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APTITUDE FOR CONFLICT PREVENTION AS FACTOR OF PROFESSIONAL ACTIVITY EFFICIENCY OF PHYSICAL EDUCATION TEACHER

The article validates topicality features of forming future physical education teacher's aptitude for conflict prevention. The author stresses that conflicts are the inseparable part of public life, and they are more frequent in social transformation situations. In the author's opinion, teacher's personality takes the main part in education system during the reforming time. Modern society claims high requirements for professional training and competence of skillful experts, whose activity influences state policy in this sphere. That is why there is a great demand of significant changes of experts' professional training; future physical education teachers are not the exception in this case. The author analyses scientific publications of the terms of reference and comes up with the conclusion about the lack of proper scientific researches aiming to reveal theoretical and methodological fundamentals of forming future physical education teachers' aptitude for conflict prevention. The researcher presents an argument for investigation key concepts meanings, such as: aptitude – person's ability to be a source of activity for own ideas and impressions objectification; conflict – clashes between the parties on the basis of points of views, potential, status – is an eternal integral companion of human's genesis and public existence; pedagogical conflict – one of the most radical way of development and negotiation for eliminating significant contradictions, these contradictions are caused due to collaboration of pedagogical process participants. In its turn, such pedagogical process results in negative attitude and emotions, so the participants have to solve the problem and harmonize the relationship; conflict prevention – management of people collaboration and coexistence that eliminate or minimize any possibility of conflict inception in the community; future physical education teacher's aptitude for conflict prevention – integral personality unit that represents theoretical and practical reference to requirements of behavior to prevent and cope with conflicts in professional activity.

The main tasks of psychological preventive work on blocking personal causes are prevention of conflicts. It is emphasized that one of the important ways of preventing conflicts is to consider the peculiarities of the behavior of conflict personalities. A leading aspect of conflict prevention is people's choice of style of behavior in the process of conflict interaction, which is a series of interrelated interactions.

Key words: future physical education teachers, conflict, pedagogical conflict, conflict preventative measures, aptitude, aptitude for conflict prevention in professional activity.

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ORGANIZATIONAL-MANAGERIAL CONDITIONS FOR INNOVATIONS IMPLEMENTATION IN HIGHER EDUCATION INSTITUTIONS

The article describes organizational-managerial conditions for innovations implementation in higher education institutions. The essence of the concept of «innovation» is presented. The process of putting innovations into practice in the higher education institution can be represented as a process of integration of the subsystem «innovation» into the metasystem «institution of higher education» and mutual adaptation of both educational systems. It is determined that innovations carried out in higher

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education institutions can be introduced on the recommendation of «from the top» (learning new in the experience of the system itself), on the initiative of the pedagogical staff or on the initiative coming from students, parents and the social environment (require professional and pedagogical support). The types of innovations are distinguished according to the source of educational initiatives. The algorithm of management of innovative-pedagogical activity, realization of which includes five main stages: preparation of innovation, introduction of a new, organization of teachers' activities for assimilation application of new, preliminary results of innovation activities, dissemination and improvement of new experience is presented. The name of each stage reflects its purpose and place in the system of management actions. It is proved that management of the innovative process involves: systematic study of professional and pedagogical interests, needs, values of teachers, that are composed on the basis of overcoming real difficulties in work; search in advanced pedagogical experience of ideas, concepts, technologies that satisfy professional interests and needs of teachers; choice of types of mastering of advanced pedagogical experience in accordance with characteristics of the personality of each teacher. It is stated that the nature of the source of innovations largely determines the logic of the innovative process, the tactics of managing it in each case. The necessary flexibility in managing innovations is also achieved by expanding the management system, combining management with self-government.

Key words: innovations, innovative activity, innovative-pedagogical activity, innovative process, institutions of higher education, introduction of innovations, managing innovations, organizational-managerial conditions.

Nowadays higher school is the focus of attention of sociologists, political scientists, culturologists, educators, psychologists and philosophers, who join their efforts in expert forecasting of its development and anticipating the risks that accompany its updating. Realities of Ukrainian society, which is going through a complex, transformationally saturated period of development, exacerbate the problems that are included in the subject field of innovative processes. A theoretical analysis of the prerequisites, internal innovative potential of national education and external innovative requirements, and adapted borrowed practices will help to overcome stereotypical ideas of the secondary role of higher education in social development. We are sure that higher education today is a socio-cultural space characterized by the increased intensity of innovative processes. For Ukraine, the innovative potential of the higher school can and should become a resource for a modernization breakthrough.

