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PRELIMINARY

At the current stage of Ukraine's development, there is a need to conduct justified, consistent and in-depth reforms of the entire delivery system of educational services taking into account the requirements of the European Union. Ukraine's entry into the European educational space implies new approaches to management of the issue of inclusive education and the attitude of the academic community to students with special needs. This problem becomes especially relevant during and after Russian-Ukrainian war in 2022.

For many years in Ukraine, the majority of children with special needs according to their needs, they received their education in special institutions, which even now remain for them as a traditional and leading form of education. However, the situation is gradually changing changes Ukraine took a course for European integration. In connection with this, certain changes occur in education policy, namely: the government pays considerable attention to the issues ensuring equal access to quality education for children with special needs and creating comfortable conditions for them to study.

Under modern conditions of transformational processes in Ukraine in the field of education competent training and improvement of the qualification level is necessary managers of special and inclusive educational institutions.

Introducing the ideas of the New Ukrainian School, inclusive educational environment for ensuring the rights of children with special educational needs for education puts forward new requirements for professionalism heads of institutions of general secondary education, their psychological and methodical readiness for innovative activity. After all the effectiveness of the institution depends not only on the state public administration, but also from a reasonable internal management It is this interdependence that conditions relevance of the problem of management activity in the institution inclusive education.

Practice shows that the level of the manager's work largely depends on it depends on the success of the work of the entire teaching team. Therefore, during training of heads of educational institutions in the postgraduate education system it should be

taken into account that its organizational activity begins with the definition scope of duties and rights of all heads of the educational institution. It a difficult question. Problems of rational transfer or, as they say, delegation management powers “down” – the most important educational problems institution. A clear division of duties between the director and deputies excludes parallelism in work, ensures the unity of actions, allows to cover all work areas, creates an opportunity to distribute evenly the load and take into account inclinations of members of the administration.

Accordingly, the innovative development of educational institutions, which also includes responsibilities of managers of special and inclusive educational institutions, involves the following stages: functioning, conceptualization and design, implementation, evaluation and adjustment, functioning (Further the cycle repeats) and performs the following main functions: informational educational, educational and self-educational, stimulating and motivational, prognostic-anticipatory, project, organizational-resource, methodical, assessment and regulative.

Problems of administration in traditional education institutions are investigated by I.Hryshyn, L.Vasylchenko, L.Karamushka, V.Krychevsky, V.Lazarev, M.Potashnyk and others; separate issues of management in inclusive institution studies are highlighted in the works of foreign (T.Loreman, J.Deppeler, D.Harvey, S.Palmer, K. Williams-Diehm, etc.) and domestic scientists (M.Buynyak, L.Danylenko, A.Kolupaeva, S.Myronova, Yu.Naida, V.Nechyporenko, N.Plohotniuk, M.Poroshenko, N.Sofiy, M.Tchaikovsky, V.Shinkarenko, etc.).

However, the problem of the peculiarities of modern management inclusive education will continue to need targeted academics researches.

1. MODERN TENDENCIES OF EDUCATIONAL ESTABLISHMENT'S DEVELOPMENT AND FUNCTIONING IN INCLUSION CONDITIONS

1.1. Educational management: content, tendencies, competencies

Analyzing the conceptual and categorical apparatus of pedagogical management, one should consider the relationship between the concepts of "management", "social management", "management", "pedagogical management", etc., which are used in scientific and methodical literature on general management and management of pedagogical systems in particular.

Management is defined as a function of organized systems of various nature (technical, biological, social), which ensures the preservation of their structure, maintenance of a certain state or transfer to other states in accordance with the objective laws of the existence of this system, the implementation of a program or a consciously set goal. Management is carried out by the action of one subsystem - the one that manages, on another, which is managed, on the processes taking place in it, with the help of information signals or management actions.

Social management – in a broad sense – is a phenomenon organically characteristic of the social system, which ensures the preservation of its integrity, qualitative specificity, reproduction and development. Social management in the narrow sense is a conscious, systematic, specially organized action on society to organize and improve its social and active structure in the process of developing and achieving a goal. It acts as a set of organizationally formed entities and management relations between them, the implementation of which allows the implementation of management action between individuals, social groups and communities, political, economic and other institutions of society. Social management covers all those objects and processes in society, the state of which is significant for its existence and development as a social system for people's livelihood. In essence, it regulates the conflicting interaction between individual, group and general interests for their joint realization. Social management is the regulation of social relations that determine the position and roles of people in society, the direction of their interests, activity, its

content and intensity. Social management affects social relations and, first of all, relations that are formed regarding things, means of production, ensures coordination of numerous interests (territorial, national, collective, individual, etc.), organizes social actions, achievement of intended goals, general results.

Management is a type of leadership; activity aimed at transforming the original situation into the desired one. This is a function, a type of activity for managing people in various organizations, as well as a branch of human knowledge that helps to carry out this function. T. Mostenska and others write that management is a separate discipline, or rather, an interdisciplinary field, which is most correctly called "management thought", which includes science, experience, and know-how, which are enriched by management art. Management opinion is influenced by the achievements of many sciences: economics, logic, psychology, pedagogy, socionics, mathematics, informatics, sociology. The art of management can be considered as the use of this scientific work to achieve the goal of the organization and obtain the desired results based on the coordination of the actions of many people.

O. Kuzmin and others point out the difference between the terms "management" and "leadership". They define management as a purposeful action on an object with the aim of changing its state or behavior in connection with a change in circumstances. You can manage technical systems, computer networks, cars, conveyors, planes, people, etc. Management is a type of leadership that concerns only the management of people (employees, groups of employees, groups, organizations, etc.). Thus, management is a purposeful influence on a collective of employees or individual performers in order to fulfil the tasks and achieve the defined goals. The authors believe that the subject of management science is:

1. Theoretical foundations of managerial activity (laws, regularities, principles, categories, mechanisms, models, etc.).

2. The practice of managing organizations (enterprises, corporations, business associations, etc.).

3. Design of management systems (formation of interconnected and interacting management levers that ensure the management influence of the management system

of the organization on the managed).

The object of management study is the process of managing the production and economic activities of enterprises, corporations, business associations, associations and other organizations. The study of the management process and the identification of its stages make it possible to consistently familiarize yourself with all management categories, to identify the relationships between them, and to understand the nature and features of management influence. This contributes to the formation of managerial thinking, managerial skills, and the ability to make managerial decisions in future economists and managers.

Therefore, the subject of management study is the employees of the management and managed systems of the organization, their professional and qualification level, the degree of authority they exercise, the scope of responsibilities, as well as relationships in the management system.

As for the use of the terms management and management in the education system, it should be noted that, according to V. Luhovyi, education management is a purposeful change in its state. Usually, management actions are aimed at achieving the strategic priority goals of the functioning and development of education. The following are recognized as modern educational priorities: increasing the coverage of the population by education; ensuring lifelong education; equal access to quality education; strengthening the role of the state in guaranteeing justice in obtaining an education; humanization and democratization of education; increasing the professional competence of teachers; formation of state-public management of education; dissemination of information about the quality of educational services; effective and efficient use of education expenditures.

When considering the management of individual subsystems in the education system, one should pay attention to the thorough definition of the concept of "school management" provided by V. Lazarev, who believes that “... it is a special activity in which its subjects, with the help of planning, organization, management and control, ensure the organization (integration) of the joint interaction of students, teachers, parents, and service personnel, and its focus on achieving the educational and

development goals of the school".

Management in education, according to L. Danylenko, is a component of general management on a professional basis and is characterized by the influence of the subject of management (the head of an institution or educational institution) on the object of management (educational and managerial processes carried out in institutions (institutions) of education, which are in a state of professional development), as a result of which there is a qualitative change in the object of management and the level of its competitiveness in the market of educational services increases.

In the scientific literature, the concept of "pedagogical management" is widely used, which, according to V. Kryzhko and others, is a set of principles, methods, organizational forms and technological methods of managing the educational process aimed at increasing its effectiveness. The genesis of the concept of "pedagogical management" was analyzed in detail by L. Kravchenko.

Various research methods are used in management. For example, O. Kuzmin and others highlight the following methods:

1. Dialectical method. He studies the phenomena in development, namely, the mutually determined and contradictory development of the phenomena of reality.

2. Concrete-historical method. It involves the study of the investigated phenomenon in development, taking into account the reasons, conditions and factors that led to changes, trends in the development of the phenomenon, etc.

3. System method. It appears as a set of methodological tools, procedures, techniques, aimed at the study of complex objects, taking into account all existing relationships and dynamic characteristics.

4. Analytical method. It consists in dismembering the whole into parts and considering them as a whole. Used in relation to complex phenomena and objects.

5. Balance method. They are used to measure the influence of factors on the general indicator. It is based on drawing up balance sheets, which are an analytical form of comparing planned and reported indicators, income and expenses, assets and liabilities. This method makes it possible to analyze the correspondence of indicators in value and quantitative values, to identify deviations and reasons that led to this state

of affairs.

6. Modeling methods (verbal, physical, analog, mathematical). They are used under conditions when it is not possible due to the complexity of the relationships to investigate the development of the object under the influence of various factors. In such situations, simulation models are effective, which should be adequate and as close as possible to the features of the object and the realities of its existence.

7. Expert methods. They are used when it is not possible to quantify certain parameters. These include organoleptic methods, i.e., determination in quantitative form of the results of subjective perception by specialists (experts) of signs or properties of the evaluated phenomenon.

8. Economic and mathematical methods. They include methods of studying random or probable phenomena. Thanks to them, regularities among coincidences are revealed. This group includes the methods of elementary mathematics (differential, integral and variational calculus); methods of mathematical analysis (study of one-dimensional and multidimensional statistical dependencies); methods of mathematical statistics (production functions, inter-branch balance, etc.); econometric methods (linear, non-linear, block, dynamic programming); mathematical programming methods (convex programming method, grid programming, inventory management, etc.); methods of economic cybernetics (system analysis, simulation methods); methods of probability theory, etc.

9. Sociological methods (questionnaires, interviews, testing). A sample of target respondents is based on sociological surveys.

The management of educational innovations is a modern direction of the development of the science of management, which reveals the impact of investments and innovations on the development of human, material and financial resources in educational institutions in order to qualitatively improve the main indicators of their activity. This type of (innovative) activity should also include the activities of heads of various levels of educational institutions, which provide equal conditions for learning and development of students with different psychophysical characteristics. One of such conditions that contributes to the adoption of an effective decision by the head of the

institution (for example, the application of the principles of inclusive education in the practice of work) is the perception of the scientific principles of the management of educational innovations, the purpose of which is the realization of a set of organizational-management, socio-economic and socio-cultural goals. Achieving such goals is ensured by: solving the relevant tasks of the management of educational innovations, changing scientific approaches and principles in management, and developing and applying new laws and regulations. Embodying the main tasks of the management of educational innovations, the manager brings the institution to a qualitatively new state, which is based on the expansion and deepening of the functional duties of the participants in the educational process, creating legal, organizational and psychological conditions for ensuring experimental activity. A change in the purpose and tasks of management of an educational institution, the introduction of new scientific approaches and principles, laws and regularities in management affect the change in the organizational structure, tasks, forms and methods of management. The priority in the management of an educational institution (including an inclusive educational institution) is a modular organizational structure, which is characterized by: multi-level, branching in areas of activity, structured by management objects. The modern content of management of innovative institutions in education is characterized by new management functions and technologies, updated forms and methods. They arose as a result of the development of management science and its new branches. The high-quality performance of a large number of management functions (forecasting, managerial, political-diplomatic, representative, advisory) is possible under the conditions of the application of collective ("team") management technology – project-investment management technology of an educational institution, in which the manager carries out management activities "inconspicuously". transferring the right to act as additional subjects of management to other participants in the educational process. An important role in the formation of the image of such an organization is not played by the manager himself, but by project group leaders - members of the teaching staff who participate in innovative activities. Thus, it is worth noting that the qualitative change of scientific foundations in the management of

educational institutions, both for the purpose of management and in management technology, contributes to the emergence of new trends in management, such as: the introduction of pedagogical innovations (inclusive education), the implementation of entrepreneurial activities by the manager and their receipt of various types of investments, compliance of educational services with international standards, motivation to master the basics of management of educational innovations. The considered approaches will help the competitiveness of educational institutions of various types and forms of ownership. On the basis of the expansion of educational services and ways of applying complex innovations (pedagogical, psychological, medical and social), there is a need to train a new type of personnel capable of working in a multidisciplinary team, which will be able to carry out experimental scientific analysis of practical social services. If scientific achievements enjoy demand and authority among the population, then this makes it possible for science to earn money for the implementation of its achievements, the creation of innovative (resource, monitoring) centers capable of providing for themselves, helping the state in the implementation of projects to improve, prevent, and rehabilitate people's health not only with special needs.

An important component of educational management is its functions, which reflect the main content of management activities and determine the nature and method of achieving a certain goal. As noted in the researches of O. Antonyuk, the defining features for the classification of education management functions are, firstly, the type of management activity; secondly, the orientation of types of educational activities to the managed object or factors of the external environment. Accordingly, general and specific functions of education management are distinguished.

The general functions of education management are a part of the management cycle, which is characterized by a regular type of management activity regardless of the place of its manifestation, nature of activity, scale, etc. General functions are inherent in any management activity and characterize the management process itself. Based on the analysis of the works of various authors, the following main general functions of management can be distinguished: planning, organization, motivation,

control and regulation.

The specific functions of education management arise as a result of the horizontal division of labor in the educational system of any state, determine its focus on a specific object of management.

The specific functions of education management can be classified according to:

- a sign of levels of management – national, regional, local;

- a sign of educational levels – management of preschool, general secondary, professional, higher, extracurricular, post-graduate education subsystems;

- features of management objects – management of educational institutions of various types and types (kindergartens, schools, lyceums, gymnasiums, etc.);

- a sign of management processes – educational and methodical work; educational process; work with managers and scientific and pedagogical staff and so on.

An important aspect in creating a model of the head of an educational institution is taking into account the personal qualities of the head of an educational institution. Let's divide them into groups:

psychological (aspiration to leadership, ability to perform management activities, readiness for justified risk, combinatorial and predictive type of thinking, stress resistance, intuitiveness, flexibility, adaptability, mobility, etc.);

intellectual (the desire for constant self-improvement, the tendency to accept new ideas, the scale of thinking, informativeness, the ability to introspect, the ability to make decisions, etc.);

professional (the ability to effectively use the best achievements of scientific and technical progress, to encourage staff for good work, to constructively criticize, to make non-standard management decisions, to effectively distribute tasks and determine the optimal time for their implementation, business acumen, initiative, entrepreneurship, etc.);

social (the ability to take into account the political consequences of decisions, the tendency to be guided by the principles of social justice, tolerance, non-conflict, mediation, the ability to encourage employees to creative and productive activities,

responsibility, etc.).

The principal of the educational institution becomes a key figure in the management of the educational process. Therefore, the modernization of the educational process requires making the requirements for the professional competence of the head of a vocational educational institution universal, namely:

Modern educational institution (EI) exists in conditions of market relations. The director must possess management and marketing technologies in education in order not to remain aloof from the realities of modern life. The director of the educational institution is a leader-manager who manages the pedagogical system of a vocational educational institution, its development, organizes and stimulates the professional activity of pedagogical workers, contributes to the formation of the organization's culture, organizes and ensures their activities.

The introduction of the state-public model of the management of educational institutions involves the involvement of the general pedagogical community, parents, and public organizations in the management processes. Therefore, one of the main areas of renewal of management activity is the acquisition of knowledge and skills regarding school management as a social system. In this sense, the principal becomes a social leader who must make management decisions on his own.

The transition to a new structure and content of general secondary education requires the creation of fundamentally new models of scientific and methodological work in EI. If earlier the teaching team chose the problem on which the vocational school worked, then in the new conditions it is expedient to develop a holistic concept of educational practice that would take into account the peculiarities and capabilities of a specific educational institution. Such activities of the teaching team should be directed by the creative head of the educational institution, who is an experienced engineering and pedagogical worker.

The application of a modern set of knowledge and skills of management theory, in particular in market conditions, the implementation of innovative activities becomes the basis of updating the educational process, reforming the educational sector and raising the status of the school principal as a leader.

The modern head of an educational institution acts as a transformer of the updated content of education, educational technologies, forms and methods of learning, education and personality development, takes care of his own management activities, the introduction of elements of novelty, originality, i.e., everything that is necessary to ensure the reform of educational and educational – the production process in EI and increasing the effectiveness of management activities.

Therefore, the main components of the results of the management activity of the modern head of the EI are: educational and educational and educational and production process; teaching staff; ensuring the conditions of educational activity and professional activity; financial and economic activity; the management system of the EI.

To achieve the goal in practical activities, the manager uses various management technologies and approaches.

Scientific approaches form certain models of managerial activity: system approach; situational approach; program management; collegial management; management of the quality of education; adaptive management; person-oriented management; democratic management; management of innovation processes.

The professional competence of the EI head includes the following components:

1. Management competence is the availability of knowledge and practical experience in the field of management of an educational institution, organization of pedagogical, methodical, scientific and social activities of an educational institution;

2. Economic competence is the presence of economic knowledge, economic management skills, experience of commercial activity in the conditions of EI operation;

3. Scientific competence is the ability for independent scientific research work;

4. Pedagogical competence is pedagogical knowledge, skills, knowledge of normative and legal acts, on the basis of which a general educational institution function successfully.

The meaningful essence of the professionalism of the school head's managerial activity is revealed in the following competencies:

functional competence consists in reproducing the management cycle traditional for the school and possessing the skills to perform management functions;

socio-pedagogical competence consists in managing the school as a social system;

socio-economic competence of school management in conditions of complex economic transformations, mastery of management and marketing in education;

innovative competence is aimed at the development of the pedagogical system of the school by mastering innovations.

Conditions that can increase the effectiveness of the manager's management activities are defined as:

1. Introduction of the state-public management model:

- Involvement of the general pedagogical community, parents, public organizations in management processes. Therefore, one of the main areas of renewal of management activities is the acquisition of knowledge and skills regarding the management of an educational institution as a social system. The manager in this dimension is a social leader who must make management decisions alone.

- A modern educational institution exists in the conditions of market relations; therefore, its head must possess the technologies of management and marketing in education. The head becomes a manager who manages the pedagogical system of the educational institution, its development, organizes and stimulates the professional activity of pedagogical workers, contributes to the formation of the culture of the organization, studies the demand for educational services, organizes and ensures their quality.

- Issues of the quality of education require the creation of fundamentally new models of scientific and methodical work in EI. If previously the teaching staff chose the problem on which they worked, then in the new conditions it is expedient to develop a holistic concept of educational practice that would take into account the features and capabilities of a competitive educational institution. Such activities of the teaching team should be directed by a creative leader who is an experienced pedagogical worker.

- The application of a modern set of knowledge and skills of management theory, the implementation of innovative activities becomes the basis of updating the educational process, reforming the educational sector and raising the status of the

employee himself.

2. Modernization of the manager's leading functions.

- The vision of strategy and development is decisive from the perspective of the forecast of the organization of the life activities of the educational institution in the conditions of reforming management education, taking into account the best world experience and the peculiarities of the development of education in the regions of our country.

- Management of the educational process and implementation of monitoring is a leading function in the creation of a management system of an educational institution, aimed at developing the necessary abilities and skills of the manager, necessary for making management decisions and realizing the responsibility for their implementation.

- Motivation and personnel management is the creation of favorable conditions for stimulating the participants of the educational process to creative work, awareness of responsibility for working with personnel on a democratic basis

- Management of development and finances contributes to the effective development of the educational institution in new economic conditions, the search for additional sources of financing and the organization of marketing activities.

- Internal and external communication is a manager's adaptation to the need to learn information and communication technologies on the basis of openness and tolerance.

3. Implementation of strategic management of EI, which will be able to ensure its development in the future, and not only its functioning.

The management strategy provides a basis for management activity as a whole and for the implementation of its main functions, analysis, planning, organization, control, and regulation. A management strategy is a large-scale forecast regarding the implementation of the mission (purpose) of the organization and the achievement of goals. In order for an educational institution to be able to ensure its development in the long term, it must have advantages over other similar institutions. He will be able to cope with his tasks only if he provides educational services that consistently meet the

needs of consumers. This means that the educational services of the educational institution must have competitive advantages that can only be created under strategic management.

