователей в условиях современного социального развития приоритет информации и знаний основывается на информационной и инновационной культуре. Поэтому мы можем говорить о том, что инновационная культура является основой формирования информационного, инновационного «общества знаний», а также гражданской самоидентификации индивида.

**Ключевые слова:** инновация, инновационное развитие, инновационный климат, инновационная культура, инновационная мотивация, кадры, образование.

## АНОТАЦІЯ

**Козлов Дмитро.** Стан розробленості проблеми розвитку інноваційної культури майбутнього керівника закладу середньої освіти.

*Сьогодні інноваційна культура знаходиться у фокусі уваги не тільки наукових і спеціалізованих кіл, а й держави та суспільства в цілому, а завдання формування інноваційної культури в Україні стало в ряд національних пріоритетів. Перехід до «економіки знань» та інноваційного рівня технологій і соціокультури є одним із способів виходу з кризи національної ідентичності. Практичним аспектом в зв'язку з цим є поширення позитивного досвіду формування культури інновацій у різних сферах діяльності, при цьому ключову роль відіграє освіта, наука, культура і комунікації. Оскільки прийняття рішень суб'єктами економічної діяльності залежить від ментальних моделей, то для ефективних реформ необхідно провести зміну інституційної системи й засад соціуму. Економічне середовище з високим рівнем інноваційної культури сприяє прийняттю суспільством нових ідей як цінності та їх підтримки. При цьому основна мотивація діяльності людини буде базуватися на внутрішньому бажанні поновлення, пошуку ідей і способів їх реалізації, однак такого роду зміни обумовлюють необхідність підготовки кадрів, що володіють новими соціальними навичками і специфічними світоглядними установками. На думку провідних дослідників, в умовах сучасного соціального розвитку пріоритет інформації і знань ґрунтується на інформаційній та інноваційній культурі. Тому ми можемо говорити про те, що інноваційна культура є основою формування інформаційного, інноваційного «суспільства знань», а також громадянської самоідентифікації індивіда.*

*Тому звернення до дослідження стану розробленості проблеми розвитку інноваційної культури майбутнього керівника закладу середньої освіти, виділення напрямів сучасної наукової думки, стало результатом усвідомлення зростаючої динаміки інноваційних процесів у суспільстві.*

*Розвиток наукових інтересів у цьому напрямі виявило складність і багатоаспектність означеного феномена, що спричинило появу різноманітних підходів до його аналізу. Визначено необхідність усвідомлення того, що дослідження стану розробленості проблеми розвитку інноваційної культури майбутнього керівника закладу середньої освіти вимагають системного, цілісного вивчення з урахуванням факторів, що стосуються як власне нововведень, так і їх соціокультурного середовища.*

**Ключові слова:** інновація, інноваційний розвиток, інноваційний клімат, інноваційна культура, інноваційна мотивація, кадри, освіта.