To the problems of educational innovations, innovative development of different educational systems and pedagogical processes, development of innovative pedagogical ideas, various aspects of innovative pedagogical technologies and systems are devoted many studies of such domestic and foreign scientists as K. Angelovski, O. Arlamova, N. Artykutsy, V. Bezpalko, I. Bekh, N. Bibik, M. Burgin, L. Vashchenko, H. Herasymov, S. Honcharenko, L. Danylenko, I. Dychkivska, V. Zhuravliov, L. Iliukhina, V. Ilchenko, A. Khutorskyi, M. Klarin, O. Kozlova, N. Kuzmina, A. Nichols, V. Palamarchuk, O. Pekhota, L. Podymova, O. Popova, M. Potashnyk, A. Prigogine, H. Selevko, S. Sysoieva, V. Slastionin, O. Sukhomlynska, N. Yusufbekova et al.

Modern scientists (V. Adolf, A. Biriukov, M. Volynska, N. Iliin, V. Nechaiev, N. Ladyzhets, V. Lazarev, B. Martyrosian, N. Lapin, and G. Becker, E. Brooking, J. Coleman, et al.) actively and thoroughly consider the issues of development and implementation of innovations in higher school, analyze conditions for their effective functioning, apply modern teaching methods and innovative pedagogical technologies.

Therefore, the problem of introducing innovations in higher education institutions is relevant and sufficiently studied, however, in our opinion, it requires the study of organizational-managerial conditions of innovations implementation in higher education institutions.

The aim of the article is to reveal organizational-managerial conditions for innovations implementation in higher education institutions.

According to a systems approach, innovation, like any object, process, or phenomenon,

is a system. Thus, the process of putting innovations into practice in the higher education institution can be represented as a process of integration of the subsystem «innovation» into the metasystem «institution of higher education» and mutual adaptation of both educational systems [4, p. 29].

I. Kotliarova, B. Kuhan, H. Serikov consider innovation as a dynamic system, distinguishing the following stages of its development:

- creation – beginning in tradition;
- formation – assimilation and adaptation;
- maturity – approbation and adjustment in certain operating conditions;
- implementation – distribution in mass practice;
- disintegration – loss of novelty as the main sign of innovation, transition into the category of traditions [6, p. 27-35].

N. Rozov points out that the pedagogical staff that enters the innovative process, as a rule, passes the following stages: cautiousness – stabilization – cooperation – maturity.

The stage of «innovative cautiousness» is characterized by a cautious attitude to the new, uncertainty in the appropriateness and success of its implementation into practice. Members of the staff are constrained in evaluating innovation and do not possess the necessary competence for the innovative activity.

Stage «innovative start» is associated with the first success in the development of new. It is characterized by the desire to declare its achievements faster, shallow analysis, superficial evaluations, the advantage of formal novelty, excessive enthusiasm of external manifestations of innovative activity. The quality of innovative projects in their duplication, multiple reproduction at this stage is reduced.

At the stage of «innovative stabilization», the new is deeply conceived, interiorized, and the repeated reproduction does not lead to reducing, but to quality improvement.

The stage of «innovative cooperation» of pedagogical staff is the stage at which the institution of higher education develops a special innovative environment, that includes a unified informative-pedagogical space, a favorable social-psychological climate, a system of managerial support and stimulation of teachers' innovative activities. At this stage, the pedagogical staff of the education institution is included in to purposeful search and development of the new, the innovative process covers parents and members of the public.

At the stage of «innovative maturity» of the staff in the higher education institution an innovative environment is created. The innovative process, that is proceeded continuously, ensures continuous development of the education institution and improvement of the educational and upbringing process that is carried out in it. The pedagogical staff, which has reached innovative maturity, has a high adaptability, ability to group self-organization and self-regulation [10, p. 111-113].

It is noted that experience of innovative practice in national general education shows that innovations carried out in higher education can be introduced on the recommendation by the administration, on the initiative of the pedagogical staff or on the initiative of students, parents and social environment.

Defining educational initiatives as sources of innovations, M. Potashnik, A. Lorensov, O. Khomeriki distinguish the following types of innovations (according to the source of educational initiatives):

- innovations that are introduced or recommended by administration. The main sources of innovations are: regulatory documents of the regional level; achievements of pedagogical science and other human sciences; advanced pedagogical experience, generalized on a scientific basis;
- innovations that are introduced from «inside» educational initiatives and are being emerged from the management system of the «teaching staff». The sources of innovations

may be innovative ideas of administration of a higher education institution, the individual experience of a teacher or the experience of a group of teachers;

- innovations that are being offered «from below» on the basis of initiatives from students, their parents, members of community [9, p. 89].

