

modeling of conditions and content professional activity). The substantive-procedural block of the model is represented by the program of the course "Organization of leisure activities of junior pupils", program of work of the student club "Interesting leisure of younger pupils" and the problem group "Conditions for successful organization of leisure activities of junior pupils", the system of tasks of various types of industrial teaching practices; selection of interactive forms and methods of vocational training for future elementary school teachers, which provided manifestation of their subjectivity, subjective position in the modeled primary school primary environment for organizing leisure activities of junior pupils.

The monitoring and performance component of the unit provided for determination of the content of each of the components of readiness, development of criteria, indicators of assessment and levels of students' competence to organize leisure activities with junior pupils.

Key words: model, system, leisure activities, professional preparation of future teachers of primary school to organize leisure activities of pupils, model of the system of professional preparation of future teachers of primary school to organize leisure activities of pupils, components of model system, methodological approaches and principles for preparing future teachers for leisure activities, pedagogical conditions for preparing future teachers of primary school for leisure activities.

UDC 005.32:373.5.091.113]:001.895

Dmitro Kozlov
Sumy State Pedagogical University
named after A. S. Makarenko
ORCID ID 0000 0003-1875-0726
DOI 10.24139/2312-5993/2019.09/177-185

INNOVATIVE BEHAVIOR OF A FUTURE MANAGER AS A FACTOR OF EFFECTIVE MANAGEMENT BY PERSONNEL OF A SECONDARY EDUCATION INSTITUTION

The article is devoted to the analysis of the structure of innovative behavior of a future manager of secondary education institution; factors, influencing the innovative susceptibility and innovative behavior are considered. Approaches to the study of innovative behavior of the personnel are defined. It is highlighted that innovative teachers' activity is influenced by development of manager's innovative behavior and culture.

The innovation in education is determined by the innovative activity of teachers, their attitude to innovations, their readiness and ability to create new educational products and educational technologies; it is also characterized as innovative behavior.

Key words: innovation, innovative behavior, manager, innovative culture, innovative activity, motivation, secondary education institution.

Introduction. Joining Ukraine the European educational area requires individuals to be well informed about the processes going on in the sphere of education, in particular in innovative teachers' behavior and innovative teachers' activity.

Conceptual approaches to transforming education in Ukraine are defined in the Order of MES "On approval of the Plan of Action for the quality of higher education in Ukraine and its integration into European and world educational

community for the period up to 2010" (2011), "The National strategy of education development in Ukraine 2012-2021" (2011), "New Ukrainian school" (2016) and others.

Education is becoming a leading factor in the sustainable development of the state, which determines new requirements for it and new basic characteristics, one of which is innovative nature of modern education (Arkhipova & Kuchmaeva, 2018).

Innovation and creativity are contributing towards changes, as innovation is the basis of creativity in which creativity is a process that helps to generate ideas.

Innovative behavior is traditionally defined as an initiative type of individual or collective behavior associated with systematic development of new technologies in various spheres of social life or with creation of new objects of material and spiritual culture (Richmond & Tatto, 2016).

The main characteristic of innovative behavior is the person's or a group's self-consciousness and a person is the carrier of innovative behavior, capable of choosing the activity type, developing his own goals and means to achieve them (Thurlings et al., 2015).

Innovation and creativity are contributing towards change and excellence, as innovation is the basis of creativity.

"Innovative education means innovative educators, that are teachers with a developed innovative culture, innovative consciousness and demonstrating proactive innovative behavior. Such behavior means a positive attitude to innovations, active participation in the pedagogical search, readiness to accept the values and norms of innovative activity" (Trapitsina & Trapitsin, 2017).

Analysis of relevant research. The scientific works of Ukrainian and foreign researches of the analysis of educational space features have played a great role in the study of analyzed phenomenon.

The problems of administrating, a manager's influence on the staff, essential characteristics of management of organization were conditioned by O. Kozlova, M. Lazariev, R. Milenkova.

In the research of V. Kubinii the most common concepts on the essence of innovative culture are highlighted. Zahari bin Ahamad and Abd bin Kasim studied the role of transformational leadership towards teachers' innovating behavior in schools.

The definition of innovative behavior and innovative culture are the subject of the research of Richmond Tatto (2016), Khalid Rashid, Madeeha Mahmood Hussain and Amna Nadeem. The terms, that can be added to the concept of "innovative behavior", distinguished as categories reflecting its main manifestations, were conditioned by Sirotin and L. Arkhipova, Uddin, Fan, Das. The analyses of the structure of innovative behavior and the factors affecting innovative activity of teachers is the subject of the studies of O. Trapitsina and

S. Trapitsin (Trapitsina & Trapitsin, 2017). The peculiarities of the influence of innovative behavior of a manager on students was defined by Zahari bin Ahamad and Abb Lalif bin Kasim, Bryman.