In order to develop the ability to properly organize management activities, the manager must:

1. Consider the educational process as an integral system that develops independently.

2. To single out the main essential issues and weed out secondary ones.

3. Not to solve medium-sized issues “on the fly” and, on the contrary, to solve minor issues “on the fly”, without arranging long and crowded meetings because of them.

4. To reveal sufficient independence, activity and initiative, to cultivate these qualities in subordinates and students.

5. Do not be distracted and do not allow yourself to be distracted from the intended actions.

6. To adjust one's actions in the event of a sharp change in external factors and circumstances.

7. Do not forget to check the quality and timing of the execution of this task by subordinates, be able to evaluate the result of the work and do not forget to praise the executor.

8. Make not only balanced and careful decisions, but also decisions with risk (within reasonable limits).

Modern society sets before EI the task of forming a competent, creative personality, capable of independently and effectively solving the problems that arise before it, creating conditions for its activity and in constructive interaction with other members of society. From the principal of a modern educational institution, life requires daily purposeful activities to ensure the clear, high-quality, coordinated functioning of all work systems; conducting monitoring, analysis and forecasting of the effectiveness of their implementation. The head of the EI should be characterized by constant improvement of the system of management activities, development and

use of advanced national and international experience. Determining the strategic directions of building and functioning of an educational institution is the primary task of the director. He evaluates the activity of the personnel and qualified potential of the teaching staff, the financial and material and technical capabilities of the educational institution, motivates and stimulates the activity of teaching staff regarding the practical implementation and improvement of innovations in the work of the educational institution.

Although we have eclecticism in the formation of models of managerial activity of the head of an educational institution, we can single out common requirements for the level of managerial competence of heads of educational institutions:

● the head of the educational organization becomes a key figure in the management of the educational process;

● the principal must possess management and marketing technologies in education in order not to remain aloof from the realities of modern life;

● the educational institution principal is a leader-manager who manages the pedagogical system of the institution, its development, organizes and stimulates the professional activity of pedagogical workers, contributes to the formation of the organization's culture, organizes and ensures their activities.

● the principal in the modern educational space becomes a social leader who must manage the school as a social system;

● the director is already obliged to carry out innovative activities in order to improve the image of the educational institution;

● the head of a modern educational institution is a transformer of educational technologies, which are aimed at developing the life guidelines of its students;

● the manager of an educational organization is a facilitator, that is, he directs the creative activity of teachers to create original educational practice.

Thus, the renewal of a modern school largely depends on the personality of the head of the school, on the content of his activity, which involves not only mastering modern domestic and foreign scientific and theoretical approaches to school management, but also prioritizing such principles as democratization, humanization;

consideration of national principles in school management; introduction of new management functions; recognition of the priority of collective and collegial forms of management and the introduction of project, research, technological management methods.

The role of the head of an educational institution in updating modern school education is one of the key problems in reforming general secondary education. Therefore, the search for ways to optimize management work, the introduction of new approaches to school management is important for modern pedagogical science.

The implementation of control functions, the organization of the educational process, the distribution of functional responsibilities among team members are not possible without the appropriate creation of working conditions, the determination of the place and functions of each pedagogical worker, which is implemented with the help of management.

Each educational institution is unique in its essence and requirements. Accordingly, the educational institution invents ways and directions of professional activity, focusing on the competencies of modern approaches to the management of the educational institution. Any idea can be implemented if it is real and arouses the interest of the teaching staff or the entire community. A comprehensive school can be a resource not only for children's education, but also a center of activity for the surrounding community.

From the point of view of humanitarian competence, the innovative potential of the manager should be based on the principles of tolerance, a reasonable combination of pragmatism and responsibility for innovative changes. Scientists identify flexibility, adaptability, the ability to assess and predict situations, and be oriented towards innovation among the important professionally significant qualities that are necessary for a head in the management of innovations. So, the main signs of the professional competence of a manager of school education include: knowledge and understanding of the nature of managerial work and management processes; knowledge of job and functional responsibilities of an education manager; the ability to use ICT and other means of communication necessary in the process of managerial work; anthropology

competence; mastery of the establishing external relations' art; the ability to self-assess, the ability to draw correct conclusions.

Thus, the renewal of a modern school largely depends on the personality of the head of the school, on the content of his activity, which involves not only mastering modern domestic and foreign scientific and theoretical approaches to school management, but also prioritizing such principles as democratization, humanization; consideration of national principles in school management; introduction of new management functions; recognition of the priority of collective and collegial forms of management and the introduction of project, research, technological management methods.

So, the general basis of the professionalism of the head of a comprehensive educational institution is the skills that reflect the specifics of the managerial activity of the education manager: a systemic vision of problems in the work of the school; special knowledge that is required specifically for the effective performance of management functions; the ability to organize the creative activity of the team in the innovative direction of the school's work; the ability to create an environment that reveals the professional qualities of school management system employees and personnel; communication skills as the ability to work with teachers and students, to form positive relationships in the team, namely: to influence, to convince, to explain, to listen, to "lead".

In today's world, when changes are happening very quickly, it is no longer the current mastery of special skills that is important, but the ability to quickly master these skills as needed.

Thus, the managerial competence of the head of a general educational institution is a complex characteristic of a professional manager, which includes knowledge, skills, psychological characteristics, and certain personal qualities. It is formed gradually. The increase in the professionalism of managerial activity, and therefore the level of managerial competence, occurs: as a result of social maturity, when a person has gone through life's trials and learned to act with maximum self-sacrifice, without expecting that he receives success as a reward; when she has intellectual,

psychological, communicative, as well as general abilities for managerial activities; when a person has internal motivation for professional activity, when the experience of successful managers is studied and adopted and successful strategies for the development of personal qualities are modeled.

The role of the head of an educational institution in updating modern school education is one of the key problems in reforming general secondary education. Therefore, the search for ways to optimize management work, the introduction of new approaches to school management is important for modern pedagogical science. The problem of the spiritual crisis of modern society actualizes the problem of the value approach in school management. Therefore, further research into the new organizational management culture will also enrich the theory and practice of school management.

Inclusive educational institution

An inclusive educational institution is an educational institution that provides an inclusive model of education as a system of educational services, in particular: adapts curricula and plans, physical environment, methods and forms of education, uses existing resources in the community, involves parents, cooperates with specialists to provide special services in accordance with the various educational needs of children, creates a positive climate in the school environment.

(Salamanca Declaration. Program of Action)

Heads of educational institutions play an important role in adapting schools to children with special educational needs. They should develop and implement a more flexible management procedure, redistribute educational resources, diversify learning opportunities, mobilize mutual help, support students who experience learning difficulties, and develop close relationships with parents and the community. Successful school management depends on the active and creative participation of teachers and staff, as well as the development of effective interaction and teamwork to meet the needs of students.

(Salamanca Declaration. Program of Action)

Despite the fact that inclusive educational institutions provide favorable conditions for achieving equal opportunities and full participation, their effective operation requires the joint efforts of not only teachers and school staff, but also peers, parents, and family members.

The main principles of an inclusive educational institution are that:

1. All children should study together whenever possible, regardless of the particular difficulties or differences that exist between them.

2. Schools should recognize and take into account the diverse needs of their students by coordinating different types and paces of learning.

3. Ensuring quality education for all through the development of relevant curricula, implementation of organizational measures, development of teaching strategies, use of resources and partnerships with their communities.

4. Children with special educational needs should receive any additional assistance they may need to ensure the success of the learning process.

5. Inclusive educational institutions are the most effective means that guarantee solidarity, participation, mutual respect, understanding between children with special educational needs and their peers.

Inclusive educational institutions should ensure an inclusive approach, which consists in creating conditions under which all students have equal access to education. At the same time, all students have the opportunity to gain experience and knowledge that contribute to overcoming prejudice and discrimination and contribute to the formation of a positive attitude towards others. A key principle underlying an inclusive approach is that schools should be open to all children, regardless of their physical, intellectual, social, emotional, linguistic or other characteristics. They include children with developmental disabilities, homeless and working children, children belonging to linguistic, ethnic or cultural minorities and others.

1.2. Educational establishment in inclusion conditions as an object of management

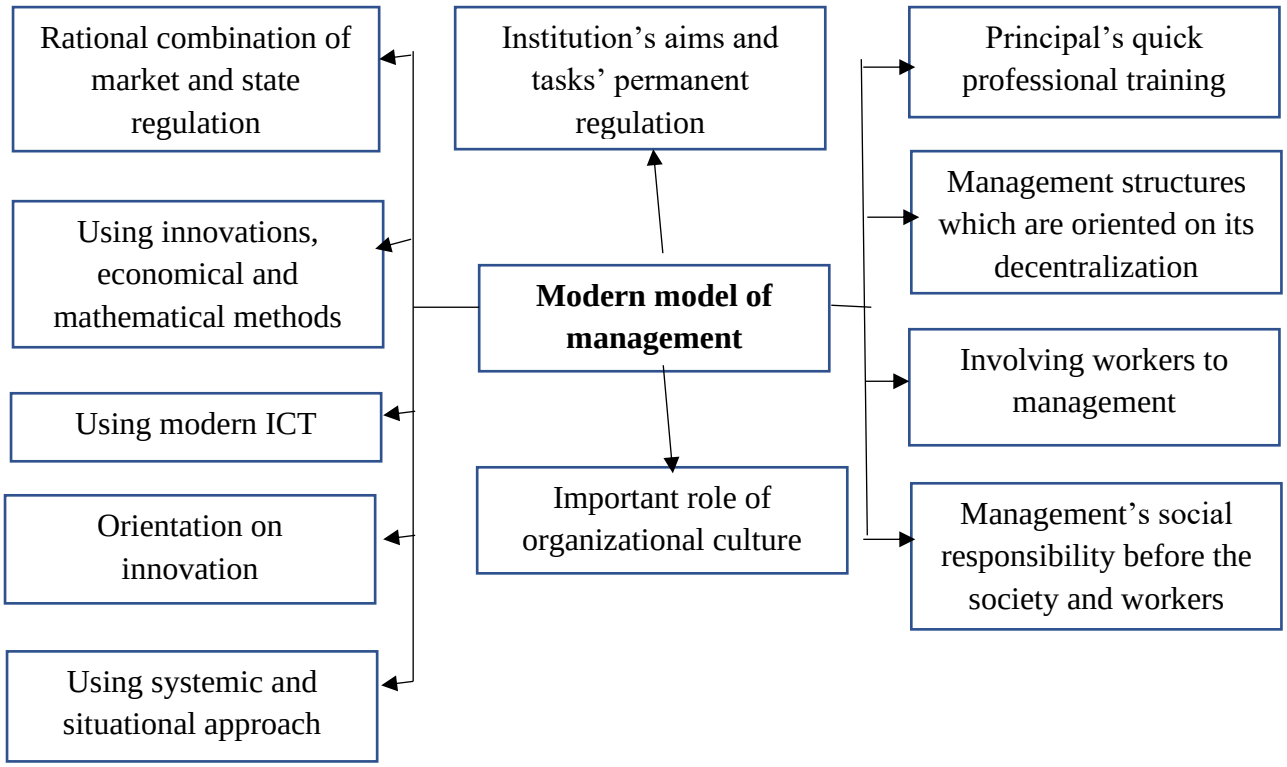

Fig. 1.1. Modern model of management

The main functions of management activities are pedagogical analysis of the state of the educational process in the school, work planning, organization of school activities, intra-school control and regulation of the life activities of the school staff.

The cycle of school management begins with a pedagogical analysis of work for the previous period and an assessment of its effectiveness, namely: what a certain activity gave to managers, teachers; what new has appeared in the actions of teachers, the life of classes, students; how the work carried out contributed to the education of national consciousness and high moral qualities in students; what mistakes were made by managers; how optimal was the control; whether the regulation of the process was timely. The function of pedagogical analysis lays the foundations for planning.

Planning is the main defining moment of management, which means designing the educational process and the process of leading it, defining the goal and tasks.

The organization of intra-school management is the next function — it is the implementation of a management decision, the implementation of the plan. This work

consists of choosing the most appropriate forms and methods depending on the terms of execution, arrangement of performers, their business qualities and experience, and providing instructions.

Control is one of the main means of providing reliable and reliable information about the state of educational work. When conducting control, it is necessary to observe the relationship and mutual agreement of forms and time with the content of the educational process, a differentiated approach to objects, comprehensiveness and depth of coverage of the object of control, systematicity and consistency, verification of execution and transparency, dynamism of forms and methods, involvement in public control. Today, we need a deep study of the educational process, insight into the essence of the interaction between the teacher and students, diagnosis of the levels of activity of students in learning, work and communication, and timely assistance to the organizers of the educational process, making adjustments to their activities.

Regulation is a maintenance of the control object at the required level, transferring it to a qualitatively new state. Democratization in the process of regulation is manifested in the fact that the manager involves teachers and students in the collection and analysis of information about the state of the educational process. Regulation can be operational (operational meetings with the principal, deputies), thematic (production meetings, pedagogical councils), final (pedagogical council based on the results of the academic year, semester, conference). Management functions act in organizational unity, the loss of one of the functions negatively affects the course of the management cycle or suspends its execution.

In the practice of secondary schools, the following system of general school planning has developed:

1. Prospective school work plan.
2. School work plan for the academic year.
3. Calendar plan of school work for six months or a quarter.
4. Schedules of general school activities.
5. Schedules of lessons and extracurricular activities.
6. Work plans of student organizations.

The listed plans should be agreed, consequent, concise, specific, concise, chronologically consistent.

The school’s long-term work plan (for 5 years) provides for long-term tasks, educational and methodological problems, studying the teaching of individual subjects, studying and implementing the achievements of pedagogical science and advanced pedagogical experience, certification issues, topics of pedagogical councils, conferences, and pedagogical readings.

The annual plan should be dynamic and concrete with a precise definition of the persons responsible for implementation and deadlines for implementation. It is drawn up for the period from September 1 of the current year to September 1 of the following year. The annual plan covers the following sections: analysis of the school's work for the previous academic year; school tasks for the new school year; improving the quality of the educational process; extracurricular and extracurricular educational work with students; methodological work of the school; professional development and certification of teachers; implementation of scientific achievements and best practices; school management; internal control; health and wellness work; organizational and economic work, as well as strengthening the educational and material base of the school.

The calendar plan is a joint document of the directorate, public and student organizations, which contributes to the systematic management of the school. It consists of six months or a quarter.

A correctly prepared lesson schedule (for half a year) is one of the important conditions for the effectiveness of the educational process. When drawing up the lesson schedule, it is taken into account that: the most productive days are Tuesday, Wednesday and Thursday; the first hour of study is not effective enough, the greatest work capacity of students is in the second and third lessons; it is necessary to alternate subjects of the natural and mathematical cycle with humanities subjects, lessons on complex subjects with lessons of physical education, music, fine arts, ethnology; control, practical and laboratory works should not be carried out after the physical education lessons; labour training lessons must be paired and taught on the same day;

paired lessons are possible only in senior classes for conducting laboratory, practical and large written works. The schedule must take into account the days and hours of television broadcasts on certain subjects, the possibility of using classrooms, technical teaching aids; the workload of teachers should be taken into account.

In addition to the lesson schedule, the school also has a schedule of extracurricular activities, which includes the schedules of circles, clubs, sections, general school events, excursions, reviews, exhibitions, Olympiads, competitions, subject weeks, extracurricular activities with students. In some schools, it is practiced to draw up an operational weekly plan for extracurricular work.

The strategy of an educational institution is one of the most important documents that describes the school's development vector and the way it wants to get there. There is no clearly defined strategy template, so every Ukrainian school principal has the freedom to choose the form of the document. The main thing is that the content of the strategy is clear to the entire school team, as well as partners, the most important of which are parents.

Before starting with the strategy creation algorithm, let’s understand what questions it answers.

• What is your school like now through the eyes of different participants in the educational process?

• What does the school team believe in, what values does it cultivate?

• Why does your school exist (besides the common task for all schools)?

• How do you see your school in 2, 3, 5 years?

• How will you reach your vision in 2, 3, 5 years?

• What kind of team is needed for this and what competencies should it possess?

What is important when building a strategy:

Involve all participants in the educational process in its formation: students, teachers and parents, the founder.

The experience of the participants of the educational program "Educational Managers Studio" showed that it contributes to the improvement of the microclimate

in the school, the formation of trust, the increase of team motivation and the establishment of interaction between all participants of the educational process.

Understand that there is no "right" or "wrong" strategy.

You, your school, team, students, parents are unique, so the strategy will be special, and definitely not the same as the neighboring school across the street.

Understand that strategy building is a collective learning process.

Like the participants of our program, you, most likely, when you refine the strategy, you will understand that the next time you will analyze point A, you will do it differently and that is normal. This is how you realize one of the main values of NUS — lifelong learning.

And now we go directly to the process of building a strategy, which consists of three stages:

1. Point A. This is where your school is now. During the determination of point A, we will delve into several analysis tools that will help you understand more deeply how the educational process in your school takes place and how it is provided by the school team, we will analyse the strengths and weaknesses of each of these areas.

2. Point B. These are the mission, vision and values of the school, which are embodied in the rules of interaction and give an understanding of where the school is going.

3. The path from point A to point B. This is your specific plan of action to get from point A to point B.

Point A

This is an in-depth analysis of the school and all its components. It will help you understand what is not working at school, what should be changed, what is your strength, and what needs to be strengthened. An important point in the analysis of point A is not to miss any of the spheres. Therefore, we advise you to focus on the components offered by the Principal’s Alphabet:

Educational environment.

The organization of such an educational environment that will contribute to the free development of a creative personality.

System of evaluation of students' educational activity.

The system should motivate learning, be transparent and understandable to students.

System of pedagogical activity.

Here we especially advise you to analyse the teacher training system in your school, its effectiveness, the mentoring / mentoring system of young teachers, the analysis of the team's competencies and how they are trained.

Management activity system.

This is a rather bulky component. We advise you to pay special attention to the decision-making system, team motivation, and overall effectiveness of the team work system.

We also recommend adding an analysis of the following areas to it:

• Finances. Here it is important to analyse the efficiency of the distribution of finances, your strategy for attracting funds and establishing partnerships.

• The organizational structure. This is a system of distribution of functions and responsibilities by centres of responsibility and roles.

• Triangle teachers-parents-students. It is important to understand the requests of parents and students to educational processes, their expected results from education.

Now we offer to get acquainted with the model with the help of which you can analyze these components.

SWOT analysis

This is an abbreviation of 4 words that can be translated into Ukrainian:

Strengths

These are the strong factors that you and your school team can influence.

Weak sides

These are the factors that you can influence and which, in your opinion, need strengthening. It is in your power to turn them into strengths.

Opportunities

These are external factors that you cannot influence, but that affect the school in a positive way. For example, distance education is an opportunity for teachers to improve their ICT skills.

Dangers

These are external factors that you cannot control, but that can affect you negatively. For example, distance education negatively affects the educational process and its results due to the fact that not all students and teachers are equipped with technology.

The main mistakes in working with SWOT analysis:

• Strengths and weaknesses often include those factors that, in the opinion of the school team, they cannot influence.

• often the block "Opportunities" is understood literally, and future opportunities are entered here, but do not forget that we are analyzing point A.

SWOT analysis can be used not only to assess point A, but in various situations at school (when something happened and the problem needs to be solved). If at the beginning there was a lot of hesitation (they said, why do everything in a row and conduct so many analyses, it will only slow down the movement and the result), now the team understands that one SWOT analysis does not give a complete picture of the situation.

ORGANIZATIONAL ASPECTS OF CREATING INCLUSIVE CLASSES

The algorithm for creating an inclusive class:

1. Parents of a child with special needs apply to the educational institution, write a statement and attach to it an excerpt from the IRC about the comprehensive assessment of the child.

2. The head of the educational institution makes a submission to the education management body regarding the approval of the organization of inclusive education in his institution.

3. The education management body issues a letter of approval or an order to this effect.

4. If necessary, changes should be made to the staff list of the institution, for example, additional rates of teacher assistants or special education teachers should be introduced.

5. The head of the educational institution issues an order on the creation of a class or classes with inclusive education, on the approval of the regulations on the team of psychological and pedagogical support in the educational institution, on the composition of this team.

Nuances of creating an inclusive class:

1. In accordance with paragraph 1 of Article 20 of the Law “On Education”, educational institutions, if necessary, form inclusive or special groups and classes for the education of children with disabilities. In the case of an application by a person with special educational needs or his parents (other legal representatives), an inclusive group or class must be formed.