On this basis, management of the innovative process can be considered as management of the following interdependent and intertwined processes:

- implementation of prescriptions and recommendations of higher education management bodies;
- introduction of new achievements of pedagogical science and related sciences into pedagogical practice;
- mastering advanced pedagogical experience;
- study and generalization of pedagogical experience within an education institution;
- investigation of students' educational needs, parents' preferences and social environment;
- promotion of innovative ideas, development, expertise and implementation of innovations within the education institution;
- enhancing of the innovative potential of an education institution as an ability of participants of the educational process to carry out innovative activities [9, p. 92].

Implementation of pedagogical research results includes their introduction to teachers-practitioners, substantiation of expediency of their implementation, formation of the need for application of scientific results in their work [7, p. 171].

Similarly, the stages of application of any innovation from the outside are distinguished: familiarization with the new, justification of the expediency of the innovation, formation of the need to use the innovation in their work. However, these steps represent only the first stage of an innovation-oriented process. The next stage, in accordance with the logic of managerial work, is organization of innovative activities. The final stage is summarizing of the results of activities.

Introducing innovations within the system is a more complicated process, as development of the new is also part of the innovative process, the new is created by the same system and is not brought to it in its finished form. In this context, development and implementation of the new within the educational system can be represented by the following stages: promotion of an innovative idea – designing an innovation – examination and adjustment of a project – making a managerial decision to experimentally test an innovative idea – local implementation of the project (an experiment that covers a relatively small period of time) and (or) is limited in scope of innovation) – examination of the results of the experiment – adjustment of an innovation – introduction of new experience in scientific and methodological support of innovative activity [1, p. 258].

Thus, a distinctive feature of introducing new from inside the system means learning new in the experience of the system itself.

The concept of diagnostic study of pedagogical experience was developed by scientific team under the guidance of Y. Turbovskiy. The basic idea of the concept is that there are both positive and negative sides in each teacher's experience. Each teacher can find elements of a progressive, advanced experience, but there are some gaps in the work. The team of Y. Turbovskiy proposed a method of studying pedagogical experience on the basis of diagnostic procedures. It was supposed that on the basis of revealed positive and negative sides of each teacher it will be possible to control the individual process of increasing professional competence of each teacher: to strengthen its positive sides and to rely on them in overcoming deficiencies [5, p. 208].

Using the concept of Y. Turbovskiy management of the innovative process involves:

- systematic study of professional and pedagogical interests, needs, values of teachers, that are composed on the basis of overcoming real difficulties in work;

- search in advanced pedagogical experience of ideas, concepts, technologies that satisfy professional interests and needs of teachers;
- choice of types of mastering of advanced pedagogical experience in accordance with characteristics of the personality of each teacher [3, p. 213].
- Diagnostic study of pedagogical innovations has three main stages:
- questionnaire of teachers, initial processing of questionnaires, clarification of the results of questioning in individual interviews, analysis of diagnostic data;
- planning and implementation of work plans to improve the level of professional and pedagogical competence based on the results of diagnostics.

Planning involves two levels of plans:

- collective plan, which reflects the main directions of work of the pedagogical team and terms of its implementation, and individual;
- personal plan of each teacher to improve their professional and pedagogical competence;
- re-diagnosis, comparison of its results with the results of the first diagnosis, detection of changes, analysis and evaluation of work in the past period, determination of further tasks of work on improving professional and pedagogical competence [3, p. 112].

According to L. Danylenko, in order to effectively manage the innovative process, it is necessary to identify conditions for implementation of innovative activity in an education institution, i.e.: an algorithm for managing innovative-pedagogical activity, realization of which includes five main stages: preparation of innovation, introduction of a new, organization of teachers' activities for assimilation application of new, preliminary results of innovation activities, dissemination and improvement of new experience. The name of each stage reflects its purpose and place in the system of management actions [2, p. 98].

The stage of preparation of the innovation is intended to solve the problem of choosing new pedagogical technologies that contribute to the optimal solution of the actual problem with the use of real opportunities in a higher education institution. The content of the stage comprises:

- studying the experience, problems and resources of a higher education institution;
- highlighting current problems and opportunities that are available in the education institution (to increase their professional and pedagogical competence, positive changes in the workload, mode of work, etc.);
- study of new pedagogical technologies, their correlation with identified problems and resources;
- choice of a problem, which is necessary and possible to decide with the help of new pedagogical technologies;
- choice of specific technologies for realization in a higher education institution.