The main characteristics of formation of innovative culture were investigated by P. Sheraizina, M. Zadvorna, V. Miklovda, V. Margutysh, A. Fialkovskyi, B. Kubinii.

The problem of innovative behavior of teachers (definition and analysis) was defined by S. Trapitsin, O. Trapitsina, M. Zharova.

In the works of V. Miklovda, V. Margutysh, A. Fialkovskyi innovative culture as a synthesis of culture, economy and science, research of which is a new quality of people's life and functioning of economic systems is given.

The aim of the study is to provide the comprehensive analysis of the basic approaches concerning innovative behavior of a manager of a secondary education institution, to highlight the influence of manager's innovative culture on the teachers' innovative activity.

Methods of the study. In the research the following theoretical methods were used: analysis, synthesis, comparison in order to establish and to define the levels, forms, practice, characteristics of innovative behavior and innovative activity in order to prepare qualified personnel.

Research results. Formation of knowledge-based society has led to a number of systemic changes in education. Education is becoming a leading factor in the development of the country. It determines new requirements and new characteristics, one of which is innovations in modern education (Arkhipova & Kuchmaeva, 2018). Innovative education means innovative teachers, that are leaders/managers who have high innovative culture, innovative consciousness and demonstrate innovative behavior.

There are some definitions of innovative behavior. Innovative behavior is traditionally defined as an initiative type of individual or collective behavior associated with the systematic development of new technologies in various spheres of social life or with creation of new objects of material and spiritual culture (Richmond & Tatto, 2016).

The innovative behavior is determined as the person's reaction to the changes taking place around him, and as an action in which a subjective attitude to changes is manifested. The main characteristic of innovative behavior is active self-consciousness of a person or a group and the carrier of innovative behavior is a person capable of choosing the type of activity, determining his role in it, developing his own goals and means to achieve them (Thurlings et al., 2015).

De Jong and Den Hartog give such definition of innovative behavior: it is generation of ideas and applications as well as individual assignments, group or organization. Innovation can be in the organization to explore opportunities, identify gaps in performance or propose a solution to a problem. In the implementation process, staff can demonstrate behaviors such as application-

based staff who have a commitment to an idea that can influence others to implement this idea. It is noted that there are many studies in which creativity and innovation are closely linked (De Jong and Den Hartog, 2007). The given definitions fulfill each other.

The next factor influencing innovations is leadership. Leadership refers to the process of influencing others to achieve the goal (Bryman, 1992; Yulk, 2002). Leadership can also be defined as the ability to influence, motivate, change the attitude and behavior of subordinates to agree to implement the programs and make changes to achieve organizational goals. While the management practices of school leaders in relation to all the activities and the role played by headmasters/managers when they carry out tasks in the management of schools (Zahari bin Ahamad & Abd Latif bin Kasim, 2016, p. 283).

Thus, the education system needs a leader who has high competence and good leadership practices to make schools effective. School leaders have to ensure the effectiveness of schools, especially in meeting the demands of parents and students. They also need to be more sensitive to changes and innovations in the field of education. According to Zahara bin Ahamad the challenge and the main task of the leaders and teachers of the present time is not only to teach counting and reading but makes teaching and learning more interesting and produce students who have the creativity and are innovative (Rusmini Ku Ahmad & ZahariAhamad, 2011).

The researchers S. Trapitsin and G. Granichin in addition to the concept of "innovative behavior", distinguished some categories reflecting its main manifestations:

- innovative activity, which is determined by the emotional-value attitude to innovations, the level of susceptibility of innovations. Characteristics of innovative behavior depend on how well the teacher is able to assess the current situation and predict their attitude to innovations in terms of profits and losses. The concept of innovative activity is closely related to the category of social inertia that manifests in the delayed reaction to the changes (Sirotin & Arhipova, 2015);

- innovative opportunity that can be defined as the state of the subject associated with experience of a favorable situation for him and a subjective assessment of the probability of changing its position for the better. A person represents himself as a consumer of innovation – he models a situation in which he takes a new useful experience in innovation process. In addition, an innovative opportunity can be presented as a condition for the manifestation of initiative and creativity, implementation of own ideas, involvement in the decision-making processes (Uddin, Fan, Das, 2016);