2. For pupils with SEN studying in inclusive and special classes, based on a written request from parents (other legal representatives), an inclusive or special extended day group may be created. You can read more about this in the Procedure for creating extended day groups at state and communal health care facilities (order of the Ministry of Education and Culture, June 25, 2018 № 677).

3. In order for an inclusive class to be formed, it is necessary for parents to write an application to the school and submit an extract from the inclusive-resource center (IRC) on a comprehensive assessment of the child's development. If the parents only have an extract from the medical advisory commission, then this is not a reason for organizing inclusive education. Other documents stipulated in the Procedure for Enrollment, Deduction and Transfer of Pupils to State and Communal Educational Institutions for General Comprehensive Secondary Education may also be added (Order of the Ministry of Education, Culture, Sports and Science, April 16, 2018 № 367).

4. Parents or other legal representatives of a child who are concerned about their development can apply to the IRC, regardless of whether they have a certain diagnosis and/or disability. Complex assessment can be conducted both at the initiative of parents

and at the recommendation of teachers who work in EI with such a child, but only on the basis of the parents' application. It cannot be carried out forcibly.

5. The conclusion of the IRC on comprehensive assessment is of a recommendatory nature. According to Article 55 of the Law "On Education", the child's parents have the right to choose the educational institution, the educational program, the type and form of the children's education of the appropriate level.

6. The term of validity of the conclusion of the IRC is not determined, but a repeated comprehensive assessment can be carried out when a child moves from a preschool education institution to a general secondary education institution. Also, on the recommendation of the team of psychological and pedagogical support, in case of individual educational needs during training or, on the contrary, when the child has high academic success and needs to revise the individual development program.

7. If the child has already studied in an inclusive class, it is not necessary to re-pass the IRC and write an application for opening an inclusive class before each year of study.

8. If specialists who work with a child with SEN at school do not see progress or are not sure that the IRC extract is correct and, in their opinion, it is necessary to conduct other corrective and developmental classes or in a different amount, then independently these changes are made by the team of psychologists. pedagogical support cannot be introduced. To do this, it is necessary to direct the parents to a repeated comprehensive psychological and pedagogical assessment of the child's development before the IRC.

There is a letter of the Ministry of Education and Culture dated June 16, 2020 No 1/9-328 "Regarding methodological recommendations for the organization of a psychological-pedagogical council for conducting a repeated comprehensive psychological-pedagogical assessment of the child's development". According to it, in order to confirm or change the conclusion about the comprehensive assessment, a council must be convened, to which it is recommended to involve a representative of the education management body, a regional methodologist, specialists of the IRC, a practical psychologist who has an international certificate, pedagogues of EI,

correctional teachers of special EI (according to needs), specialists in the field of social protection (if necessary), parents or specialists proposed by them, so that this assessment is comprehensive and correct.

In the Procedure for organizing inclusive education in EI (Resolution of the Cabinet of Ministers of 2011 № 872 as amended in Resolution № 578 of August 9, 2017) it is clearly stated that the head of EI, based on the application of parents with the support of the relevant educational authority, organizes a class with inclusive education, creates material and technical base, selects appropriate employees, etc. The owner of a general educational institution allocates funds to ensure access to the school building without obstacles, material and technical support. That is, the owner and manager of the educational institution are responsible for the organization, condition and quality of inclusive education.

9. There is a letter of the Ministry of Education and Culture dated April 5, 2019 № 1/9-223 “Regarding ensuring the accessibility of educational institutions for persons with disabilities”. According to it, all institutions should be accessible to all categories of children. We would like to draw your attention to the fact that on September 1, 2018, new state building regulations for educational institutions came into force, which state that during the reconstruction or construction of new educational institutions, their accessibility for different categories of children must be taken into account.

10. If nothing has been organized at the school, then parents should contact the head of the institution, and if there is no reaction – to the relevant educational management body.

FINANCING OF INCLUSIVE CLASSES

In the Procedure and conditions for providing subventions from the state budget to local budgets for providing state support to persons with special needs (Cabinet Resolution № 88 dated February 14, 2017), it is written about the financing of means for correctional and developmental classes. No more than 35% of the funds of the "inclusive" subvention are used for the purchase of corrective and developmental means.

Paying for the work of specialists engaged on the basis of civil law contracts (for correctional and developmental classes) is also carried out at the expense of this subvention. The resolution also contains a list of corrective and developmental classes that can be conducted.

Readers of the NUS website asked whether there are requirements for the basic equipment of the sports hall for working with children with special needs. Today there are no such requirements. Everything that an educational institution buys for correctional and developmental work is regulated by the Standard List of Special Means of Correction of Psychophysical Development of Children with Special Needs Studying in Inclusive and Special Classes (Groups) of General Secondary Education Institutions (Order of the Ministry of Education, Culture, Sports and Science dated 04/23/2018 № 414). This list was expanded by the order of the Ministry of Education, Culture, Sports and Science of Ukraine dated June 21, 2019 № 873.

If an inclusive class is formed at the beginning of the school year or at any other time, the funds will not be deposited immediately because, according to the resolution, they are deposited within the calendar year, not the academic year. However, it is possible to finance inclusive schooling starting from any month with the balance of funds from previous budget periods. In particular, according to this resolution, local councils have the right to redistribute subvention funds within the limits of the relevant local budget between the relevant types of institutions.

In many documents, the issue of additional payment for work in inclusive classes and for work with children with disabilities is prescribed. One of the most recent is the law “On comprehensive general secondary education”, where in paragraph 3 of article 24 it is specified that for work in inclusive classes or groups there is an additional payment of 20% to the tariff rate for all teaching staff. Therefore, special education teachers, rehabilitators, teacher assistants, and subject teachers receive additional payment for the hours they work in inclusive classes.

PREPARATORY WORK OF THE SCHOOL

Since by the middle of June the educational institution already has information on how many children with SEN will study in the next school year (on June 15, the

first classes are already formed and all other classes have been transferred to the next stage), the head of education has two and a half months to make all the necessary changes in the organization of the institution's activities in order to organize inclusive education.

Preliminary work should be done with parents and students - by the administration of the educational institution and directly by the team of psychological and pedagogical support of the child. When parents come to the school for the first time, the administration usually already knows whether the 1st grade will be inclusive. That’s when you need to start talking about it with your parents. If necessary, explain what it is, make it clear that it does not affect their children's education in any way, because children with SEN have their own individual development program and individual educational trajectory.

We recommend that this issue be discussed at the parents' meeting of future first-graders, because the perception of the children greatly depends on how the parents perceive it.

To work with children, use educational hours, lessons of kindness, tolerance, but the best way is joint play and educational activities - for example, creating various projects where children work together, understand that everyone has the same interests and learning needs.

The organization of inclusive education in EI is carried out by a team of psychological and pedagogical support for a child with special needs. There is an Exemplary Regulation on the Psychological and Pedagogical Support Team (order of the Ministry of Education, Culture, Sports and Science of Ukraine № 609 dated June 8, 2018). Based on it, the head of the educational institution develops his position on the team of psychological and pedagogical support.

According to the conclusion of the IRC, the results of the psychological and pedagogical study of the child by the support team, within the first 2 weeks from the beginning of the educational process, the team creates an individual child development program (IDP), which is agreed with the parents and approved by the head of the institution.

If there are many children with SEN in the institution, it is advisable to make a schedule of meetings of the support team so that it is convenient for parents and all members of the team. We try to organize it so that the first meetings are for those children who have already studied at the institution, because we know more about them. On the last days of these 2 weeks, we leave children who have just come to school. This gives specialists time to study the characteristics of these students.

In order for the meeting of the support team to be effective, it is advisable to invite specialists from the IRC to it in order to receive detailed recommendations on the development of the IDP and the specifics of the organization of inclusive education.

The meeting of the team takes place during the working hours of the participants, the decision is made collegially and drawn up in the form of a protocol.

To adjust and determine the progress of the child's development, the support team reviews the individual development program during the school year. In addition to the organizational meeting, there should be at least two more. Mostly, they take place at the end of the first semester and at the end of the academic year. But, if necessary, the meetings can be provided more often.

CLASSROOM MANAGEMENT STRATEGIES FOR AN INCLUSIVE ENVIRONMENT

Belarusian scientist S. Haydukevych systematized the structural and content resources of the environment and presented recommendations on the organization of the educational environment for children with special needs. In addition to the provisions summarizing the necessary components of a modern educational environment for children with special needs, it specified the requirements for the environment that should meet the needs of children with various developmental disabilities: severe speech impairments, intellectual disabilities, hearing and vision impairments. The importance of the environment as a component of inclusive and integrative practices is so great that S.Haydukevich uses the concept of "environmental support" as something that has no less significance than "psychological-pedagogical support".

Harry K. Wong’s and Rosemary T. Wong’s works present thorough studies of classroom management strategies as a successful educational environment, thinking through its plan and step-by-step implementation.

Classroom management as the development of an environment that is as effective as possible for establishing teamwork on various issues of team support for children with special needs is presented in the article by B.Gimbert.

The topic of implementing thoughtful classroom management for establishing productive feedback and forming responsibility in children with special needs as an infernal locus of control is presented in the works of S.Akalin and B.Sucuoglu.

Classroom management is the planning of an interesting and attractive development environment for the achievement of educational goals. And classroom management strategies are a tool that teachers can use to manage the classroom situation, which contributes to the effectiveness of the educational process, as well as the establishment of productive partnership relations between the teacher and students.

It was established that in order to ensure successful classroom management, it is necessary to use the space in the classroom appropriately, develop and apply classroom rules, and create a positive atmosphere between all participants of the educational process.

In the context of teaching based on the classroom management plan, it is said that successful teachers are those in whom students acquire special qualities: self-discipline, self-motivation and a high level of responsibility. The educational environment is designed as follows: on the stands, shelves and boards there is all the information necessary for the successful work of students, in which the entire educational process is imprinted (past experience that is interesting for children, relevant information for the present, plans for the future). Thanks to the teacher's forethought, students of such classes are involved in interesting, dynamic, practical cognitive activities from the first minute of the lesson: they have tasks; know where to find them; understand why they should fulfill them; they know what is expected of them, they are guided by the jointly defined rules.

Classroom management is thought out and implemented for all children, which contributes to the achievement of the most necessary goals for their personal and social growth, namely: 1) to enrich the individual experience of each child; 2) contribute to the establishment of its independence; 3) influence the development of her social intelligence.

Classroom management extends to the spatial-subject and organizational-semantic field, affects: the formulation of rules, duties, instructions; the emergence of productive relationships; development of learning strategies; finding auxiliary means and human resources.

We will reveal the content of such classroom management strategies, which should be used primarily for children with autism, although they fundamentally change the educational situation for the better for all children, as well as for teachers themselves.

Here we are talking about: 1) implementation of the principle of structuredness, which covers: space, time and activity; 2) visual support: schedule (for a week and not a specific day), algorithms for performing actions; rules governing student behavior, photos, pictures, icons, etc.; 3) special emphasis on social development; 4) methods of communication (for example, the presence of additional devices or developments); 5) generalization of knowledge; 6) sensory strategies; 7) data collection.

So, for example, there should be no more than five rules that children learn at a given moment. It is important that they are relevant for a certain class, attractive in terms of presentation format, located in a convenient place for the teacher to show them, and used for a certain period, after which they are replaced by others. For some students, certain cards from these rules (or all the rules in a reduced size) may also be attached to the desk. In such a case, these students can be trained, for example, by a teacher's assistant to follow these rules.

The social development of a child with special needs becomes extremely important (which becomes especially relevant in the case of a child with autism); drawing the child's attention to himself as a person; creation of conditions that would facilitate her stay among other children; drawing the child's attention to the activities

and various manifestations of the surrounding children (formation of tolerance, ability to imitate, social perception); using pictures for communication; using words to formulate a question or express a request.

Due to the lack of social qualities and lack of understanding of the context of the situation, it is difficult for children with SEN to reproduce correctly (appropriately) to acquire knowledge and skills. Therefore, it is worth knowing and using certain ways of generalizing skills:

1) distribution to all members of the support team:

- visualized rules;

- a certain style of adult behavior (e.g., firm position, expectations, demandingness);

- certain phrases-reactions to the child's manifestations, which have an educational function (e.g., I don't like what you are doing. I will go to another room, when you calm down, come to me);

- certain effective techniques (e.g., situational drawing with a developmental purpose);

2) gradual complication of the circumstances of the application of skills (from comfortable to developmental conditions). Practicing these skills in interaction with new people, on different material, at an increased pace, according to complicated requirements, etc.

Given the pronounced sensitivity of children with autism to sensory impressions, it is worth using the so-called sensory strategies specifically for them. These strategies include:

1) developing a sensory diet as a well-thought-out plan of classes and procedures that ensure the child receives sensory experience during the day, at each stage of the child's life, taking into account possible risks.

2) use and application of:

• weighted items: vest, rug, cuffs;

• anti-stress toys, “sensory bag”;

• exercises for gravitational resistance, proprioceptive sensitivity; strength exercises;

• tactile stimulation;

• vibration massage;

• musical accompaniment, recording of nature sounds;

• permission to carry out sensory stereotypes (favorite movements and activities) in a certain place and for a certain time.

Data collection for monitoring the dynamics of development and monitoring of the overall process is used: video recording, keeping daily records, filling in the "Communication Diary of the support team", creating forms and tables. Definition: who exactly does what exactly and when, as well as methods of analyzing the received information.

Thus, classroom management is an innovative method of transforming the educational environment in order to achieve the effectiveness of the educational process in an educational institution. A close relationship between well-thought-out classroom strategies and the success of the students' learning was revealed. The classroom management plan should be based on a holistic analysis of children's needs and the goals of their education, and involves the development of a system of methods and means of meeting these needs. The greatest effect of the implementation of pedagogical design for children with autism is the reduction of the stressogenicity of the environment and the promotion of the ability to perform purposeful activities both independently and together with peers.

1.3. Management of preschool educational establishments: inclusion and educational process. Management of changes

The content of the new paradigm of preschool education management at the current stage is orientation to the child and his needs, creation of conditions to ensure comprehensive development of the personality of each child, orientation of teachers to effective self-directed individual and collective activity in various autonomous

pedagogical systems. In order for the management process at all its levels to be effective, each manager must have a clear idea of the legislative and regulatory acts of Ukraine, adhere to them and ensure their implementation. In the management process, it is a necessary condition for the modernization and development of preschool education.

Each preschool educational institution is an independent unit in the structure of general management of education, and management in each preschool educational institution has its own characteristics – in the ways of making management decisions, in the culture of management and the culture of organizing the educational process.

Analyzing the modern educational space, it is possible to single out the following problems of preschool education management:

- the ramifications of the system of preschool education, the absence of clear parameters for the organization of the educational process in various types of preschool institutions;

- lack of a unified approach to defining generalized criteria and mechanisms for assessing the quality of work of preschool institutions;

- orientation to the outdated principles of personnel management, the educational process and other aspects of the activity of the preschool educational institution.

A preschool educational institution as a component of the education system, although it has features in common with various educational institutions, but differs in the specificity of functioning, which does not always allow the direct transfer of general theoretical positions and technologies of education management from other educational systems to the practice of preschool education. They should be filled with content, adequate to the modern features of functioning and tasks of a preschool educational institution. As O. V. Yanko notes in his research, the study of practical aspects of the activity of the preschool educational institution proved that a significant number of managers, whose teaching experience is more than 20-25 years, were not ready to perceive the innovations of modern management. According to the traditions laid down since Soviet times, when the head of the educational institution was required to clearly follow the instructions and instructions “from above”, most of them continue

to adhere to the old guidelines, build relations with the team from the position “above”, often perceiving the educator as a formal executor of management instructions, which indicates the actual absence of the required level of managerial culture. At the same time, life proves the need to build activities of preschool institutions in accordance with the principles of modern economic and educational management.

Pedagogical management in preschool education is a specific type of intellectual activity that is implemented through a system of individual actions and influence on the object of management through scientifically based analysis, forecasting, planning, organization, control and evaluation of the quality of their functioning in order to achieve high efficiency of socially significant educational results.

Pedagogical management of a preschool educational institution has its own specificity and regularities, which are determined by the uniqueness of the subject, products, means and content of the professional activity of its head as the main subject of the management of the pedagogical system. Depending on the dominance of any function of management activity, the head as a manager of preschool education appears in the unity of the main status roles: diagnostician, ideologist, innovator, programmer, methodologist, administrator, educator-pedagogue, psychologist, inspector, researcher, economist, entrepreneur. So, the head of preschool education is a professional specialist, a modern leader who manages the personnel of a preschool educational institution, ensures success in achieving the goal, prestige and effectiveness of socio-pedagogical results, that is, a subject who has an active-organizing role, supported by a certain by the authorities and distributed to the object of management. Since the manager of preschool education is a carrier of mental work, his professional activity is aimed at: analysis of information regarding the market of educational services and the possibilities of the object in its space; search and creation of innovations; projecting the future state of the development of the pedagogical system through the generation of new ideas and the setting of more promising goals; planning optimal ways to achieve them; selection, organization and stimulation of participants of specific actions and events; control of the effectiveness of their implementation, assessment and self-assessment of the quality of the results obtained. The goal of the

preschool education manager's professional activity is the productivity of the preschool institution. To do this, he is forced to constantly ensure a balance between costs and the obtained effects, to strive for the greatest success with minimal expenditure of the resources of the pedagogical system, which he manages (material, financial, human and informational) results.

During the years of independence, the system of preschool education has undergone significant changes: special approaches to the formation, improvement and recognition of preschool education at the state level have been developed not only as a mandatory structural component, but also as an initial basic link in the system of general continuous education of a person.

Reforming preschool education involves a radical restructuring of the management chain, its democratization, decentralization and humanization, which require abandoning the authoritarian style of leadership, realizing the need to update the management functions of a modern preschool educational institution. At the current stage in preschool education, the content is being updated, the Basic Component of Preschool Education in Ukraine, the basic preschool development program "I am in the World" have been developed and are being implemented; the requirements for management of the system of professional development of pedagogical workers and heads of preschool educational institutions have increased. On the basis of many years of domestic and international experience in the development of psychological characteristics of a child, scientists have created individual educational programs that highlight a complex of interrelated tasks and directions in the work of specialists with children. V. I. Kuzmenko notes that to improve the quality of work with pupils, it is advisable to introduce individual educational programs. In the scientific works of N.A. Bastun, A.A. Kolupaeva, it is proposed to implement a team approach in early intervention in the children's and pedagogical team. Thus, N.A. Bastun recommends comprehensive professional training not only for children, but also for the family as a whole. Thanks to this, the level of parental competence will increase, “they will learn to adequately respond to the basic needs of their child, to develop effective methods of care, education and care for their child’s health in each specific case”. A.A. Kolupaeva

notes that the effectiveness of educational, corrective, developmental, and therapeutic and preventive work largely depends on the coordination of the actions of the educator and various specialists (social pedagogue, medical worker, psychologist), who are part of the so-called team. T.M.Symonova, O.O.Ushakov suggest organizing interaction – a transdisciplinary approach between members of the pedagogical team.

To perform professional duties, the head of a preschool institution needs the ability to understand and be aware of modern management problems; the ability to produce new ideas, management solutions, social technologies; developed analytical and technological thinking, skills in working with people; mastery of administrative work technology, computer technology, correct lifestyle, communication culture; must navigate freely in the socio-political space; to select, to analyse and to summarize information, to design the institution activity, to create a model, to highlight the organizational structure: to organize the activities of all structural subdivisions and subsystems of the preschool institution; to structure and to monitor the institution's activities: to manage the institution's material and technical connections; to carry out marketing activities.

An open style of communication should prevail in educational institutions, and it is worth remembering that disagreements between team members are a natural part of the cooperation process. All employees of the educational institution must be informed about the issues of helping the child. All work with the child should be aimed at achieving the main goal – to prepare the child for the future life. At the same time, it is necessary to ensure that help and support in the course of learning does not overload the necessary, otherwise the child will become too dependent on support.

In order to maximize the interests of children, it is necessary to implement a team approach in the preschool. A team is a group of people united to achieve a common goal under the leadership of a leader.

There are three models of teamwork: multidisciplinary, interdisciplinary, transdisciplinary.

Multidisciplinary model: the child and the family are in the centre of attention, but the specialists of the multidisciplinary team do not come into contact with each

other. There is no interaction between team members, their research and services are isolated. In addition, there is a blended approach, in which the child is considered comprehensively, achievements and services are fully integrated.

Interdisciplinary model: the focus is on the child and the family, but the specialists of the team interact with each other.