The amount of technologies should be small, but sufficient to overcome a problem, and development of technologies would be hardly possible for a given contingent of staff and have well-developed methodological support.

The main task of a stage of introduction of the new is to provide teachers' positive perception and understanding of the new, to create motivation for the active use of new technology in their work. This stage consists of three main stages, each of them solves specific private tasks:

- stage of creating a situation of awareness of the problem importance, for example, such a situation when imperfection of the old, repeatedly tried and tested ways becomes apparent; at this stage, to get further successful changes, it is necessary to achieve at least a temporary reduction of the inertia of the education system, in order it can perceive the new;
- stage of demonstration of new technologies advantages – initial acquaintance of teachers with new technologies: their essence and guaranteed results, and also with possible additional effects; the task of this stage is to see the new as a promising way

of highlighting the efficiency of the pedagogical process, overcoming the disadvantages of the previous stage;

- stage of acquaintance with details that are necessary for realization of new technologies – stages, forms, methods, techniques, specific features of planning and realization, methods of mastering technologies by a teacher; the task of this stage is to form knowledge which is needed for educators to start using of a new technology.

At the stage of organizing teachers' activities to learn and apply the new, innovative activity can be built according to different schemes, but there must be realized the formula: «application – control – correction». Administrative control at this stage is combined with self-control and mutual control.

The main tasks of the stage:

- a) to create conditions for using of the new in pedagogical activity;
- b) to achieve positive results in application of new technologies at least by some teachers who participate in this innovation.

At the stage of preliminary results of innovative activity, two main criteria are used to evaluate the results: formal (conformity of the introduced experience to the basic organizational and pedagogical characteristics of the technology) and resulted (effectiveness in solving the problem that caused the application of this technology). Stage tasks:

- a) to identify successes and complications in the field of this innovation;
- b) to organize the exchange with experience;
- c) to identify those, who adopted new technologies and to form an expert advisory group.

At the stage of dissemination and improvement of the new experience, control and correction function is performed by the expert advisory group. Tasks of the stage: to achieve widespread and qualitative using of new technologies in the practice of the education institution [8, p. 106-107].

While the process of studying, generalizing and disseminating of positive experiences within an education institution, there appears the need to create special groups that study and summarize the pedagogical experience and organize implementation of its leading elements. This is done because of the fact that the author of a pedagogical innovation, of the innovative idea or project is not always able to determine the value and prospects of its further development and implementation; what is new in an author's presentation can be torn apart by his colleagues: it may be subjected to groundless or too harsh criticism, ignored and sabotaged [12, p. 288].

Groups that seek and disseminate the experience within the education institution should include the most competent and reputable teachers and administration representatives. The main content of the activities of these groups can be to identification and description of new achievements, their expertise, adjusting of innovative activities, promotion of positive experience, organization of its implementation, supporting of author's educational initiatives, etc. The composition of the group may be constant or varied depending on the specifics of the experience being researched. The activities of such groups (innovative, problematic, expert, etc.) is logically fit into the system of organization of methodological work, which ensures organizational integrity of the innovative process carried out in the institution of education [12, p. 290].

Innovations based on educational initiatives which are given by students, their parents and social environment of higher education institutions usually require professional and pedagogical support, including:

- involvement of students, parents and community members in management of the education institution, their activation as management subjects;
- organization of information exchange between educators and other subjects of management, which presupposes feedback in the relations «teachers – students», «educational establishment – family», «educational establishment – society»;

– examination of educational initiatives and selection of innovative ideas based on criteria of popularity, pedagogical expediency [11, p. 24].

Summarizing results of conducted analysis of innovations sources in higher education institutions, it can be stated that nature of the sources of innovations to a great extent determines logic of the innovative process and management tactics in each given case. It is stressed that necessary flexibility in managing innovations is also achieved by expanding the management system and combining management with self-government.