- innovative thinking as an expression of thought processes of the creation and development of innovations and is associated with the level of competence, creativity, critical thinking, the desire to find new ways of implementing educational activities (Ilinykh & Udaltsova, 2015);

- innovative consciousness, reflecting the experience of participation in innovative activities and including subjective goals and values of innovation, motivation of innovative behavior, the degree of expression of the need and interest in changes. Innovative consciousness is formed under the influence of social norms, intra – and inter-group relations, which operate within the teacher's team. At the same time, there may be situations when the innovative consciousness of the teacher differs from the group norms, in this case there are situations of value conflict which itself can become the source of innovation (Mitchell, Boyle, 2015);

- innovative culture. Each organization has a certain type and level of innovative culture, indexed by the ratio of satisfaction or dissatisfaction with the existing situation, readiness or unwillingness to change it (Collie et al., 2015).

Thus, the role of education in any country is to preserve the knowledge, reorient the culture and transfer the pre-dispositions to the younger generation. Innovation give a change by reshaping, adjusting and matching the theory with existing norms. The role of a manager is to bring innovation to a school culture. Manager is somebody who can observe and analyze the weaknesses or problems and work on them by planning and acting on the strategy.

It is noted that the manager creates a vision and strategy. He acts as a coach, and facilitator. He helps his subordinates to learn and grow through experiences, he thinks about an innovation.

The main characteristics of a manager are distinguished: energetic, intelligent, self-confident, honest, enthusiastic, independent, cooperative, responsible and persistent against obstacles and barriers.

It's stressed, that the culture in the school means the shared beliefs, values, norms, standards, expectations, curriculum policies, co-curricular activities, educational policy, rituals and decision-making processes among the members of that organization. The school culture can be divided into two parts: academic and co-academic.

There are different approaches to the classroom culture, which should be based on practical learning and creativity. Thus, culture of an institution should also be based on cooperation, encouragement and good interpersonal relationships. The relationship between manager and the staff is also significant. The relationship among members of the school also has to be healthy. The manager plays the role of a leader who is responsible for the teachers, head teachers, clerical staff, parents and students to participate in innovation process. But for the manager it is important to consult with every member of the institution in order to lay the foundation of distributed leadership. Thus, distributed leadership means to share leadership responsibilities in an organization.

It's necessary to focus attention also on the best interaction between the manager, teacher and students. The manager sets the goals and targets which should be achieved through proper planning and actions. The manager also thinks about an innovation and shares his ideas with every member of his school culture.

Thus, in the school culture there are three key persons: students, teachers and a manager. Student's academic needs are to be fulfilled by the teacher and then comes the manager who must create and organize an environment. The facilities provided to the students must be assessed frequently according to their needs. The physical and learning environment of school and classroom should be healthy and encouraging. It is noted, that team-teaching, and group-based learning can show high results. The teacher has to identify and analyze the problems of students. He is also able to choose a strategy and interact with the students. The teachers and other staff members may have some personal and psychological problems and the manager should minimize or resolve the conflict between them (Trapitsin, 2017).

Some more duties of the manager are to make his members to feel comfortable, he helps to get success to the members of the institution. The equality among the members is the new challenge of the time. The activities and participation of students should be enhanced. The manager must decide the vision of an institute, motivate people to work hard for bringing change in future.

Watt notes that innovative schools have a culture that allows innovation to take place (Watt, 2002). Teachers work jointly to generate new ideas, learn new skills, and build up programs.

Thus, training of teachers is one of important factors for bringing innovation: it includes seminars, workshops and conferences which can lead to professional growth and development of teachers. The administrators, heads and directors of the institutions should have healthy relations with the manager and the staff of an institution. They can provide opportunities to the staff in order to successfully take forward their teaching and leading career. Varieties of teaching methodologies bring results. The practical and activity-based teaching and learning can be helpful for students.

The manager is responsible for creating a healthy and learning environment in an institution. It is obvious, when the teachers would be motivated to teach well, the students would come up with excellent grades and performance.

The manager is responsible to accept diversity among the staff members and recognize them on the base of equality. The opportunities and chances should be equally provided to workforce. Every member in the school should have healthy relationship with other members. Ethics should be also followed; the manager is responsible for taking into account the needs and problems of employees, he cannot be rude, arrogant and stubborn. The leader is the problem-solver who comes with multiple solutions and ends up or manages the constricts among the workers. On the other hand, members of the staff should also be ethical in their behavior, they should cooperate and do work with honesty, they should not hurt other's feelings. Humiliating and insulting attitude should not be encouraged (Watt, 2002).