Transdisciplinary model: there is an effective exchange of information between team members, there is a sense of collective responsibility for common results. All team members must actively cooperate.

Pupils are observed by all members of the multidisciplinary team. All children, regardless of their health status, should have the same rights and opportunities. A favourable environment encourages all children, regardless of their abilities, to research, initiative and creativity, which ensures successful learning and development.

The analysis of theoretical provisions for managing a preschool educational institution development shows the interrelationship of concepts: design, planning, forecasting, modelling. Design involves the development of the main directions, conditions, concepts, models, means, content of activities.

The use of program-target planning of activities of a preschool educational institution makes it possible to socially orient the educational process, namely: to satisfy educational needs in accordance with the humanistic principles of society; carry out a constant search for new ways of meeting educational needs, take into account their variability, implement innovations; abandon educational programs that conflict with the interests of consumers; to work out and implement educational programs that take into account the interests of the educational institution itself and are useful for the social development of the region.

So, program-target planning of activities of a preschool educational institution is one of the management technologies that takes into account the needs and requests of all participants in the educational process. Consumers of educational services – children and parents – need it in order to: expand the possibilities of meeting spiritual, social, and personal needs; get quality educational services, new knowledge; consciously choose an educational institution. Preschool teachers and educator

assistants – in order to: use wider opportunities for self-realization; work with better results; to be able to receive additional remuneration. To the heads of preschool educational institutions – in order to: define a new strategy for managing the institution in the conditions of market relations; to provide conditions for the development of the pedagogical system of the preschool educational institution; manage material, financial and human resources more effectively.

In the preschool educational institution, the creation of individual educational programs is practiced, in which the practical implementation of the principle of joint work of a group of specialists of various profiles (teachers, psychologists, medical workers) can be clearly traced. All members of the multi-disciplinary team of the preschool educational institution, together with parents, direct all efforts to improve the child's conditions, his development, consolidation of positive traits and prevention of negative ones.

Employees of the kindergarten should constantly focus on the fact that parents are important members of the kindergarten team, desirable and necessary, their contribution to the general cause is valuable and necessary. The key to the success of the teaching team is in the teamwork of all the people involved in this case: family members, medical workers and other specialists. The members of a multidisciplinary team are characterized by creative thinking, activity in actions and deeds, and freedom.

In a multidisciplinary team, independent experts from different fields of knowledge work according to separate work plans. They can work in different agencies and form a team to handle an individual case. Evaluation of the work performed, determination of the package of services offered to a specific client takes place at regular group meetings. Coordination of the work of team members and presentation of new cases is carried out by a coordinator, who can be any specialist in the team. Each team member is required to have collaborative skills—the ability to perform coordinating or executive roles.

The head of a preschool educational institution becomes a key figure in the implementation of management activities. Therefore, the modernization of the educational process sets new universal requirements for the professional competence

of the heads of preschool institutions:

- mastering management and marketing technologies in education;

- involvement of the general pedagogical community, parents, public organizations in management processes;

- creation of fundamentally new models of scientific and methodical work in a preschool institution;

- updating the educational process, reforming the educational sector and raising the status of the head of a preschool institution as a leader;

- modernization of the qualification improvement program taking into account the experience of other countries of the world.

The head of a preschool educational institution, carrying out various types of activities, must first of all be a professional. His qualification is determined by four main factors:

- the ability to set relevant, theoretically grounded and practically significant goals;

- the ability to carry out tactical planning of the activities of all participants in the educational process, including one's own;

- the ability to choose and implement the set goals with the help of effective means and to adjust previously determined tactics, correlating them with the real conditions of the educational process;

- the ability to perform qualified self-analysis and analysis of the activities of all participants in the educational process.

The authority of the preschool education institution’s head

- the head of the preschool education institution carries out direct management of the institution and is responsible for the educational, financial, economic and other activities of the educational institution.

- the head is the representative of the preschool education institution in relations with state bodies, local self-government bodies, legal entities and individuals and acts without a power of attorney within the limits of the powers provided for by law and the founding documents of the educational institution.

- organizes the activities of the preschool education institution;

- provides the financial and economic activity of the preschool education institution;

- appoints and dismisses employees, determines their functional duties;

- ensures the organization of the educational process and the implementation of control over the implementation of the Basic component of preschool education and educational programs;

- ensures the functioning of the internal system of ensuring the quality of education;

- provides conditions for effective and open public control over the activities of the preschool education institution;

- promotes and creates conditions for the activity of the self-governing bodies of the preschool education institution;

- promotes a healthy lifestyle for students and employees of preschool education institutions.

T. Voronina singles out the main functions of a manager in managing a preschool education institution based on leadership:

- motivate the staff to work to the best of their ability and ability, preventing loss of interest;

- delegate, i.e., reassign tasks, leaving more time for managing and improving the staff;

- draw up plans and monitor activities in their field to ensure achievement of goals;

- make effective decisions to help the team;

- to manage problems, not to solve them all, but to help the team achieve the decisions;

- initiate and encourage ideas put forward by the team;

- to improve the team;

- replenish the team with appropriate staff;

- direct partnership interaction with children’s parents.

Each specific institution of preschool education needs its image in order to influence the immediate feelings of parents of future pupils. New problems in the system of preschool education institutions require changes in the way of managers' thinking – this is a decisive rejection of lethargy and superficiality, a revision of views on modern problems of reaching children with preschool education. The modern head of a preschool education institution sees problems where most people think that everything is solved, and he is able to take certain risks in the course of making management decisions.

Knowledge of such methodological approaches as humanistic, dialectical, global (holistic), process, situational, systemic, etc. is important in the managerial activity of the heads of preschool educational institutions.

A change in methodological approaches to the management of preschool educational institutions involves corresponding changes in the activities of managers: psychological, functional, organizational and substantive. Psychological one changes occur in the minds of managers regarding the formation of their own creative pedagogical activity, forming in themselves such personality qualities as: deviation from the template, originality, initiative, perseverance, high self-organization, work capacity, etc. Functional one is manifested in the application of modernized managerial functions of the head of a preschool educational institution, such as prognostic, representative, consultative, political-diplomatic, managerial.

Collegiate management bodies of preschool education institution

Pedagogical council

Composition: pedagogical and medical workers, other specialists; may include heads of parents' committees and the guardianship council; representatives of public associations, teachers, parents can be invited.

Powers

- approves the educational program of the institution, evaluates the effectiveness of its implementation and the implementation of the Basic component of preschool education, the progress of quality implementation of programs for the development, education and training of children in each age group;

- forms a system and approves procedures for internal quality assurance of education, in particular the system and mechanisms for ensuring academic integrity;

- considers the issue of improving the organization of the educational process in the institution;

- determines the work plan of the institution and the pedagogical workload of pedagogical workers;

- approves measures to improve children's health;

- discusses the issue of improving the qualifications of teaching staff, developing their creative initiative;

- approves the annual plan for improving the qualifications of teaching staff;

- listens to the reports of pedagogical workers undergoing certification;

- considers the issue of introducing the best pedagogical experience and innovations into the educational process, participation in research, experimental, innovative activities, cooperation with other educational institutions, scientific institutions, physical and legal entities that contribute to the development of education;

- determines the ways of cooperation of the preschool education institution with the family;

- makes decisions regarding recognition, moral and material encouragement of children, employees of the institution and other participants in the educational process;

- examines issues regarding the responsibility of the institution's employees and other participants in the educational process for failure to fulfill their duties;

- has the right to initiate an unscheduled institutional audit of the institution and public accreditation of the institution.

General meeting of the preschool educational institution

Composition: employees of the preschool educational institution, heads of parents' committees and the board of trustees; representatives of public associations, parents, benefactors are invited.

Powers

- listen to the reports of the head of the preschool education institution on issues of statutory activity;

- give an assessment of the professional and pedagogical activity of the director of the preschool education institution;

- consider issues of educational and educational, methodical, economic and financial and economic activity of the preschool education institution.

Bodies of public self-government

Self-governing bodies of employees of preschool education institution

The preschool education institution council

Powers

- organizes the activities of the preschool education institution between general meetings;

- makes a submission to the head about holding certain employees accountable;

- prepares proposals for carrying out priority rennovation works.

Bodies of parental self-government

Group parent committees

Powers

- analyse and evaluate the activities of group educators and the educator's assistant;

- contribute to attracting additional sources to finance group events;

- prepare proposals for improving the material support of groups.

The principles of preschool education institution management, procedures and the right to priority enrolment of children in kindergartens – the Government has approved changes to the Regulations on preschool education institutions

The document updates the basic principles of preschool education institutions (except children's homes, boarding-type children's homes) in accordance with the laws “On Education” and “On Preschool Education”. The regulation brings the terminology in line with these laws, improves the list of types of preschool education institutions and defines the peculiarities of enrolling children in preschool education institutions of various types and the organization of the educational process. These changes will contribute to the realization of children’s right to preschool education.

The updated document also defines the procedures for transfer and expulsion from a preschool education institution, in particular, in cases where the guardianship authorities or the court have determined the place of residence of the child with one of the parents.

In the Regulations, the list of categories of children entitled to priority enrolment in state (communal) preschool education institutions has been supplemented. Priority is given to pre-schoolers whose respective right is provided for by law, in particular, children who:

• live in the service territory of a state, communal preschool education institution (if the territory is established by the founder of the institution);

• are native (adopted) brothers or sisters of children who are already receiving preschool education in the same kindergarten;

• are children of employees of the same kindergarten;

• belong to the categories of children with special educational needs caused by intellectual development disorders and / or sensory and physical disorders;

• belong to the categories of orphans, children deprived of parental care who are placed in foster care, a foster family, a family-type orphanage, a foster family, as well as adopted children (if the child's parents do not keep the adoption secret);

• are in difficult life circumstances and are registered with children's services;

• are internally displaced persons or have the status of a child affected by hostilities and armed conflicts.

When submitting an application to enrol a child in kindergarten, parents must present the original document confirming the right to priority enrolment of the child. If this right is not confirmed, the child is enrolled in the institution on general grounds.

The updated Regulation also specifies the procedure for enrolling children in inclusive groups in preschool education institutions. In the case of enrolling children with special educational needs in kindergarten, an inclusive or special group must be formed. In this case, the conclusion of the inclusive resource centre on the comprehensive psychological and pedagogical assessment of the child's development is added to the application for the child's enrolment in the kindergarten.

In accordance with the principles of implementation of the principles of the state policy of digital development, in particular the principle of administrative simplification, it is possible to introduce electronic systems of interaction in preschool education institutions. The document also outlines the principles of managing a preschool education institution, including the powers of the head and the Pedagogical Council.

The updated Regulation defines the peculiarities of the structure and organization of the activities of institutions and the educational process, as well as the financial and economic activities of preschool education institutions. Thanks to the drafting of the document in accordance with the law, it defines the right to provide paid educational and other services, as well as the prohibition of privatization or non-educational use of objects and property of state and communal preschool education institutions, except for leasing for the purpose of providing services, which cannot be provided directly by educational institutions related to the provision of the educational process or service to its participants.

We would like to remind that the Basic Component of Preschool Education, which is the State Standard of Preschool Education in Ukraine, has been approved.

1.4. Management of general educational establishments: inclusion and educational process. Management of changes

The school is a system of joint activities of people (teachers, students, parents, the public). When managing joint activities, the head of the ZNZ needs to determine what results we want to achieve in the future, analyse what opportunities are available to achieve the desired results, determine the composition and structure of future actions, predict and evaluate the consequences.

Management is a process of planning, organization, motivation and control, necessary for formulating and achieving the organization's goals (E.M. Khrykov, 2006).

Planning as a management function involves the implementation of tasks, the solution of which will be worked on by the teaching staff of the educational institution. Planning is the process of developing and selecting organizational development goals and making decisions necessary to achieve them.

Planning is the primary among the rest of the management functions, since the decisions made in the process of implementation determine the nature of the implementation of all other management functions.

Planning is a management function, which consists in determining the goals of the educational institution and developing programs to achieve them. As a function, planning is a fairly common management action. Undoubtedly, it is practical, as it has a calculation potential that is closest to the real capabilities of the object. At the same time, planning is somewhat ideal, as it concerns the future object. Therefore, as a management action, it does not provide an absolute guarantee of achieving the planned effectiveness of management decisions. This quality is ensured by the performance of three applied functions: regulation, coordination and control.

In a schematic version, the planning function can be represented as a sequence: mission - general goal - strategic goals - goals - tasks - a set of measures - predicted results. The development of the management cycle of planning contributes to ensuring the consistency of the planned actions of the head of the EI.

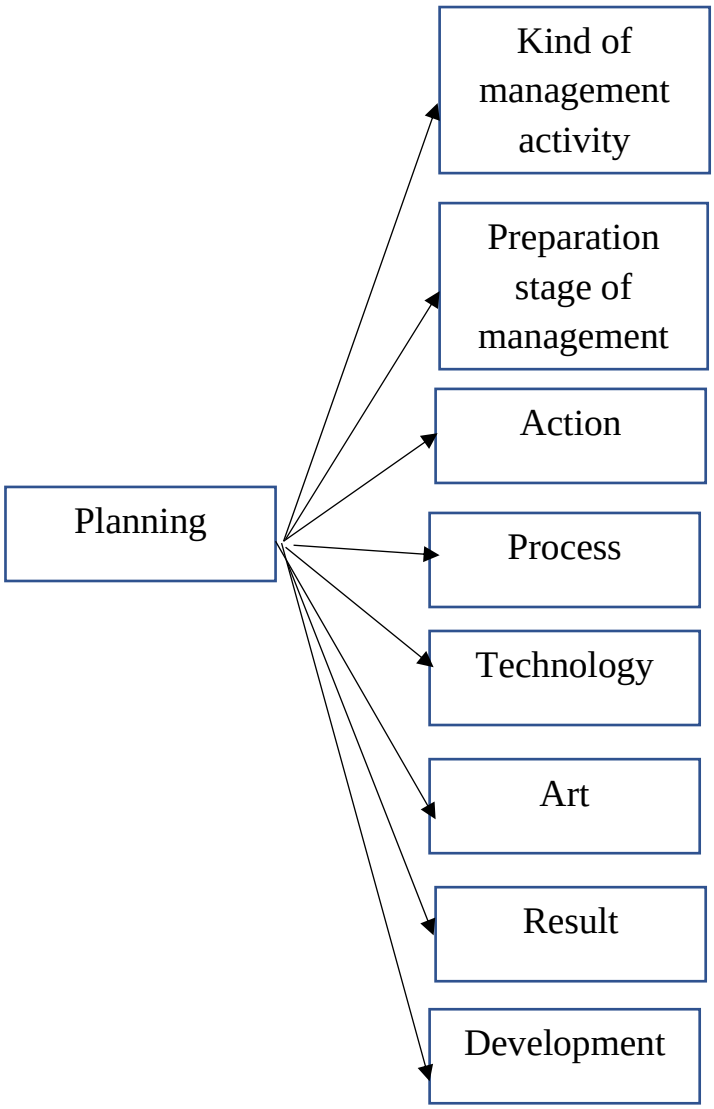

Fig. 1.2. Definition of planning as a polyvalent (multidimensional methodological) concept

The basis of the management cycle is the analysis of the results for the previous period of activity. At the current stage of the development of EI, it is advisable to use the CAF model and SWOT analysis for self-analysis, which contribute to a comprehensive characterization of the achieved results. The CAF model (Common Assessment Framework) contributes to the definition of a holistic picture of the organization and forms a comprehensive approach to the analysis of its activities. The assessment of key results includes the determination of the degree of achievement of the main goal, the assessment of the impact on the external environment, the effectiveness of the use of all resources, the satisfaction of the interests and needs of

the participants in the educational process in the educational institution. The CAF model includes capabilities (leadership: staff, strategy and planning, partnership and resources), processes, outcomes for staff, consumers/citizens, society, and reporting performance. The main purpose of the introduction of the specified model is the self-assessment mechanism of the organization for the purpose of diagnosing and improving its activities.

SWOT analysis tools allow for a detailed study of the influence of external and internal environments on the activities of an educational organization and are designed to ensure its accelerated progress towards achieving strategic goals. Its construction is based on the methodology of the system-target approach, where the main focus is on measuring the parameters of the external and internal environment in space, time and taking into account the information potential.

Thus, the improvement of the educational process largely depends on the scientific organization of the planning of all school activities. In its essence, management requires from the one who carries it out the ability to plan the result, to purposefully regulate the process of education and upbringing, to choose such actions that would ensure the effectiveness of the performance of the specified tasks.

Planning, as an integral part of the management process, involves determining the strategic and tactical goals of educational institutions. Planning is the most important function of educational institution management.

Defining the tasks to be performed is important in planning. This initial stage of management covers: the team's activities in perspective, current activities and detailed programming. Planning is an ongoing and not a one-time process, although it is repeated periodically, because:

– after achieving the primary goal, the educational institution does not cease its existence, but sets new tasks;

- due to constant changes in the external environment, the actual state of affairs in education and upbringing constantly does not meet the growing requirements.

Management of the general secondary education system is regulated in the Law of Ukraine “On General Secondary Education” (Chapter VI, Articles 35–40).

Art. 35 emphasizes that the main tasks of the management bodies of the system of general secondary education are: creation of conditions for citizens to obtain full general secondary education; forecasting the development of general secondary education, the network of general educational institutions in accordance with the educational needs of citizens; certification of educational institutions of the general secondary education system, publication of certification results through mass media; licensing of general educational institutions based on a private form of ownership; control over compliance with the State Standard of general secondary education, educational and methodological guidance and state inspection of general educational institutions regardless of subordination, types and forms of ownership; ensuring social protection, protection of life, health and protection of the rights of pedagogical workers, psychologists, librarians, other specialists who participate in the educational process, students of general educational institutions; promoting the development of self-government in general educational institutions; staffing of the system of general secondary education with pedagogical workers, in particular, managerial personnel.

It is important that the law (Article 37) clearly describes the powers of executive authorities and local self-government bodies in the secondary education system. This article states that the specially authorized central body of executive power in the field of general secondary education is the Ministry of Education, which implements state policy in this field of education; carries out regulatory and legal regulation of relations in the system of general secondary education within the limits of authority; develops and submits for approval to the Cabinet of Ministers of Ukraine standards for material, technical and financial support of general educational institutions in accordance with the state standard of general secondary education; determines the prospects for the development of the general secondary education system; develops, implements and monitors compliance with the State standard of general secondary education; supervises the activities of education management bodies and educational institutions of the general secondary education system; organizes normative, programmatic,

scientific-methodical and information support of the general secondary education system; determines the procedure for certification of teaching staff of general educational institutions; organizes the training and advanced training of teaching staff, in particular management personnel, in the system of general secondary education; makes decisions regarding the organization of innovative activities in the general secondary education system, coordinates and monitors its implementation; ensures the preparation and publication of textbooks, manuals, methodological literature for general educational institutions, approves their publication, organizes orders through the relevant local education management bodies; approves typical lists of mandatory educational and other equipment (in particular correctional), educational and methodological and visual aids, textbooks, fiction and other literature; provides social protection, protection of life, health and protection of the rights of pedagogical workers, specialists who participate in the educational process, students of general educational institutions; encourages teaching staff; organizes the provision of teaching staff with textbooks, manuals and methodical literature; carries out international cooperation in accordance with the procedure established by law.

This article emphasizes that the acts of the Ministry of Education of Ukraine, adopted within its powers, are binding for other central bodies of executive power to which general educational institutions are subordinate, bodies of executive power and local self-government bodies, subordinate bodies of education management, general educational institutions regardless of types and forms of ownership.

The Ministry of Education of Ukraine, other central bodies of executive power to which general educational institutions are subordinate, exercise other powers provided for by the laws of Ukraine and their regulations.

Management of the institution of general secondary education in the conditions of the new Ukrainian school. In the 90th of the XX century. in Ukraine, the movement to create conditions for learning with special educational needs in the general educational space, which was initiated by the parents of such children and non-governmental organizations, intensified.

All-Ukrainian Foundation “Step by Step”, as a non-governmental educational organization, has been implementing the “Inclusive Education” program since 1996. All the positive changes achieved during this time would not be possible without a deep understanding by teachers and parents of the benefits of inclusive education, without the support of directors of educational institutions, education administrations, donor organizations, and the International Renaissance Foundation, which contributes to the establishment of an open democratic society in Ukraine.