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ОРГАНІЗАЦІЙНО-УПРАВЛІНСЬКІ УМОВИ ВПРОВАДЖЕННЯ ІННОВАЦІЙ У ЗАКЛАДИ ВИЩОЇ ОСВІТИ

У статті описані організаційно-управлінські умови впровадження інновацій у заклади вищої освіти. Викладено сутність поняття «інновація». Процес упровадження інновацій у практику закладу вищої освіти можна представити як процес інтеграції підсистеми «інновація» в метасистему «заклад вищої освіти» та взаємної адаптації обох освітніх систем. Визначено, що нововведення, що здійснюються в закладах вищої освіти, можуть упроваджуватися за рекомендацією «згори» (вивчення нового в досвіді самої системи), з ініціативи педагогічного колективу чи з ініціативи студентів, батьків та соціального середовища (вимагають професійно-педагогічного сприяння). Виокремлено види інновацій за джерелом освітніх ініціатив. Представлено алгоритм управління інноваційно-педагогічною діяльністю, реалізація якого включає п'ять основних стадій: підготовку інновації, введення нового, організацію діяльності педагогів по засвоєнню й застосуванню нового, попередні підсумки інноваційної діяльності, поширення й удосконалення нового досвіду. Назва кожної стадії відбиває її мету і місце в системі управлінських дій. Доведено, що управління інноваційним процесом передбачає систематичне вивчення професійних та педагогічних інтересів, потреб, цінностей педагогів, які складаються на основі подолання реальних труднощів у роботі; пошук передового педагогічного досвіду ідей, концепцій, технологій, що задовольняють професійні інтереси та потреби вчителів; вибір видів оволодіння передовим педагогічним досвідом відповідно до особливостей особистості кожного вчителя. Зазначено, що характер джерела

інновацій багато в чому визначає логіку інноваційного процесу, тактику управління ним у кожному конкретному випадку. Необхідна гнучкість в управлінні інноваціями досягається також шляхом розширення системи управління, поєднання управління з самоврядуванням.

Ключові слова: інновації, інноваційна діяльність, інноваційно-педагогічна діяльність, інноваційний процес, заклади вищої освіти, упровадження інновацій, управління інноваціями, організаційно-управлінські умови.

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ВІДБІР МАТЕРІАЛУ ДЛЯ ФОРМУВАННЯ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ В ПРОФЕСІЙНО ОРІЄНТОВАНОМУ УСНОМУ СПІЛКУВАННІ МАЙБУТНІХ МАРКЕТОЛОГІВ

Статтю присвячено проблемі відбору матеріалу для формування англомовної компетентності в професійно орієнтованому усному спілкуванні майбутніх маркетологів. Відбір матеріалу проводився з урахуванням функцій і обов'язків маркетологів, комунікативних ситуацій їхнього професійно орієнтованого спілкування, лінгвопрагматичних особливостей усного дискурсу. Установлено, що монолог-презентація та діалог з аудиторією до й після презентації є домінуючими формами професійно орієнтованого усного спілкування маркетологів. Одиницею відбору навчального матеріалу з реципіювальною метою є автентичні тексти у формі монологів-презентацій різних видів і типів, а також діалоги з аудиторією, предметом яких є обговорення товарів і послуг, презентація проєктів і бізнес-планів. Доведено, що в процесі відбору текстів-монологів у формі презентацій та текстів-діалогів доцільно опиратися на такі критерії: автентичність; професійна спрямованість; зразковість як здатність тексту виконувати еталонно-допоміжну функцію при продукуванні студентами власних висловлювань; кореляція типів текстів з видами та типами презентацій, які застосовуються у сфері маркетингу; відображення домінуючих комунікативних стратегій у діалогах-зразках; тематичність; актуальність інформації; відповідність рівню сформованості англомовної професійно-комунікативної компетентності. У процесі вибору лексичних одиниць доцільно дотримуватися таких критеріїв: сполучуваність, семантична цінність, стилістична відповідність, відповідність обсягу можливостям засвоєння за період навчання, частотність уживання лексичних одиниць. У процесі відбору граматичних структур доцільно дотримуватися таких критеріїв: функціональна значущість граматичних конструкцій; частотність уживання граматичних конструкцій; сполучуваність, що передбачає пояснення граматичних явищ через семантику відповідного словосполучення; зразковість як здатність граматичної конструкції виконувати еталонно-допоміжну функцію для продукування аналогічних висловлювань; відповідність обсягу можливостям засвоєння за період навчання; поетапність та послідовність засвоєння студентами відповідних граматичних конструкцій.

Ключові слова: навчальний матеріал, одиниця відбору, критерії відбору, текст-монолог, текст-діалог, лексичні одиниці, граматичні структури, майбутні маркетологи.

Відбір матеріалу є вагомою передумовою розроблення методики формування англомовної компетентності в професійно орієнтованому усному спілкуванні майбутніх маркетологів, оскільки безпосередньо корелює з визначенням етапів і підетапів цього процесу, а відібраний навчальний матеріал слугує основою для створення відповідної підсистеми вправ і завдань.

Мета статті – обґрунтувати критерії відбору навчального матеріалу для

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