Thus, the teachers should be polite towards the students and understand their problems. Distributed leadership is the best practice in which every member of school is able to involve himself in decision-making process. Flexibility, accommodation, compensation, quality performance and morale building – are the factors that lead to an effective organization which is working within school culture.

Conclusions. We should stress that in addition to the analysis of factors that influence the increase of innovative activity of teachers, research and publications that analyze the negative manifestations of innovative behavior have become popular in recent years. They include resistance to innovation, pseudo-innovative behavior, innovative fatigue, anti-culture of innovation, etc. Researches provide extensive material and a good theoretical basis for empirical research of such types of innovative behavior in education institutions.

The results reveal that teachers from different types of schools have identical characteristics of innovative behavior. It means that not only external factors, but also internal motivation to participate in innovative processes has a significant impact on the teacher's behavior and that innovative behavior can be formed at both group and individual levels. It was just an initial study and for the future research it is recommended to do a deeper study of the effect of external factors, such as organizational culture of the school, the current school management model, the innovative style of management, the activities of the school leader to form teacher's innovative behavior, etc.

The following characteristics of innovative behavior are:

- focus on the ability to predict and anticipate the results of one's activities;
- focus on overcoming emerging problems, analyzing their causes and finding adequate ways to overcome them;
- flexibility combined with an adequate response to changes, the ability to quickly review existing patterns of behavior;
- willingness to take on various social roles and behave oneself in accordance with them;
- perseverance, the ability to make efforts to achieve their goals, without prejudice to the interests of other people;
- creativity and focus on achieving success, and not on avoiding failure, the ability to focus on a positive result.

REFERENCES

- Arkhipova, M., & Kuchmaeva, O. (2018). Social demand of Russians for innovation (according to a sample survey). *Economic and Social Changes: Facts, Trends, Forecast*, 11 (2), 69-83.
- Bryman, A. (1992). *Charisma and leadership in organizations*. London: Sage.
- Collie, R.J., Martin, A.J., Shapka, J.D., & Perry, N.E. (2015). Teachers' Psychological Functioning in the Workplace: Exploring the Roles of Contextual Beliefs, Need Satisfaction, and Personal Characteristics. *Journal of Educational Psychology*, 108 (6), 788-799.
- De Jong, J. P., & Den Hartog, D. N. (2007). How leaders influence employee's innovative behavior. *European Journal of Innovation Management*, 10 (1).

- Ilinykh, S., & Udaltsova, M. (2016). The meaning of human life and self-satisfaction: sociological discourse. *Indian Journal of Science and Technology*, 9 (14).
- Mitchell, R., & Boyle, B. (2015). Professional diversity, identity salience and team innovation: The moderating role of open mindedness norms. *Journal of Organizational Behavior*, 36 (6), 873-894.
- Richmond, G., & Tatto, M.T. (2016). Innovation in Educational Research. *Journal of Teacher Education*, 67 (5), 360-362.
- Sirotin, V., & Arkhipova, M. (2015). Cooperation and innovation activity: study of the relationship at the regional level. In B. Galbraith (Ed.), *Proceedings of the European conference on innovation and entrepreneurship*, 10, 673-682.
- Thurlings, M., Evers, A.T., & Vermeulen, M. (2015). Toward a Model of Explaining Teachers' Innovative Behavior: A Literature Review. *Review of Educational Research*, 85 (3), 430-471.
- Trapitsin, S., Granichin, O., Granichina, O. Zharova, M. (2018). Innovative behavior of teachers: definition and analysis. *The European Proceedings of Social & Behavioural Sciences 18th*.
- Trapitsin, S., Granichina, O., & Granichin, O. (2017). Information and mathematical models for evaluation of the effectiveness and quality of the university. In *Proceedings of the 2017 International Conference "Quality Management, Transport and Information Security, Information Technologies", IT&QM&IS-2017*, pp. 287-291.
- Uddin, M.A., Fan, L., & Das, A.K. (2017). A Study of the Impact of Transformational Leadership, Organizational Learning, and Knowledge Management on Organizational Innovation. *Management Dynamics*, 16 (2), 42-54.
- Watt, D. (2002). *How innovation occurs in high schools within the network of innovative schools: The four pillars of innovation research project*. The Conference Board of Canada.
- Zahari bin Ahamad, (2016). The Effects of Transformational Leadership towards. Teachers Innovative Behavior in Schools. *International Journal of Scientific and Research Publications, Volume 6, Issue 5*.