One of the first schools that joined the implementation of the “Inclusive Education” program in Kyiv was the school № 168 of Obolon district. The basis was the All-Ukrainian scientific and pedagogical experimental program “Social adaptation and integration into society of children who need correction of physical and (or) mental development through the introduction of inclusive education” (Order of the Ministry of Education and Culture of Ukraine № 1087 dated 01.12.2008). Implementation period – 2008-2013.

According to the results of the experiment, it is worth noting the following:

• the rehabilitation base, created on the basis of the school, is used by students with developmental disabilities and healthy children;

• teachers and methodologists who have received the necessary qualifications and experience have the opportunity to spread innovative methods among educational and medical workers of Ukraine and the city of Kyiv;

• donor income is planned for setting up the permanent work of the school and the rehabilitation centre at the educational institution.

As the experience of experimental work shows, the role of the head in the development of an inclusive school is decisive. After all, the establishment of successful cooperation with parents and specialists, the support of teachers, the creation of such an educational environment in which every student can achieve success, where the individual characteristics of every child and every family are taken into account, and differences are considered as a valuable experience for development largely depend on them competencies defined by the modern Ukrainian school.

Given the peculiarities of managing an inclusive school in the conditions of reforming Ukrainian education, a modern leader must master not only new knowledge and skills in the field of modern pedagogy (inclusive education in particular), but also in the field of modern education management and educational innovations.

It is important to determine the components of psychological and pedagogical support and management of an educational institution with inclusive education regarding the formation of value orientations and standards of behaviour of interested parties.

Person's value does not depend on his / her skills and giftness	Adapting the system to child's needs, but not vice versa
The real education can be provided only in the real relations	Equal rights for education in secondary educational institutions and getting the good education by every child
Understanding each child's ability to study and necessity to create certain conditions for this by the society	Involving parents into educational process as equal partners and their children's first teachers
Level of tasks' difficulty must correspond with child's abilities and skills	Satisfaction of each child's individual needs

Fig. 1.3. Content of psychoeducational support and management in secondary education institution

Conclusions. Ukraine's recognition of the UN Convention "On the Rights of the Child" (1989) and the World Declaration on Ensuring the Survival, Protection and Development of Children (1990) necessitated the development of purposeful state actions to create the most favorable conditions for self-actualization for children with special needs, in particular, the introduction of inclusive education in educational process of educational institutions. As in any innovation, many obstacles appeared at

various levels of education management: at the level of state regulatory support; at the local level, irregularity of approaches to management actions; in educational institutions – unpreparedness of the administration and teachers to update the educational process.

One of the first in Kyiv to introduce inclusive education into the standard educational process was the school of the 1st-3rd century. of the Obolon district, joining the all-Ukrainian scientific and pedagogical experimental program "Social adaptation and integration into society of children who need correction of physical and (or) mental development, through the introduction of inclusive education". Currently, every fifth student of the institution needs an individual approach to education and upbringing.

Based on the results of the experiment and practical experience of organizing the educational process with inclusive education, recommendations were developed for the management of a general secondary education institution in the conditions of a new Ukrainian school: a holistic model of the harmonious development of a child in the conditions of inclusive education; components of psychological and pedagogical support and management of an educational institution with inclusive education regarding the formation of value orientations and standards of behavior of interested parties.

Functions of the head of the educational institution in the process of development and implementation of IDP:

• Formation of a team for the development of IDP; the involvement of teachers, specialists (at the initial stage of studying the child and determining the areas of activity in the team includes only teachers and specialists) and parents (they join the teachers and specialists at the stage of presenting the IDP under consideration.

• Determining (together with team members) the necessary consultations with extracurricular specialists that should be involved.

• Determination (together with team members) of necessary technical adaptations (for example, adaptation of toilet facilities).

• Defining and making changes to the schedule, curriculum.

• Creation of conditions for meetings of team members.

• Control over the development and implementation of IDP.

• Consolidation of efforts to make the team members aware of the problems and needs of the student as a whole, and not only from the point of view of each individual specialist.

• Ensuring meetings are held with team members to discuss IEP implementation and the child's progress (at least every four weeks).

• Meetings with parents to discuss the child's progress / instructing the team leader to hold these meetings (the leader can also send a written report to the parents).

An environmental approach in the management of an educational institution with inclusive education

Since the leading principle of an inclusive educational environment is its readiness to adapt to the individual needs of different categories of children through structural, functional, content and technological modernization of the educational system of the institution, the application of the environmental approach in the management of an educational institution with inclusive education involves the formation and development of an inclusive educational environment taking into account its structural components.

Let us turn to the structural components of an inclusive educational environment, which are presented in detail in the studies of modern scientists (Ya.Korlyakova, A.Polikhronidi, D.Skryabin, Z.Shevtsiv, etc.): spatial-subject component (accessible (barrier-free) architectural-spatial organization, provision of modern means and systems that meet the educational needs of children); content-methodical component (adapted individual route of child development, variability and flexibility of educational methods, forms and means, etc.); communicative and organizational component (readiness of teachers to work with children with special educational needs, favourable psychological climate in the children's team, management of team activities of specialists, cooperation with parents).

It should be noted that A. Kolupaeva not without reason emphasizes the problematic nature of the organization of the physical environment, which requires the

adoption of clear normative provisions that must be implemented at all times and in full. It is the architectural components in their harmonious combination with other components of the inclusive educational environment that determine the determinants of the effective involvement of children with special needs in the general educational space.

The results of a survey of heads of educational institutions where inclusive education is carried out also testify to the certain problematic nature of the practical implementation of the environmental approach.

Thus, the majority of respondents define a number of conditions, the provision of which is absolutely necessary for the successful implementation of inclusive education in institutions of general secondary education:

– the need for proper modern material, technical and programmatic equipment of the institution of general secondary education (100%);

– availability of "narrow" specialists in the school to work with children with special educational needs (speech therapist, special educator, tutor, etc.) (93.7%);

– improvement of the system of professional development for the training of teaching staff to work with children with special educational needs (100%);

– development and implementation of programs for children and parents of school students to overcome the negative attitude towards joint education of all children (87.5%), etc.

The heads of educational institutions especially focus on staffing (readiness of teachers to work with children with special educational needs, their emotional perception; lack of relevant knowledge among subject teachers; lack of specialists (workload of practical psychologists), etc. By the way, all heads who participated in survey, emphasized the importance of the new role of a teacher of a general secondary education institution – a professional who must possess a complex of psychological and pedagogical knowledge, abilities and skills and who must develop the professional qualities necessary for the implementation of pedagogical activities in the conditions of the implementation of inclusive education.

As we can see, the main problems that concern experienced managers-practitioners in the process of implementing inclusive education in institutions of general secondary education are related to the development and improvement of the main structural components of the educational environment, in particular: spatial and subject (material and technical provision of accessibility of the educational environment requires architectural accessibility of the educational institution); content-methodical (development of individual programs, educational and methodical materials, etc.); communicative and organizational (personnel provision of inclusive education, teachers' awareness of the need to use various educational approaches taking into account the specifics of inclusive education, adaptation of educational materials for children with special educational needs, use of various forms of work, etc.).

Note that it is fundamentally important for the head of a general secondary education institution that an inclusive educational environment is formed corporately, by a group of like-minded people: the system-forming role in this process belongs to the team of psychological and pedagogical support for children with special educational needs. Implementation of the general management of the support team for children with special educational needs, which is mainly entrusted to the director, involves not only the responsibility for the performance of the tasks assigned to it and the distribution of functions among its participants (Exemplary regulation on the team of psychological and pedagogical support of a child with special educational needs in an institution of general secondary and preschool education: order of the Ministry of Education and Science of Ukraine dated 06.08.2018 № 609), as well as the integration of professional knowledge of all team members, productive joint work with children with special educational needs, with their parents, the teaching staff of the educational institution. Of particular importance is not the influence of individual specialists, but the single comprehensive support of a child with special educational needs in the system of interprofessional relations at all stages of the work of the psychological and pedagogical team.

So, as it becomes clear, the actualization of the environmental approach in the management of an educational institution with inclusive education is connected with the creation and further development of an inclusive educational environment, which requires the mobilization of the internal resources of the educational institution, namely: the provision of methodical support for educational activities and the possibility of learning according to an adapted educational program, organization of psychological and pedagogical support, training of teaching staff to work in an inclusive class, organization of interaction with parents (legal representatives), organization of network interaction between all participants of educational interaction, etc.

Let’s emphasize: the methodology of the environmental approach is quite complex (it is necessary to change the environment, which is a more difficult and long-term process than changing educational methods, educational and methodological materials, etc.), but the scale of the achievements obtained as a result of the implementation proves the necessity of this process. So, based on the methodology of the environmental approach, we will give priority actions (according to Yu.Manuylov) regarding its application in the implementation of inclusive education, in particular: 1) diagnosis of the environment; 2) designing the environment (forecasting the capabilities of the environment as a field for finding management solutions; constructing the proper values of its niches (the environment is formed by creating certain niches with certain trophics (according to Yu.Manuylov); modelling the appropriate strategies necessary to give the niches the necessary values; planning activities aimed at the implementation of defined strategies; 3) producing an educational result, when all actions related to the creation of an environment create an environment that influences the child's personality and ensures the formation of a type of personality that corresponds to the created environment.

The indicated step-by-step implementation of the environmental approach in the management of an educational institution with inclusive education will ensure the creation of an inclusive educational environment in which children with special educational needs will feel as comfortable as possible. The result of such work should

be the readiness of all participants in the inclusive educational process for joint, effective work with all students; to the implementation of preventive measures and comprehensive assistance to children with special educational needs and their families.

The ability to carry out diagnostics of the educational environment, its design, as well as the production of an educational result allows to ensure the necessary conditions for the education of children with special educational needs in an educational institution, in particular:

– material and technical equipment of the institution of general secondary education;

– preparation of the teaching staff to work in conditions of inclusion (organization of purposeful work to increase the level of professionalism in the field of inclusive education, preservation and transfer of pedagogical experience (correspondence studies, courses, seminars, conferences, trainings, etc.);

– preparing the student body to accept children with special educational needs, creating an atmosphere of empathy and mutual trust among students;

– development of psychological and pedagogical support for children with special educational needs for further socialization;

– control of compliance of the selected rehabilitation program with the real achievements and level of development of the child's personality;

– the use of specific means of learning and development, the use of forms and methods of work that increase children's interest in the process of learning and learning motivation;

– implementing a set of measures to improve the system of improving children’s health and forming a healthy lifestyle through the implementation of health-saving technologies;

– identification and development of abilities of students with special educational needs through a system of clubs, sections, studios and circles, organization of socially beneficial activities;

– use in the educational process of modern scientifically based and reliable correctional technologies adequate to the special educational needs of children.

Modelling the management of general secondary education institution's competitiveness

Management of the general secondary education institution competitiveness' development can be presented as a certain integrated quality aimed at relentlessly ensuring the competitiveness of the staff, educational facilities and students. In particular, the control elements capable of ensuring a high level of EI's competitiveness of include:

- educational process – as a purposeful, organized, active, with the help of special methods and various forms, educational and pedagogical interaction of teachers and students, aimed at mastering skills and abilities, scientific knowledge, development of worldview, moral and ethical views and beliefs, creative abilities;

- the marketing component, when research and forecasting of the market of educational services, promotion to consumers and ensuring demand, pricing system, advertising activity, customer service, formation of the institution's image, etc., are of key importance;

- the financial and economic component, in the context of the degree of liquidity, activity, profitability and solvency, attracting financial resources of external stakeholders and conducting fundraising activities, investing in the development of available funds and the general financial condition of the educational institution;

- innovative strategies of the management system and advanced educational technologies, when advanced methods and effective management techniques supported by the use of modern means of communication and information technologies, etc., are introduced into the educational process and the EI's management system;

- organizational and corporate culture – aimed at the formation of a certain type of leadership, the nature of organizational values, communications and procedures, as well as unique models, norms, and rules of behaviour formed in the course of collective activity, which become mandatory for all employees;

- the strategic-management component – the choice of the type of organizational structure, management style and methods, adaptation possibilities to external and internal influences, development strategies;

- operational management of the material and technological support of the educational process, in particular, the material and technical base in the form of classrooms, laboratories, workshops, libraries, canteens, medical centres, methodical offices, computer classes, the Internet, modern multimedia equipment in classes for conducting interactive classes, assembly, reading and sports halls and sports grounds, their maintenance in proper condition and in accordance with the specified sanitary and hygienic standards;

- management of personnel competitiveness – the process of comparing the needs of an educational institution in personnel with the available labour resources and choosing forms of influence to bring them to the required state.

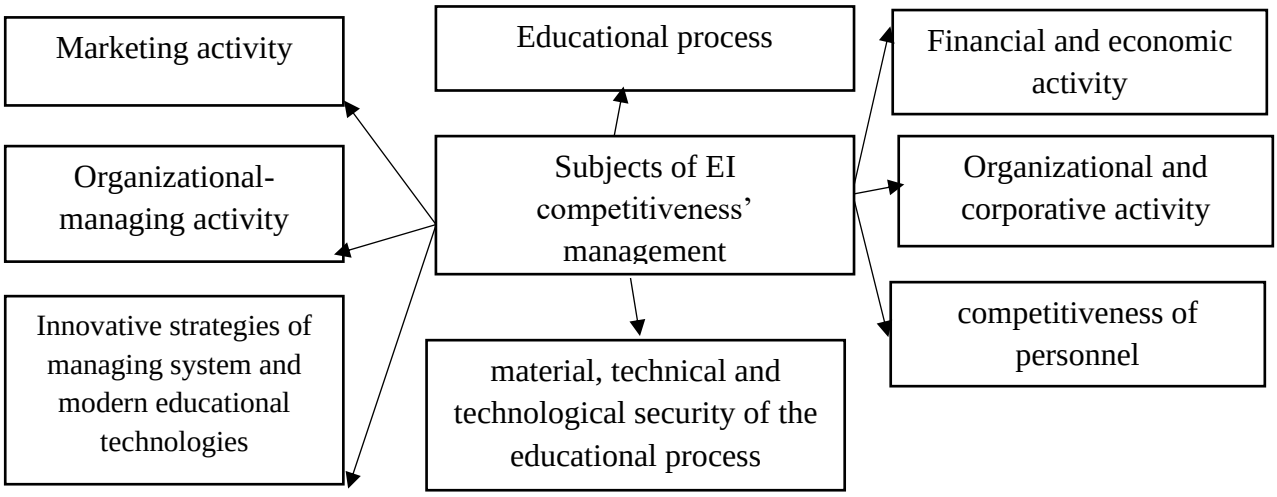

Fig. 1.4. Subjects of EI competitiveness' management

In the process of management activities, the subjects of the management of EI determine directions and measures regarding the work of the educational institution, as well as the content of training according to a certain direction of training and educational and qualification level, structural and logical schemes of training and the content of training are designed by disciplines, didactic tasks are worked out, and subject pedagogic achievement tests, management of pedagogic and economic activities of the educational institution takes place, a system of pedagogical control of

the effectiveness of learning results and the principles of the organization of the educational process are being developed, a didactic system is being formed, control over the implementation of the didactic task and establishment tasks by the educational institution is being carried out, a set of actions is being implemented to ensure a favourable psychological climate in the teaching staff, etc.

The presented management elements should be taken into account in the process of distribution of functional responsibilities of the subjects of management of the competitiveness of the EI, which is reflected in the proposed model of the management system for the development of the competitiveness of the EI, where the subjects of management of the competitiveness of EI manage the processes of development of competitiveness of EI through the defined management functions of the director of EI, Teachers' and the School Council both individually (decision-making by the school director, deputy director and head of the School Council) and on a collegial basis (meetings of the School Council and collegial decisions of trustees).

2. MODERN APPROACHES OF EDUCATIONAL ESTABLISHMENT'S MANAGEMENT IN INCLUSION CONDITIONS

2.1. Educational innovations in the frames of structure of educational establishment's management in inclusion conditions

One of the ways to increase the efficiency of a school educational institution's management is the implementation of innovations in practice. The process of introducing innovations into the field of school management is a complex process that involves gradual updating and improvement of the content, methods, means, and management technologies, which ultimately affects the quality of the pedagogical process.

Innovations in management make it possible to raise planning, organization and other managerial functions of the head to a higher level, to improve the organizational structure of the school, which creates favourable conditions for the professional and creative growth of teachers, affects the quality of the educational process, and increases the competitiveness of the school.

The implementation of innovative technologies in school management differs from the development of innovative processes in the content of school education, as it requires great organizational, psychological, and physical efforts from the manager himself.

Improvement of the school principal's management activities requires the search for scientifically based theoretical provisions, methodologically correct ways, means, pedagogical conditions that contribute to the effectiveness of the development of innovative processes in the management of a general educational institution.

The constant growth of competition, increasing consumer demands, rapid development of scientific and technical progress force managers and owners of organizations to look for new ways to solve problems and achieve competitive advantages, use modern management methods, improve work with personnel, etc. In this regard, the need to introduce management innovations as the main factor in the organization's development is increasing.

The founder of the innovation theory J. Schumpeter interpreted this term as a new combination of resources motivated by the entrepreneurial spirit and considered innovation in dynamics, that is, as an innovative process, namely: “production of a new product, not a “new” product; introduction of a new method, not a “new method”; development of a new market...; obtaining a new source of raw materials...; implementation...”. It was he who first depicted the innovation process, defined innovation and singled out five factors of innovative development.

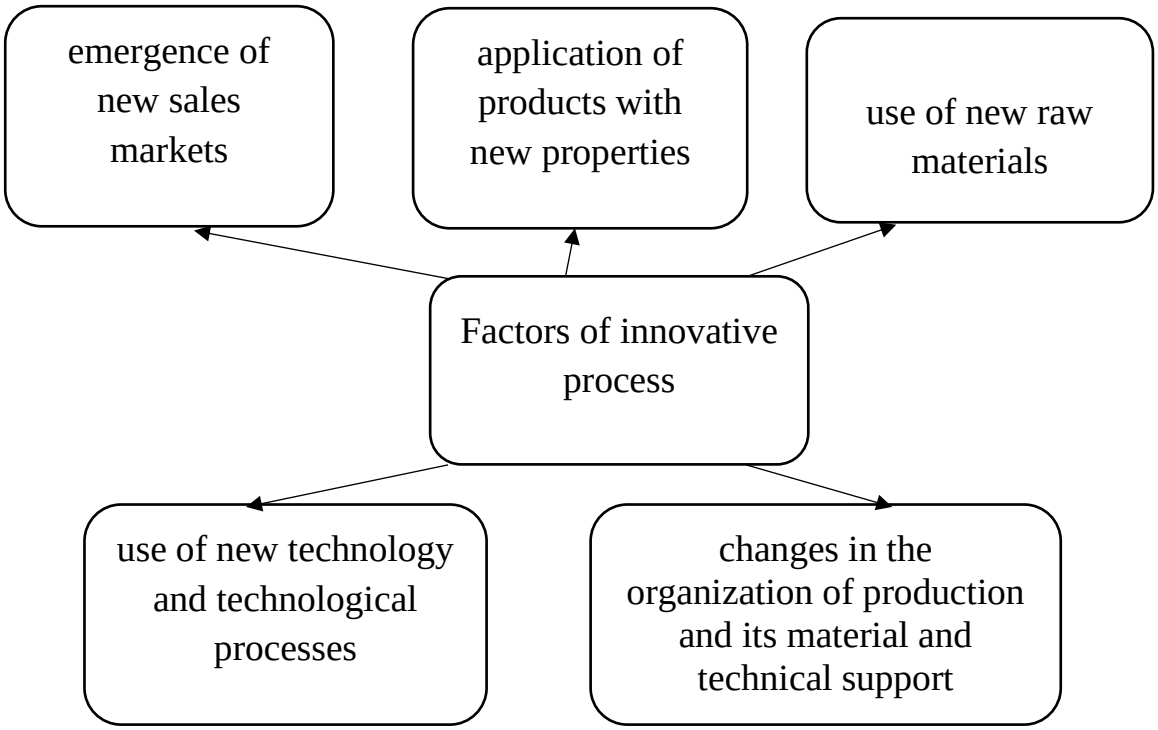

Fig. 2.1. Factors of innovative process

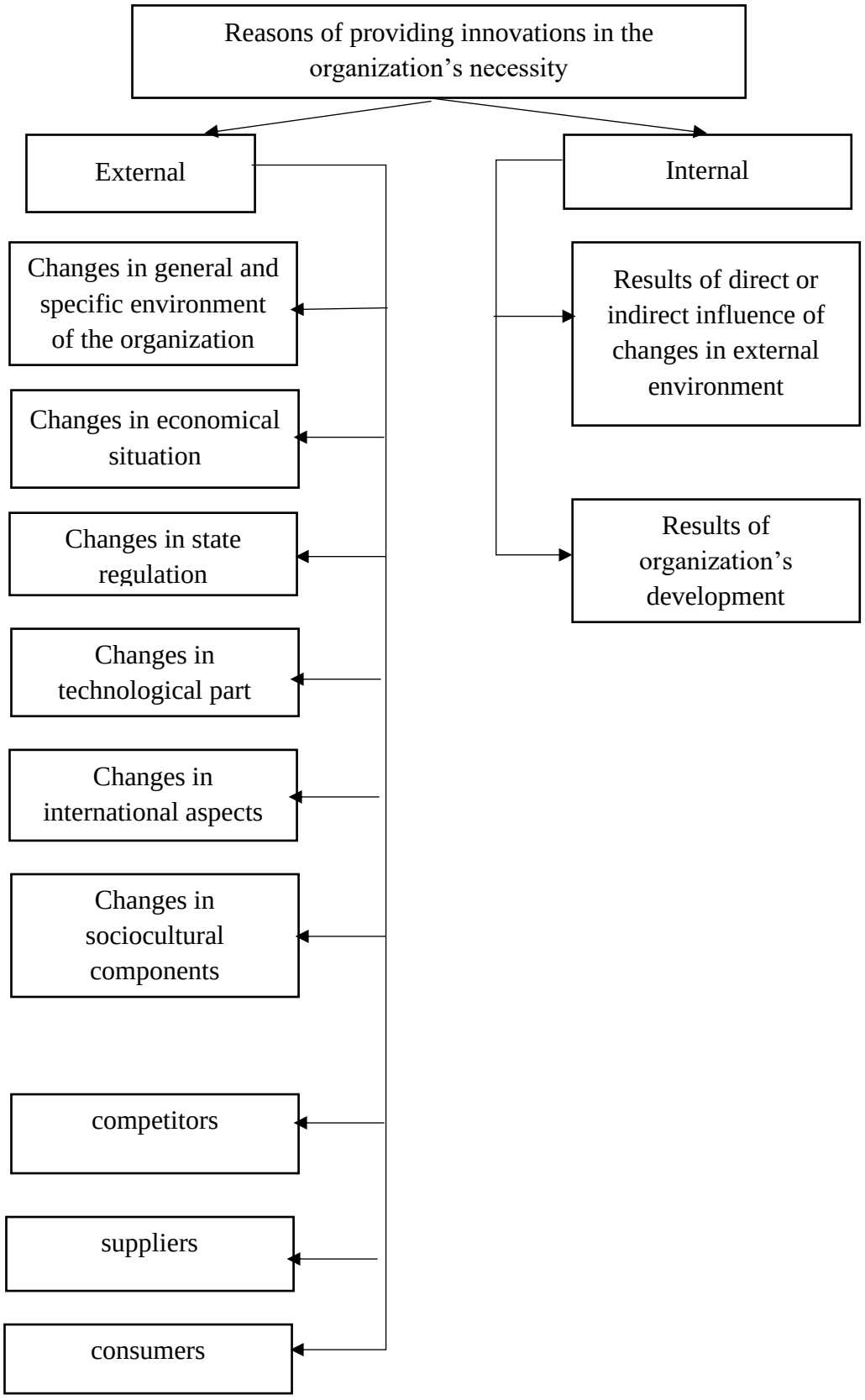

Fig. 2.2. Reasons of providing innovations in the organization's necessity

In the process of innovative activity, the organization can function with the greatest effectiveness only when it is clearly focused on a specific object and is guided by the maximum number of factors of the internal and external environment. This requires a classification of innovations, their properties and possible financing factors. There is no single, generally accepted classification of innovations. Each author considers it his duty to offer his own set of classification features and his list of innovations that fall under these features.

Most researchers cite the following types of classification features:

1) according to the technological parameters of objects of innovative changes;

2) by scientific and technical significance;

3) by reason of occurrence;

4) by frequency of use;

5) by the place of innovation in the microeconomic system;

6) by the sphere of specific implementation;

7) by the scale of novelty.

According to the criterion of technological parameters of objects of innovative changes, product and process innovations are distinguished. Productive innovations include:

- obtaining new goods and services (both consumer and production purposes);

- use of new materials, semi-finished products, components.

Process innovations involve the use of new technologies (as a rule, more productive), new methods of organizing economic activity, various management innovations.

Technological innovations appear either as a result of a single innovation process or as a product of independent special technological research. In the first case, innovations depend on the structural and technical features of the new product and its subsequent modifications. In the second, the object of innovation is not a specific new product, but a basic technology that undergoes evolutionary or revolutionary transformations in the process of technological research.

According to the criterion of scientific and technical significance, innovations

are divided into basic and improving ones.

Basic innovations are the results of major scientific and technical developments. They are the basis of fundamentally new products and technologies of a new generation that have no analogues. Basic innovations mark a breakthrough in the consumer market and the market of investment goods.

Improving innovations are the results of medium and small scientific developments, which are the basis of significant changes (modernization) of already existing products, technologies, methods of organizing economic activity. Examples of improving innovations are telephones equipped with additional functions (photo, video camera) or cars with on-board computers.

Reactive and strategic innovations are distinguished according to the criterion of causes.

Reactive innovations represent an appropriate reaction to an innovation applied by a competitor. The goal of reactive innovations is to reduce the economic lag behind the industry leader, to prevent a decrease in the competitiveness of one's own products, and to maintain competitive positions.

Strategic innovations are the result of a scientific and technical breakthrough and are aimed at long-term single leadership in the industry.

Strategic innovations are the result of a scientific and technical breakthrough and are aimed at long-term single leadership in the industry.

One-off and diffuse innovations are distinguished by the frequency of application criterion.

One-time innovations do not spread beyond the enterprise or company that is the innovator. In the early stages of commercial development, almost all innovations are one-off.

Diffuse innovations arise during the application of innovations by imitator companies. Innovations of this type characterize the process of spreading innovations in time and space.

In the microeconomic system, according to the criterion of the place of innovation in the technological process in the organization, they are divided into: innovations at the entrance, at the exit and internal innovations.

Innovations at the entrance affect the resource provision of the company's specialized activities. Innovations at the output affect the characteristics of the manufactured products.

Internal innovations modernize technological and management processes within the enterprise.

Material and technical, technological, managerial, service, and social innovations are distinguished according to the criterion of the sphere of concrete implementation.

Social innovations are innovations aimed at smoothing or resolving conflicts within an active organizational system.

Compared to material and technical innovations, social innovations are distinguished by: a closer connection with specific social relations, business culture; wide scope of application, as the introduction of technical innovations is often accompanied by social (necessary managerial, economic and other changes, reorganization);

- stronger dependence of the use of innovations on group and personal qualities of users;

- advantages are not as obvious as those of technical innovations, their effectiveness is more difficult to determine. All experiments and tests here have to be carried out not in laboratory conditions, but at an operational facility – hence the difficulty of highlighting the contribution of this innovation in the overall result;

- lack of “production” stage (it merges with design). This allows you to avoid the exit of the innovation process from one branch to another, accelerates the process of creating innovations;

- the originality of the “invention” phenomenon, which contributes to special authorial activity and promotion at all stages.

Management innovations, as a rule, are developed collectively, with a lot of coordination.

Global, branch, regional, and local innovations are distinguished by the criterion of scale of novelty.

Global innovations imply fundamentally new types of products, technologies, and new management methods that have no analogues in global practice. A potential outcome of global innovation is the provision of long-term advantages over competitors.

Industry innovations involve innovations that have not previously been used in organizations of a given industry.

Regional innovations involve the use of innovations that have proven themselves abroad, outside the borders of a given country or administrative-territorial unit.

Local innovations imply the organization's use of the progressive experience of another business entity (for example, in the field of resource conservation, labor stimulation, work with suppliers, etc.).

Different types of innovations are closely interrelated. For example, technical and technological innovations create conditions for management decisions, as they change the organization of production.

The diversity of the classification features of innovations indicates that the forms of organization of the implementation of innovations, the scale and methods of impact on the economy, as well as the methods of assessing their effectiveness should differ in diversity. The classification of innovations allows the organization to determine the most effective innovation strategy and mechanism for managing innovative activities.

Based on the above, it is possible to formulate the basic regularity of innovation classifications: the higher the rank of innovation, the greater the requirements for science-based management of the innovation process. Innovations are always appropriate in the activities of the organization. Introducing innovations and ensuring their development helps to achieve greater efficiency of the organization's functioning, helps to increase production productivity, profits, improves working conditions at the enterprise, etc.

Table 2.1.

Life circle of innovations' providing in organization

1	The stage of the birth of a new idea, the emergence of a new concept of innovation (start)	This stage can be called the stage of discovery, which, as a rule, is the result of fundamental scientific research
2	The stage of invention	At this stage, a new idea is embodied in a certain object, a material or spiritual model project
3	Stage of innovation implementation	Practical application, adjustment, refinement of the new tool. The stage ends with obtaining a sustainable effect from innovations, after which they exist autonomously. The prerequisite for the next stage of the innovation process is openness, receptiveness of the pedagogical community to something new. That is when the phase of its use begins
4	Stage of diffusion of innovation (maturity)	Wide implementation, penetration into new industries
5	The stage of saturation in a specific stage	At this stage, many people in all areas of the organization master the innovation. That's when they lose their novelty. This stage can end with the emergence of an alternative innovation or its absorption by a more alternative system.
6	Decline stage (crisis, finish)	Exhaustion of the possibilities of applying innovations in new conditions and industries.

Management innovation currently means a new management technology or a new business process. Basically, "innovation" is created by reforming existing management systems, technologies, and processes.

The management of innovative development is considered as an element of the

overall strategic development of the organization. Its meaning consists in setting the goals and tasks of innovative activity, determining the ways to achieve them, developing and implementing an innovative program, and forming the innovative potential of the organization.

The innovation process is a complex of measures for the creation, development, distribution and application of innovations. Management of the innovation process ensures movement from a large number of proposals to a limited number of projects that are included in the organization's innovation portfolio and the selection of which is carried out for the purpose of risk management and effective use of innovation potential and resources.

The creation of an innovation involves the management of an innovative project, its life cycle, resources and results while complying with the requirements for its intended purpose and initial characteristics, cost and terms of implementation. Life cycle management includes the identification of its stages and their management, taking into account the specifics of a specific innovation project.

Well-organized innovative activity always has the character of a scientific search, a prognostic direction.

Innovative activity of the organization involves the application of innovations (changes within the system), experimental verification of effectiveness and the possibility of using innovations in various units.

The priority tasks of the head of the enterprise, which carries out innovative activities, are:

- study of innovations recognized by effective domestic and global enterprises;
- monitoring the efficiency of innovation implementation;
- creation of a database regarding the introduction of innovations into the enterprise’s activities;
- development of methodological recommendations regarding the organization of the organization's work.

Tracking the effectiveness of innovative activities should be carried out in accordance with the concept of constant control over the quality of the enterprise's work, which involves constant improvement of its work.

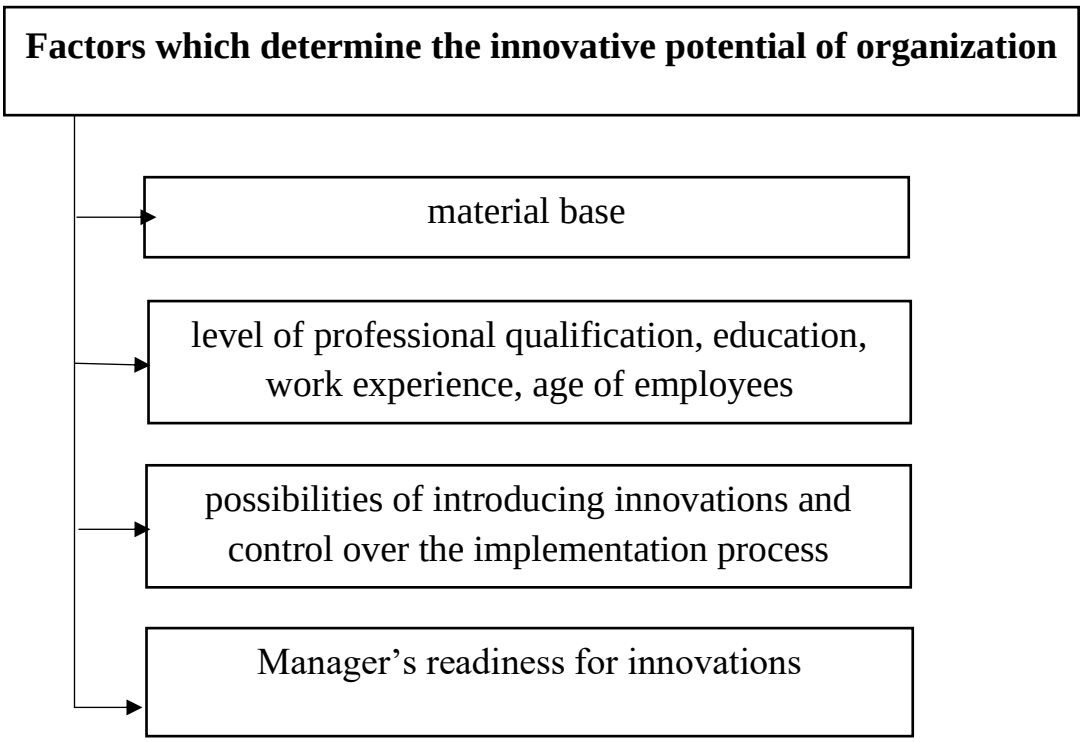

Fig. 2.3. Factors which determine the innovative potential of organization

Each innovation can be considered and evaluated in three ways:

1) motivational, which is an indicator of meeting the needs of subjects of innovative activity;

2) substantive, which is an indicator of the integrity of the content, forms and methods of employee development;

3) operational, which is necessary for evaluating the quality of implementation of the project of innovative activity.

The head of the organization must navigate a wide range of innovative technologies in order not to waste time discovering what is already known. A significant number of modern technologies is determined by the content of modernizations and modifications. These are technologies based on:

- humanization and democratization of business relations;

- activation and intensification of the organization's activities;

- effectiveness of the organization and management of the activity process;

- improvement and reconstruction of the organization's activities.

The organization of management innovations involves solving the problem of methodical support of the innovation process. In the process of development and implementation of management innovations, various methods and tools are used. In addition to the methods of preparing the project of changes and implementation, it is necessary to pay due attention to the organization of work on the management of the innovation implementation process.

To a greater extent, management innovations in the modern economic situation in Ukraine are determined by industry or organizational interests. These interests are limited by various forms of economic power at three levels.

The first level reflects the influence of global financial capital. These are the so-called management parameters: exchange rate, bank interest, introduction of innovations. This level reflects global coordination.

The second level is the level of state (national, centralized) economic policy, which is influenced by global financial capital. This policy is aimed at protecting competition. Thus, mergers and acquisitions of organizations are formally fixed and are under close scrutiny.

The third level is the adaptation of organizational interests within the framework of a system of global and centralized coordination.

Typical errors of innovative activity management and possible ways of their elimination

In most cases, resistance to innovations occurs when:

– introducing an innovation without any prior selection;

– the search for innovation is conducted by trial and error;

- there is a desire to implement exactly what colleagues from neighbouring schools have mastered;

- the pursuit of “fashion” for innovation, innovative activity is practiced;

- there is a readiness to carry out any instruction “from above” regarding the

introduction of this or that new idea without analysing the situation in the educational institution;

- the goals of the changes are not explained;

– teachers did not participate in the planning of innovations;

– traditions and the usual style of work are rejected;

– the changes are explained, but the information about them is incomplete, the essence of the changes is not clarified, people are afraid that they will become “guinea pigs”;

- teachers think that mistakes were made during the preparation of transformations;

- innovations threaten a sharp increase in the volume of work;

– the initiator of innovations does not enjoy authority;

- teachers do not understand how innovations will solve existing problems.

In order to involve teachers in creative, research and innovative activities, the manager must involve:

– external incentives related to material rewards;

- motives of external self-affirmation (due to the evaluation of others);

– professional motives, self-esteem;

- motives of personal self-realization (provided the possibility of personal growth);

- motives of creativity.

The main means of overcoming teachers' resistance to the implementation of changes are as follows:

– education and counselling;

– involvement in the development of innovation implementation plans;

– timely help and support;

– negotiations and conclusion of joint activity agreements;

- giving a priority role to the one who resists;

- encouragement, persuasion;

- own example of creative activity.

In addition, in order to avoid these errors, when choosing a specific innovation, you should consider:

The relevance of the innovation. It is determined by the level of its compliance with the needs of the school, social order, opportunities to eliminate certain shortcomings in work, compliance with the regional policy in the development of education.

Correspondence of the new idea to the general idea of school development. It is determined by the conformity of the innovation of the concept of school development.

The effectiveness of the innovation. It consists in the fact that performance indicators can be fixed not in individual cases, but always where it will be used taking into account specific conditions or specifics.

Creative novelty of innovation:

– modification innovations related to improvement, rationalization, modification, modernization of the program, methodology, structure, algorithm, development, etc.;

– combinatorial innovations that constructively combine elements of previously known techniques;

- radical innovations, which involve the introduction of new achievements of psychological and pedagogical science.

- methodological security of the idea, which has a description of its content, structure, as well as the stages and technology of assimilation of the innovation.

2.2. Technologies of inclusive educational establishment's effective educational management

School management technology is a scientifically based system of designing a certain sequence of actions taking into account the necessary resources, which is provided with management decisions and is aimed at solving intermediate goals and achieving the final result.

Strategies in school management:

- socio-pedagogical (democratization of the pedagogical process, strengthening of public administration trends, implementation of the state educational policy);

- personal development (focusing on the prospect of success, socialization, creativity and personal development of each student);

- innovative (increasing the quality of educational services by introducing innovations);

- marketing (harmonization of consumer needs and organizational capabilities);

- personnel (ensuring personal and professional development of personnel, formation of personnel reserves, motivation of personnel, overcoming conflicts);

- resource (development of the material base and increase of financial income for the needs of the educational institution from various funding sources);

- anti-crisis (forecasting and overcoming the negative effects of society, undesirable situations related to threats to the safe stay of children and staff at school, preservation of the physical, moral and mental health of participants in the educational process)

Technologies for forming the culture of the school organization are aimed at establishing informal rules of behaviour, communication, attitude to official duties

Creating an original educational practice is a technology for an educational institution to find its own path of development

Step 1. Study the educational needs of participants in the educational process, public opinion, requests from vocational and technical and higher educational institutions, labour market requirements.

Step 2. Discuss the obtained data with representatives of institutions or private individuals interested in the results of the school's activities (stakeholders), find the leading idea of the future original educational practice

Step 3. Ensure the adoption of a management decision regarding the implementation of a new idea:

decisions of the pedagogical council;

decisions of the parents' committee, the school board, the board of trustees, the

general conference;

decisions of the session of the district (city) council;

order of the department of education;

school order

Step 4. Anticipate the necessary resources: material, financial, personnel

Step 5. Determine the strategy and tactics for achieving the goal. Take into account the following changes in all types of school work planning. Develop a general program of actions and projects in separate areas of activity.

Step 6. Motivate the activities of all participants in the educational process regarding changes in educational practice, clarify their essence, carry out a clear division of responsibilities, establish boundaries of authority and responsibility.

Step 7. Organize the work of the educational institution in accordance with the new goal, according to the new plan, programs and projects, coordinate the activities of structural divisions, individual performers.

Step 8. Monitor the results of educational changes, determine their compliance with the set goal.

Cultivating school traditions is a technology for fostering a culture of interpersonal interaction, pride in the team, and a desire for moral actions

Step 1. Analyse which collective events are the most popular among the school team, what exactly is at the basis of their popularity.

Step 2. Discuss the importance of these activities with teachers, students, and parents. Identify or form a collective opinion on the need to establish certain events as traditions.

Step 3. Organize creative activities regarding the development of the content of traditions, the features of their introduction into school life.

Step 4. Provide an attractive form of coverage of the essence of traditions, their impact on the life of the community, educational institution, and every participant in the educational process.

Step 5. Create psychological and pedagogical conditions to encourage all participants in the educational process who adhere to school traditions and involve

others in them.

"Slogans" is a technology for declaring values, priorities, and desired results

Step 1. Discuss with the participants of the educational process and the public the opinion regarding the significant orientations of the school's activity.