АНОТАЦІЯ

Козлов Дмитро. Інноваційна поведінка майбутнього керівника як фактор ефективного управління персоналом в закладі середньої освіти.

Стаття присвячена аналізу структури інноваційної поведінки майбутнього керівника закладу середньої освіти. Розглядаються чинники, що впливають на інноваційну сприйнятливість та інноваційну поведінку. Визначено підходи до вивчення інноваційної поведінки персоналу. Наголошується, що на діяльність інноваційних учителів впливає розвиток інноваційної поведінки та культури менеджера.

Інновація в освіті визначається інноваційною діяльністю вчителів, їх ставленням до інновацій, готовністю та здатністю створювати нові освітні продукти та освітні технології; її також характеризують як інноваційну поведінку.

Освіта стає провідним чинником стійкого розвитку держави, яка визначає як нові вимоги щодо системи освіти, так і її нові базові характеристики, однією з яких є розширення інноваційний процесів.

Інноваційна освіта – це інноваційні педагоги, тобто педагоги, які володіють розвиненою інноваційною культурою та інноваційною свідомістю, такі, що демонструють проактивну інноваційну поведінку. Така поведінка визначає позитивне ставлення до нововведень, активну участь у педагогічному пошуку, готовність до прийняття цінностей і норм інноваційної діяльності.

Зазначено, що інноваційна поведінка пов'язана з постійним пошуком і апробацією найбільш ефективних тактичних поведінкових моделей, що

відповідають інтересам конкретного соціального суб'єкта й забезпечують йому можливість професійного успіху.

Інноваційній поведінці властиві такі характеристики: цілеспрямованість, уміння прогнозувати і передбачати результати своєї діяльності, орієнтування на подолання проблем, що виникають, аналіз їх причин та пошук адекватних способів їх подолання; гнучкість у сполученні з адекватною реакцією на змінення, здібність оперативно переглядати наявні моделі поведінки; готовність брати на себе різні соціальні ролі й поводити себе згідно з ними; наполегливість, здібність докладати зусилля для досягнення успіху, а не уникати невдачі; уміння концентруватися на позитивному результаті.

Освітній системі потрібний висококваліфікований менеджер. Висвітлено особистісні якості менеджера закладу середньої освіти. Отже, у статті проаналізовано шляхи формування професійних якостей майбутнього менеджера закладу середньої освіти, визначено особливості його діяльності, форми взаємодії з учителями, створення для них комфортної атмосфери для роботи, розкрито вплив інноваційної поведінки менеджера на студентів та учнів.

Ключові слова: інновація, інноваційна поведінка, менеджер, інноваційна культура, інноваційна діяльність, мотивація, заклад загальної середньої освіти.

РЕЗЮМЕ

Козлов Дмитрій. Інноваційне поведіння майбутнього менеджера як фактор ефективного управління персоналом в установі середнього освіти.

Стаття присвячена аналізу структури інноваційного поведіння майбутнього менеджера середнього загальноосвітнього установи; визначені фактори, впливаючі на інноваційну вразливість і інноваційне поведіння. Виділені підходи к вивченню інноваційного поведіння персоналу. Підкреслюється, що на інноваційну діяльність учителів впливає розвиток інноваційного поведіння і культури менеджера.

Інновації в освіті визначаються інноваційною діяльністю викладачів, їх ставленням к інноваціям, їх готовністю і здатністю створювати нові освітні продукти і освітні технології; це також характеризується як інноваційне поведіння.

Ключевые слова: інновація, інноваційне поведіння, менеджер, інноваційна культура, інноваційна діяльність, мотивація, середнє загальноосвітнє навчальне заведення.

УДК 378.091.212:364 -787.522:81

Ольга Кривонос

Сумський державний педагогічний
університет імені А. С. Макаренка

ORCID ID 0000-0001-8076-3259

DOI 10.24139/2312-5993/2019.09/185-195

ПРОБЛЕМИ ДИДАКТИЧНОЇ АДАПТАЦІЇ СТУДЕНТІВ ПЕДАГОГІЧНОГО УНІВЕРСИТЕТУ

Метою статті є аналіз наукових джерел та власних досліджень щодо проблем дидактичної адаптації студентів педагогічного університету. Такими проблемами виявилися: відмінність між шкільною та вузівською формами та методами організації навчального процесу, виховної та наукової роботи;