Step 2. Invite all interested persons to express the idea with a suitable slogan.

Step 3. Select slogans that best reflect the idea of school development, its values, priorities, and desired results.

Step 4. Conduct measures to clarify the essence of the chosen slogan, organize its presentation, and creatively work out its content.

Step 5. Use the slogan in the design of the internal environment of the school, present it in a business card, portfolio.

Step 6. Refer to the essence of the slogan when conducting educational and scientific-methodical activities.

Step 7. Support the interest of participants in the educational process in using the slogan and following it.

"Heroes" is a technology for imitating moral and ethical values brought into the life of the school organization by respected individuals

Step 1. Initiate the creation of a creative group to identify those persons who significantly influenced the formation and development of the school, glorified it.

Step 2. Collect materials about these people. If possible, ask them to also share their memories, reflections on the school's traditions, history and future.

Step 3. Summarize the materials. Promote their use in the educational process: organize meetings, contests and competitions on behalf of the "heroes" or with their direct participation.

Step 4. Create memorial museum rooms, expositions, hold contests of creative works about the life and activities of "heroes", etc.

Facilitation technology is aimed at the creative development of participants in the educational process

Facilitation as a socio-pedagogical phenomenon is a positive, stimulating, inspiring influence without the direct intervention of an authoritative person or group

of persons, actually existing or those whom the individual imagines, on the quality of his activity, value orientations, moral and ethical norms.

Step 1. To propose a new idea that would stimulate the creative search of participants in the educational process.

Step 2. Unite like-minded people who have accepted the idea and are ready to work for its implementation.

Step 3. Study the needs for creating conditions for the implementation of a creative idea.

Step 4. Promote the creative self-expression of participants in the educational process.

Step 5. Analyse creative achievements, present the obtained results to the teaching staff, parents, and students.

Step 6. Involve scientists, methodologists, managers of various levels, competent specialists, the public for approbation of creative achievements.

Step 7. To encourage those who make a creative contribution to the development of the school, to create conditions for the involvement of participants in the educational process in creative activities.

Personnel management technologies are aimed at ensuring effective and efficient activity of employees of the school organization

The selection of teaching staff is the technology of finding and securing teaching staff in the school

Step 1. Determine which positions are or will be vacant in the near future.

Step 2. Compile or clarify job duties and requirements for a person who can apply for a certain position:

a specialty;

by seniority;

by the level of professionalism;

by work experience;

by personal qualities.

Step 3. Activate the search for specialists in the following areas:

Department of Education;

teachers who are looking for work themselves;

school employees who have information about the teachers you are interested in;

graduates of your school who are studying at pedagogical universities;

students who did internships at your school;

recruitment agencies;

school self-government bodies.

Step 4. Conduct interviews with applicants for the position, familiarize them with job duties, requirements, working conditions, and the culture of the organization.

Step 5. Create a system of bonuses for employees who undergo a period of adaptation to work at your school.

Staff training is a technology for organizing postgraduate pedagogical education at the school level

Step 1. Conduct a diagnosis of the level of readiness of pedagogical workers for educational changes.

Step 2. Study educational requests of pedagogical workers.

Step 3. Compare the data obtained in the first two steps, determine the directions, topics, according to which the training of personnel at the school should be organized.

Step 4. Provide for different forms of training: collective (learning organization); group; in methodological associations; individual (consultations); self-education

Step 5. Select consultants, teachers, trainers for staff training at the school from among leaders, experienced teachers, methodologists of methodical offices, employees of post-graduate pedagogical education institutions, university teachers, scientists, participants of educational projects, etc.

Step 6. Provide conditions necessary for staff training: changes in the class schedule; availability of literature and periodicals in the library; access to technical teaching aids, computers, etc.

Step 7. Provide for the possibility of sharing experiences among teachers regarding the application of acquired knowledge in practical activities.

Diagnostics and evaluation – technologies for establishing the level of professional activity of pedagogical workers

Step 1. To encourage pedagogical workers to objectively evaluate their own activities, diagnose professional assets and difficulties.

Step 2. Offer to give a motivated self-evaluation for each type of activity (conducting lessons, extracurricular and methodical activities, working with parents, etc.).

Step 3. Direct the methodical and psychological service of the school to select methods for evaluating teaching staff in various areas of activity.

Step 4. Use evaluation and diagnostic methods to establish the level of professional activity of personnel during certification, organization of methodical work, training of personnel, etc.

Step 5. Engage independent experts for an objective and fair evaluation of the professional activity of the school staff.

Step 6. Submit professional experience and creative output of pedagogical workers for approval (official approval).

Step 7. Ensure the objectivity of staff performance evaluation by combining self-assessment, expert assessment, attestation, and approbation.

Step 8. Contribute to increasing the objectivity and democracy of the procedure of attestation of teaching staff, compliance with the requirements of regulatory documents regarding its conduct.

Step 9. Diversify forms of encouragement of teaching staff: increase in qualification category; establishment of material incentives, bonuses; use of various forms of moral stimulation; awarding pedagogical literature, subscription to pedagogical periodicals, etc.

Team building is a technology of interaction to achieve a meaningful end result

Step 1. Specify the significant result that should be achieved in the work of the team.

Step 2. Attract candidates for key roles in the team:

leader

idea generator

researcher

coordinator

organizer

analyst

an ethicist

practitioner (performer)

specialist

Step 3. Help team members find the optimal role combination.

Step 4. Explain the goal and tasks to the team members.

Step 5. Develop and adopt the rules of the “team game”.

Step 6. Discuss joint actions, establish the powers and responsibilities of each.

Step 7. Establish interaction and feedback between team members.

Step 8. Encourage team members to be active, creative, interact, and share responsibility for the final result.

Step 9. Motivate team members to achieve a better result: emphasize the importance of the goal and intermediate results; monitor the dynamics of positive changes; emphasize everyone's contribution to the common cause; create opportunities for informal communication; acknowledge; to provide freedom of action; use material incentives; offer to answer challenges.

Step 10. Provide timely advice to team members on current issues.

Step 11. Summarize, objectively and collectively evaluate the activity of each team member, as well as the entire team.

Technologies of a general educational institution’s development. They are aimed at determining the prospects for the development of the educational institution, at achieving new quantitative and qualitative indicators of activity

Strategy is a long-term, qualitatively defined direction of development of the school organization, which integrates the mission, goals, norms and actions into a single whole, determines resource provision taking into account the internal advantages and disadvantages of the organization.

Strategy is a way of moving from the current state to the desired future. The desired state is determined by the mission and vision (philosophy) of the educational institution, and the path to the future is determined by the system of goals and the action plan. Strategy implementation is purposeful movement according to a plan.

The mission is a concise text that informs about the purpose of the educational institution, its value for society, the state, about the changes that will take place in the surrounding world thanks to its activities. The vision (philosophy) of the institution reflects the perspective of development for 5-10 years, values, model of the graduate, own characteristics, etc. Strategic goals are quantitative and qualitative guidelines for the development of an educational institution. They are determined in accordance with the mission, philosophy (vision), results of the analysis of the entire educational field, assessment of the level of competition, own resources and competitive opportunities.

The "SMART" principle in formulating the strategic goals of the organization should be clear (Specific); measurable (Measurable); oriented to specific actions (Attainable); realistic (Realistic); correspond to a certain time interval (Time-based).

Strategic management is a technology for determining the development prospects of a general educational institution

Step 1. Formulate the mission of the educational institution - define the meaning for which the organization functions, clearly outline the reason for existence and special role in society.

Step 2. Create a concept: characterize the methodology - present a set of ideas on the basis of which the educational institution carries out its activities.

Step 3. Determine the goals of the educational institution as a certain sequence of mission implementation.

Step 4. Carry out a SWOT analysis.

Step 5. Make a strategic plan – determine changes in the goals and policies of the educational institution, foresee the necessary resources, implement the benefits.

Step 6. Make a long-term plan – predict the future by extrapolating the development trends that have already appeared.

Step 7. Find ways to overcome competitors.

Step 8. Define a system of criteria and indicators for measuring the obtained result.

Innovative management is a technology for ensuring systemic changes in the activities of an educational institution aimed at achieving a new level of education quality.

Innovation is the final product of the application of innovations with the aim of changing the object of management and ensuring an economic, social, scientific and technical, ecological or other positive effect.

Step 1. Stimulate the generation of a new idea.

Step 2. Develop an innovative educational project related to the implementation of an innovative idea.

Step 3. Carry out an examination of the innovative educational project.

Step 4. Implement an innovative educational project in the experimental mode.

Step 5. Provide examination of the results of the experiment.

Step 6. Provide approval of the results of the experiment.

Step 7. Contribute to mastering and dissemination of the results of the innovation project.

Step 8. Maintain the innovation that is recognized as a standard.

Educational marketing is the technology of managing a general educational institution in market conditions

Educational marketing is the concept, strategy and technology of managing an educational institution in the conditions of a market economy, which provides research into the demand for educational services and certain knowledge beyond the standards set by the state, affects the development of the educational needs of citizens, forms a positive image of the educational institution, develops and implements a system of providing quality educational services.

Step 1. Determine the circle of potential consumers of educational services of the educational institution.

Step 2. Segment the educational services market. Carry out the following

procedures: definition of segmentation principles (types, criteria, priorities); drawing up diagrams, tables, creating a model that reflects the chosen principles; determining the attractiveness of segments using selected criteria; selection of one or more segments to access them with the offered services; development of a strategy for each target segment; decisions regarding tools for positioning services on selected segments.

Step 3. Determine the positioning elements based on the competitive advantages of educational services.

Step 4. Start a brand.

Step 5. Take care of the school's image using PR technologies.

Step 6. Apply socially responsible marketing.

Step 7. Create a market for quality educational services.

Step 8. Promote positive trends in the development of the educational needs of the community.

Step 9. To ensure the personal development of participants in the educational process.

The technology of managing a socially active school is aimed at the interaction between the school and the community, the use of social potential for the development of the school

Active – energetic, active, active, developing;

Public – which arises, takes place in society, which voluntarily serves various aspects of collective life;

The public is the leading part, the leading circles of society;

A community is an association of people that sets itself certain common tasks.

Essential features of a socially active school: develop the social potential of the community and the personality of each citizen; promotes joint efforts to improve the surrounding environment and interpersonal relationships; encourages activity, charity, volunteering; unites people around socially significant problems; teaches to live in a democratic society, exercise one's rights and freedoms, and fulfill one's duties; encourages independence in decision-making, critical attitude to thoughts and phenomena; stimulates a person's ability to act in accordance with moral and ethical

standards.

Step 1. Study the needs of the community regarding interaction with the educational institution.

Step 2. Motivate and involve the public and authorities to interact with the school.

Step 3. Consider the possibilities of using resources for the development of a socially active school and community, financial income and their use; peculiarities of using the material base of the school and other institutions in interaction with the community (library, computer class, assembly and sports hall, school playground, musical instruments).

Step 4. Create governing bodies of a socially active school: general meeting; conference; board of trustees, school board; pedagogical council; parent committee; student self-government.

Step 5. Activate the main directions, content and forms of interaction between the school and the community: sociological methods of studying public opinion and community development needs; continuous education for the community; cultural and educational activities; honouring national and local traditions; development of a culture of health, involvement in physical culture, sports and a healthy lifestyle; family leisure; holidays; charity, help in need; volunteer movement; well-being of the family home; our street, the beauty of our native land; school and community work initiatives; organization of children's leisure time, preventive preparation for school; environmental protection activities, preservation of the environment, actions to help wildlife, birds and animals.

Management decision-making technology. It is aimed at choosing the optimal course of action under the given conditions

Step 1. Collect information on the problem.

Step 2. Diagnose the problem.

Step 3. Develop alternative solutions to the problem.

Step 4. Evaluate alternative options (resources, risks, time, assistance, expected result).

Step 5. Choose the optimal ways to solve the problem.

The technology of scientific and methodological support is aimed at achieving a new quality of education

Scientific-methodological support is continuous professional interaction of subjects of educational activity, with the aim of developing, substantiating, practical implementation, approbation of innovative approaches to solving current problems of education, the necessary conditions of which are voluntariness and partnership, the defining features of which are personal and professional development of educational participants educational process, and the result is a qualitatively new level of education.

The principles of the technology of scientific and methodological support: democracy – the possibility of taking into account different approaches, points of view, collegiality in making a certain decision; the possibility of choice – the creation of several variants of programs, activity models, methods that provide prerequisites for a conscious choice; self-realization – revealing the personal potential of each participant in the pedagogical process; co-creation – joint activity of subjects who strive to achieve new quantitative and qualitative results; synergy – non-linearity, instability as procedural characteristics and self-organization of the system of scientific and methodological support.

Step 1. Identify a problem that requires scientific and methodological support. Collect information about its essence.

Step 2. Summarize theory and practice for the problem, create your own activity model based on these principles.

Step 3. Prepare for innovations (provide resources, conduct briefings, provide explanations, implement organizational measures).

Step 4. Work according to the developed technology, monitor the results.

Step 5. Carry out self-analysis, reflection, compare the results with the goal.

Anti-crisis management technology is aimed at recognizing, preventing, overcoming crises of various types, as well as at reducing the negative impact of the crisis on the stability of the school's pedagogical system

A crisis is a sharp change in the usual state of things, a breakdown, an

aggravation of the situation, it is a critical detection of contradictions in the socio-economic system, organization, which threatens its stability in the surrounding environment.

Anti-crisis management is the management of systems in a state of imbalance, which includes a set of procedures, methods, techniques aimed at recognizing crises, their prevention, creating conditions for reducing the negative impact and overcoming the consequences.

Step 1. Identify negative influences from the social or internal environment that can cause a crisis, i.e., the institution’s inability to perform its functions.

Step 2. Predict the possible chronology of crisis phenomena.

Step 3. Draw up an action plan for the prevention of various types of crises, starting with measures to counter the crises that are predicted first.

Step 4. Elaborate legal acts regarding legal, financial, personnel, material and technical aspects of countering crises of various types.

Step 5. Increase attention to the improvement of teachers' qualifications, because the crisis worsens the social environment, material and financial resources, and the professionalism of teachers does not decrease, but, on the contrary, helps to overcome it.

Step 6. Take into account the internal factors that worsen the state of the pedagogical system during the crisis, determine measures to overcome these influences: irresponsibility; loss of control over individual stages of the pedagogical process, individual divisions of the school organization or over the system as a whole;

imbalance of the management system, decrease in the level of planning, organization of coordination of activities of individual employees, structural divisions or the system as a whole; insufficient information or intentional presentation of negative information.

Step 7. Take measures to strengthen competitive advantages.

Step 8. Simplify bureaucratic procedures, direct the team's activities to positive, collegial, creative overcoming of obstacles.

Step 9. Contribute to the prevention and overcoming of conflicts between

employees, structural divisions and managers of different levels.

Step 10. Strengthen the responsibility of employees for the performance of their own functions and the functions of the educational institution as a whole.

Step 11. Implement permanent monitoring of the state of the pedagogical system of the educational institution.

Step 12. Develop a strategy for realizing the educational institution's development opportunities that the crisis opens up.

Technologies for evaluating the activities of a general educational institution are aimed at determining the effectiveness and efficiency of the activities of a general educational institution

Step 1. Analyze the content of the school's mission in detail, determine whether the goals of different levels of the mission and strategy correspond.

Step 2. For each of the set goals, determine the criteria by which its achievement can be established.

Step 3. For each criterion, select indicators that will determine its structure and allow giving quantitative and qualitative characteristics.

Step 4. Provide a broad discussion of the criteria and performance indicators of the educational institution.

Step 5. Implement a system of research and monitoring for each criterion.

Step 6. Use quantitative (using mathematical methods) data processing, compare with qualitative characteristics.

Step 7. Present the received data visually.

Step 8. Provide a broad discussion of the results.

2.3. Staff’s professional development in educational establishments in inclusion conditions

In the conditions of rapid scientific and technical, informational, technological development of society, the effectiveness of the functioning of any firm, company, organization is primarily determined by the level of development of its personnel. The

organization's ability to constantly raise the professional level of its employees is one of the most important factors in ensuring its competitiveness in the market. The very existence of the company, not to mention the growth of its production volumes, updating of goods or improvement of service provision, is decisively determined by how it implements its own personnel development strategy.

Previously, professional development was considered as a normal improvement of qualifications with the aim of improving professionalism. Advanced training, in turn, was equated with postgraduate education. Such a narrow vision of the problem was determined by the fact that professional development was carried out mainly in the system of formal education with or without separation from production, but necessarily in institutional institutions with the receipt of a corresponding document: a diploma, certificate, or certificate. In addition to the fact that this process was regulated and financed by the state.

Let us emphasize that today the professional development of personnel is considered mainly in the context of personnel management. This is due to changes that have taken place in the general paradigm of management theory. Personnel began to be considered as the main resource of the company, which determines the effectiveness of the organization's activities, ensures its competitiveness in the conditions of the globalization of the economy. These changes increased attention to strategic issues of personnel development at all levels of management. As scientists note, professional development of personnel has become one of the main indicators of progressiveness of society, decisive levers of scientific and technological progress. Therefore, in countries with a developed market economy, more and more companies are taking the initiative for personnel development.

Personnel development is a systematically organized process of continuous professional training of employees to prepare them for the performance of new production functions, professional and qualification promotion, formation of a reserve of managers and improvement of the social structure of personnel.

Professional development of personnel is a purposeful and systematic influence on employees through the implementation of professional training during their work in

the organization with the aim of achieving high efficiency of production or provided services, increasing the competitiveness of personnel on the labour market, ensuring that employees perform new and more complex tasks based on the maximum possible use their abilities and potential.

In the glossary, T. Zbrytska, in addition to the concept of “personnel development” as a continuous process of improving the qualitative characteristics of personnel in order to ensure the harmonious development of employees and increase the effectiveness of the organization as a whole in the short and long term, formulated the concept of “personnel development systems” as a set of organizational structures , methods, processes and resources necessary for effective performance of current and prospective tasks in the field of personnel development, as well as optimal satisfaction of employee requests related to self-realization, professional training and career.

So, according to T. Zbrytska, the goal of personnel development is to provide the organization with employees who possess the qualitative characteristics that correspond to its goals and development strategy, and among the tasks the author singles out such as identification and support of employees capable of training; dissemination of knowledge and best practices as a system of continuous training of personnel; activation of potential opportunities of employees; strengthening the spirit of creativity and competition; work on creating a reserve of managers; creation of a system of professional development and career planning.

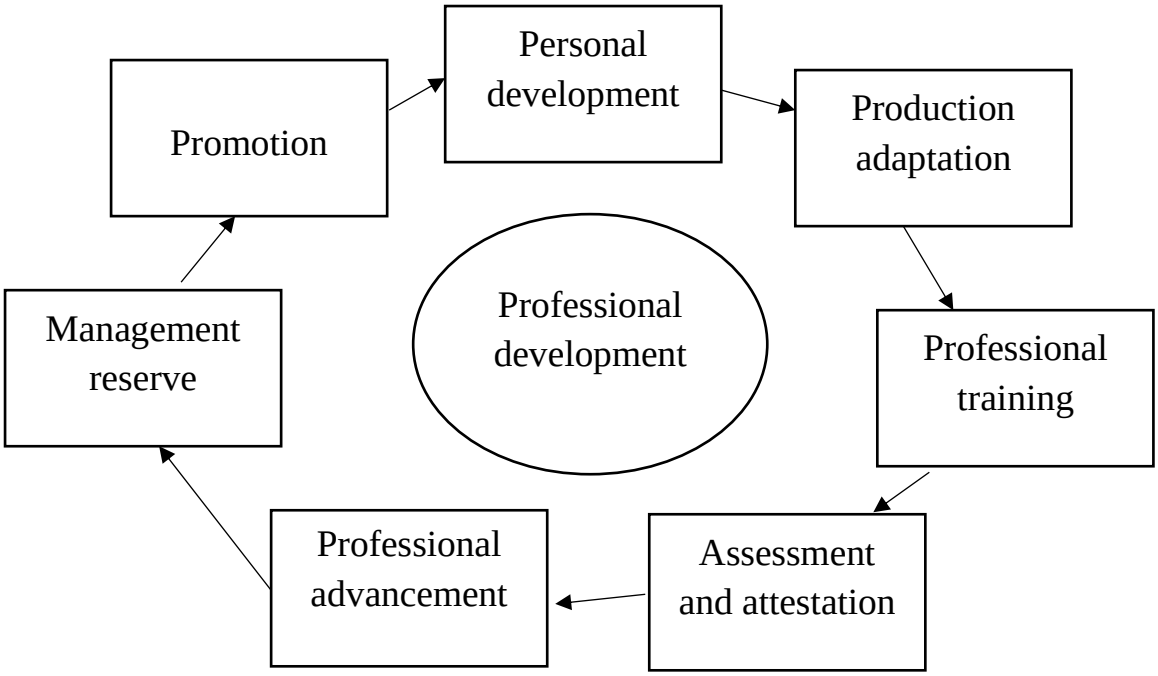

Fig. 2.4. Components of personnel's professional development

Based on this, we state that professional development with its components: industrial adaptation, professional training, which includes training, retraining and advanced training, evaluation and certification, career planning, professional and qualification promotion, formation of a reserve of managers, official and professional promotion of managers and accompanying personal development can be carried out in a certain sequence, continuity and interaction of all elements. We will not stop at a detailed analysis of each component, because within the scope of this article it is important for us to pay more attention to external factors, namely the relationship of professional development of personnel with adult education and continuing education.

Teachers' postgraduate education

Individual forms of scientific and methodical work.

Article 55 of the Law of Ukraine "On Education" emphasizes that pedagogical and scientific-pedagogical workers have the right to "free choice of forms, methods, means of teaching, and the discovery of pedagogical initiative". In this regard, the

individual scientific and methodical work of the teacher acquires special relevance.

Individual scientific and methodical work is understood as purposeful, planned and systematic work of a teacher to improve theoretical and practical training.

Self-education of teachers is the most important individual form of scientific and methodical work.

Self-education is self-acquired knowledge, taking into account personal interests and the objective needs of a comprehensive school, obtained from various sources in addition to those obtained in basic educational institutions. A distinctive feature of a teacher's self-education is that the result of his work is an improvement in the quality of subject teaching, the quality of educational work, and an increase in the level of students' knowledge, upbringing and development.

The most important tasks of a teacher's independent work can include: study of new programs and textbooks, analysis of their didactic and methodical features; independent assimilation of new technologies of the educational process; mastering the methodology and methods of pedagogical research; active participation in the work of scientific and methodological seminars and methodological associations, various creative groups; preparation of methodological developments; systematic study of advanced pedagogical experience.

The teacher represents the results of self-education at each of its stages, participating in seminars, informing at the meeting of the methodical association, department, reporting at pedagogical readings, scientific and practical conferences.

Basic group forms of scientific and methodical work. Group forms unite teachers by interests, they create optimal conditions for sharing work experience, for creative discussions, and performance of practical tasks. Group forms include: methodical associations and departments, schools of advanced pedagogical experience, problem, initiative groups, etc.

The most common group form of scientific and methodical work is methodical associations or departments of teachers. They are organized by territorial characteristics (school, inter-school, bush, district), by types of schools, educational subjects, and their cycles. In schools, methodological associations are created in the

presence of three or more teachers of the same specialty. If one school has less than three teachers, interschool methodical associations are formed.

Methodological associations are managed by extremely competent, authoritative teachers - methodologists or senior teachers.

The content of the work of methodical associations includes issues of raising the level of educational work and the quality of students' knowledge; discussion of teaching methods used by different teachers; introduction of advanced pedagogical experience and achievements of pedagogical science; development of ways of introducing innovations; discussion of the most difficult sections and topics of new programs and textbooks; organization of extracurricular work with students outside of school hours (holding Olympiads, contests, knowledge auctions, public reviews of knowledge, etc.); professional assistance to young teachers; development of a unified position of teaching the subject.

Methodological associations prepare subjects and types of tests to evaluate the students’ knowledge and skills, systematically conduct sections of students' performance in the main sections of programs in different classes, discuss the results of tests with the aim of providing timely help to the teacher and students.

The main forms of work of methodical associations can be:

listening to and discussing reports on topical issues, reviewing the latest scientific and pedagogical literature, discussing interesting publications; conducting open lessons, practical classes (solving problems, performing laboratory work, using technical means, etc.); organization of consultations; listening to the reports of teachers, educators, class leaders; participation in teacher certification; participation in the study, generalization and implementation of pedagogical experience; conducting control sections of students' educational achievements; making decisions about moral and material stimulation of teachers, educators, class teachers, etc.

At the beginning of the 90th of the XX century. a new form of organization of scientific and methodical work with teachers emerged - the department. Heads of departments are chosen from among highly experienced teachers. The department distributes responsibilities among teachers, establishes the order of scientific and

methodological research, plans and carries out professional retraining, ensures the growth of professional skills.

Departments conduct organizational-methodical and scientific research work with teachers of the relevant subject, involve teachers in the creation and mastering of new technologies of learning and education, improvement of the educational process. In some departments, research teams are formed, which unite researchers-educators, students and scientists – members of departments on a public basis.

Schools of advanced pedagogical experience implement the idea of mentoring. They are created in the presence of one or more teachers in the pedagogical team – masters of pedagogical work, bearers of best experience and contribute to the transfer of this experience to other teachers. These schools can have an intra-school meaning, involving work with a group of teachers who work in the same school, and can also have an inter-school meaning – involving teachers from different schools.

The work of the head of the school of best practices with the teachers studying at this school involves:

joint planning of the next topic of the curriculum and a specific lesson;

mutual attendance of lessons and their analysis;

consultations on the theory and methods of teaching a subject;

joint planning of educational work;

mutual attendance of educational affairs;

consultations on the theory and methods of educational work;

assistance in the preparation of test and laboratory works;

discussion of books and articles, the content of which corresponds to the content of the experience being studied, etc.

Along with this, the school of advanced pedagogical experience also uses a kind of “homework” that students perform independently in the period between classes. Tasks include studying relevant literature, preparing and conducting lessons or educational tasks using predetermined methods or work techniques. The purpose of such classes is to consolidate the knowledge that students receive at the school of

advanced pedagogical experience. Such a creative commonwealth helps to improve the work of not only the attached teacher, but also the head of the school of best practice.

A problem (innovation) group is a form of creative activity of teachers, aimed at studying, generalizing and spreading best practices and introducing the achievements of pedagogical science into school practice.

Members of the problem group study scientific and pedagogical literature on the problem, existing experience, consult with scientists and methodologists. Having reached a high level of competence, they develop recommendations on the implementation of new achievements in practice. Under the leadership and with the participation of members of the problem group, advanced pedagogical experience on the research problem is formed in the school.

Due to the fact that the legal status of educational institutions regarding the organization of scientific and research work is increasing, the activity of problem groups acquires a research character. They develop and implement their own methodical findings and concepts in practice. In particular, the group performs research and experimental work in accordance with the basic requirements of research work: it substantiates the problem and research topic, formulates a hypothesis, determines the main stages and expected intermediate results, chooses research methods, determines control and experimental classes. Such work is mostly carried out under the scientific guidance of teachers of higher pedagogical educational institutions, scientific research institutes.

The activity of problem groups contributes to the creation of a creative atmosphere in the teaching staff, which has a beneficial effect on other teachers, and stimulates them to participate in problem groups.

Initiative groups, as a rule, are formed during the preparation and implementation of the most important scientific and methodological events (pedagogical council, scientific and pedagogical conference, pedagogical issues, etc.). The initiative group studies the state of current issues of educational and scientific-methodical work, attends classes and extracurricular activities, conducts conversations

with teachers, questionnaires, summarizes opinions and expresses wishes for the improvement of a certain work area.

Recently, in the scientific and methodological activities of pedagogical teams, such non-traditional forms of introducing new pedagogical ideas have been used, such as “brainstorming”, methodical ring, methodical festival, pedagogical KVK, creative report of masters of pedagogical work, special creative trainings; games such as “Ideas Auction”, “Press Battle”, “Referendum”, etc.

Mass forms of scientific and methodological work contribute to enriching the professional interests of teachers, improving their knowledge, developing positions on important pedagogical problems of our time, identifying and generalizing the best pedagogical experience. Mass forms of scientific and methodological work include school seminars and practical seminars, pedagogical readings, scientific and practical conferences, exhibitions, etc.

The theoretical seminar is a form that provides teachers with methodological training in order to form in them the ability to independently evaluate pedagogical phenomena and facts. At the same time, the seminars contribute to the study of modern pedagogical theories, the unity of their theoretical and practical training. This is achieved by defining specific constructive proposals for improving the practice of teaching and educating students, organizing teachers' self-education.

Seminars-workshops are a form of training for teachers, class leaders, educators, the content of which is observation and analysis of open lessons, other forms of educational work; observation and analysis of collective creative work, solving pedagogical situations and tasks. In the course of the practicum, teachers master the method of observing a lesson or an educational matter, learn to conduct their systematic analysis. During the last ten years, practical classes in the form of business, role-playing games, organizational and activity games, and various types of trainings have been particularly active. The advantage of these forms is the variability of losing situations, modeling situations, the possibility of collective discussion, the clash of different points of view, which helps to eradicate a simplified approach to complex pedagogical phenomena.

Pedagogical readings are the final form of scientific and methodical work. They are carried out based on the results of the work of a certain time period or in connection with the completion of a certain stage of work. In reports, essays, reports, teachers inform their colleagues about the results of their research on one or another problem. Listeners get acquainted with new information, correlate it with their own achievements, exchange experience, expand their pedagogical horizons.

School pedagogical readings are prepared by the scientific and methodical council of the school. It determines the topics of reports and speeches, organizes consultations, bibliographic reviews, exhibitions of literature and teachers' work. All planned reports and performances, as a rule, are approved by school methodical associations or departments.

The scientific-practical conference is a form of summarizing the work of the pedagogical team on an actual scientific-methodological problem, as well as a form of identifying and summarizing the best pedagogical experience.

At the conference, theoretical and practical issues of education and upbringing, which are mostly interdisciplinary in nature, are discussed. For example, “Formation of the student youth’s civic culture”, “Individualization and differentiation of student learning”, “Ways of increasing the effectiveness of the lesson”, “Model of a competent student”, “Interactive educational technologies”, “Formation of the individual’s life competence” and so on.

Pedagogical exhibition is a form of propaganda and implementation of advanced pedagogical experience in school practice. The theme of the expositions involves the representation of the achievements of the teaching staff in school reform, the promotion of the most effective forms and methods of teaching and upbringing, the display of the work system of the best school teachers, the coverage of the activities of parent and student self-government bodies, etc.

Attestation. Attestation is carried out on the basis of a comprehensive assessment of the level of qualification, pedagogical skill, results of pedagogical activity by conducting “slices of students’ educational achievements”, control works, testing; attending classes, extracurricular activities; conducting an analysis of the educational

process in educational institutions, taking into account the opinions of parents and students.

The study of scientific and theoretical sources, regulatory and legal acts regarding the training of specialists to work with children with special needs made it possible to single out certain contradictions between:

- the modern world trend of highlighting the professional training of teachers to work in an inclusive environment as one of the priority areas of educational training and the improper implementation of this approach in Ukraine;

- study of foreign experience in the implementation of various types and forms of professional improvement of teachers working with children with special needs and its adaptation in the educational space of Ukraine.

Improving educational activities through the development of advanced educational practices should be the most important goal of every teacher and every educational institution. After all, the traditional university general pedagogical training of specialists for effective work with children with various developmental disorders is certainly not enough. At the current stage, specially trained specialists are needed: primary school teachers, subject teachers, as well as social pedagogues, speech pathologists, psychologists, speech therapists, teacher (educator) assistants. Most teachers lack psychological and pedagogical training, lack motivation to work with this category of children, fear, despair, desire to avoid such work, etc.

The teacher is the most important link in the organization of inclusive education. To work with children with special educational needs, it is necessary to carry out a diagnosis of the child's capabilities and needs, to give them a qualified assessment and to develop individual training programs on this basis, to abandon collective methods. To do this, the teacher must have in-depth knowledge of his subject, teaching methods, as well as methods of working with children with special psychophysical development.

A large number of teachers experience difficulties because they do not have such knowledge, do not have experience working in a team, do not use the knowledge and experience of colleagues, parents in the organization of the educational process of persons with special educational needs. Therefore, it is very important to prepare

teachers for work, provide them with knowledge of special and social pedagogy, provide them with tools and models of alternative education.

The widespread introduction of inclusive education involves comprehensive qualitative changes in the training of teachers. However, at present, the problem of forming the professional competence of the inclusive class teacher cannot be considered solved. Scientists pay attention to various important aspects of it, which require in-depth study.

Thus, the domestic researcher M.E.Zakharchuk points to the existing contradictions between the current global trend of recognizing the professional training of teachers to work in an inclusive environment as one of the priority areas of educational training and the improper implementation of this approach in Ukraine. It also indicates the insufficient degree of study of foreign experience in the implementation of various types and forms of professional improvement of teachers working with children with special needs and its adaptation in the educational space of Ukraine.

Professor A. Kolupaeva cites data that currently up to 65% of teachers who are students of advanced training courses do not know how to work with children who have special educational needs. Moreover, up to 24% of teachers are unfamiliar with special programs and do not have accurate and in-depth knowledge of the psychophysiological characteristics of children in this category.

In the conditions of inclusive education, when a child with limited health opportunities has the right to freely choose an educational institution, every educator / teacher (social pedagogue) of an educational institution must have a certain level of preparation in carrying out his professional activity. Inclusive education requires from him a different level of training, high professionalism, creativity, possession not only of knowledge in the field of special pedagogy, but also the ability to apply it in non-standard situations. All this is included in the understanding of the concept of competence, which involves a holistic experience of solving life problems. In this perspective, an important condition for achieving professionalism is the formation of inclusive competence, which allows the educator / teacher (social pedagogue) to

effectively carry out his own professional activities in the conditions of joint education of children with special educational needs and their peers who are developing normally.

Inclusive competence of educators / teachers, social pedagogues is a new concept, therefore it is necessary to introduce special indicators: criteria and levels of its formation. In this case, the criterion acts not only as a certain measure, sample, but also as a distinguishing feature that characterizes the subject, object and allows to give it a certain assessment, that is, the criterion acts, in this case, as a manifestation of the essence of the process.

The teacher's inclusive competence is a component of his professional competence and includes key substantive and functional competences. At the same time, "competence is a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, which determines an individual's ability to successfully carry out professional and further educational activities and is the result of training at a certain level of higher education".

Thus, based on the opinion of Ilmira Hafizullina, the following can be defined as criteria for the formation of inclusive competence: motivational; cognitive; reflexive; operating.

The formation of a set of motives adequate to the goals and tasks of inclusive education acts as a motivational criterion. The indicators that reveal this criterion are: awareness of the importance of the problem of integration of people with limited health opportunities into society and the possibility of their choosing a method of obtaining education; persistent focus on the implementation of inclusive education in the conditions of a comprehensive school / higher educational institution; a set of motives of different groups aimed at the implementation of pedagogical activities in the conditions of inclusive education.

The cognitive criterion is characterized by the ability to think pedagogically in the conditions of inclusive education. The availability of general scientific and socio-pedagogical knowledge, knowledge of the basics of special pedagogy is a mandatory

characteristic of any highly qualified educator / teacher, social pedagogue. As the main indicators that reveal this criterion, the following can be noted: the presence of a system of special psychological-pedagogical, medical-social and methodical knowledge and experience of cognitive activity, necessary for working with children with limited health opportunities in the conditions of inclusive education; knowledge and understanding of the specifics of work, technologies and methods of pedagogical activity in the conditions of inclusive education; knowledge and understanding of the problems of children with health disabilities who study together with peers who are developing normally.

The reflexive criterion is determined by the ability to reflect in cognitive and quasi-professional activities in the conditions of preparation for the implementation of inclusive education, as well as to reflect in professional activities in the conditions of inclusive education. In this case, quasi-professional activity includes business games and other similar activities in which teachers go beyond the “exhaustion” of information within the framework of a narrow topic of an educational session and, by including in simulated situations, solve professional tasks and issues of social interaction. Subjective “living” of quasi-(pseudo-) professional experience contributes to the development of teachers not only cognitive activity, but also professional motivation, ensures the inclusion of the profession as a cultural element of the personality. The main indicators of the reflective criterion are the ability to: analyze the experience of implementing ideas of inclusive education, own experience of cognitive and quasi-professional activities and the experience of other teachers; adequately evaluate the results of one's cognitive and quasi-professional activities, see one's own mistakes and strive to correct them; meet the needs for professional and personal growth and increase the level of inclusive competence.

The presence of learned methods and experience of performing specific professional actions in the process of inclusive education acts as an operational criterion.

The process of teachers / social pedagogues mastering inclusive competence is a step-by-step process: if key content competences (motivational, cognitive, reflective)

are not formed at the first stage, then they cannot be formed in the future: if there is zero or a low level of formation of motivational and cognitive competencies, it is impossible to form a high level of key operational competencies.

However, there are many difficulties on this path. First, they are related to the training of qualified, competent personnel. Today, there is a need for special training of future teachers and retraining of existing ones for the implementation of inclusive education, since the traditional content of professional education until recently was not aimed at the formation of inclusive competence among secondary school teachers. Secondly, far from all teachers have a formed motivational component – a set of motives adequate to the goals and objectives of inclusive education (depth of personal interest). Thirdly, there is a lack of developed programs that envisage an individual trajectory of education for persons with health disabilities. Fourthly, speaking of the school environment, not all parents of children who are developing normally agree to the joint education of their child with those children who are "outwardly NOT similar" to their own. Even the rich inner world and great human dignity present in such children are not taken into account here. Fifthly, the buildings of educational institutions (both mass secondary schools and higher educational institutions) are not ready to accept pupils / students who need special devices for their mobility. It is necessary to solve all these problems simultaneously and professionally.

Summarizing, it is worth noting that competence in the field of inclusive education presupposes the teacher's ability to perform professional functions, taking into account the various educational needs of students, creating conditions for their development and self-development.

The teacher’s state of readiness for socio-pedagogical activity in a comprehensive school in the conditions of inclusive education is determined by the criteria of inclusive readiness.

The criteria for readiness for inclusive activities are:

- awareness of the need to perform socio-pedagogical activities;
- readiness to overcome failures;
- confidence that the performed activity will bring positive results;

- knowledge of professional and methodical materials;

- ability to professional reflection;

- availability of reactive thinking to solve non-standard situations:

- tendency to creativity;

- the presence of personally significant qualities necessary for the performance of socio-pedagogical activities in the conditions of inclusive education;

- the desire to help reveal the potential of students.

the following levels of formation of the teacher's inclusive competence are distinguished: productive, sufficient, elementary.

The elementary level of formation of the teacher's inclusive competence is characterized by the following indicators: lack of interest in the teacher's work in the conditions of inclusive education; misunderstanding and failure to perceive the motives and goals of mastering the profession of a teacher in the conditions of inclusive education; lack of desire for professional growth in connection with the transition to an inclusive education model; study in higher education institutions is subordinated to personal goals or beliefs; ignorance of the development and interests of students with health disabilities; shows psychological unreadiness to work with children with health disabilities; personal and professionally significant qualities necessary for mastering inclusive competence are not sufficiently formed; limited stock of inclusive knowledge, which has a superficial, unstable character; has a poor command of psychological and pedagogical terminology, almost does not use educational and scientific-methodical literature for professional improvement in the conditions of inclusive education; lack of formation of the system of special inclusive abilities and skills; inadequate self-estimation (overestimated or underestimated) of one’s own level of formation of inclusive competence and insufficient incentive for self-improvement.

A teacher with a productive level of formation of inclusive competence must show: persistent interest in the issue of formation of inclusive competence, the formation of persistent value motivation to master it and further improvement; awareness of the individual characteristics of the personality development of a student with health disabilities, recognition of his right to study in conditions of inclusion,

value his interests; awareness of the importance of having personally and professionally significant qualities necessary for mastering inclusive competence; the formation of the system of inclusive knowledge, confidence in its truth, the presence of strong, deep and effective knowledge about the essence of inclusive competence, constant self-education; formation of a system of inclusive skills and abilities, thorough mastery of them in any situations related to inclusive education; the ability for objective self-control and adequate self-assessment of the formation of one's own inclusive competence; independent determination of ways to overcome difficulties, self-demanding and constant striving for self-improvement.

A sufficient level of formation of inclusive competence of a teacher is characterized by: situational interest in the issue of formation of inclusive competence; motives for mastering the teaching profession in the conditions of inclusive education are unstable or may change depending on external influences, a partial desire for professional growth in the conditions of inclusive education; taking into account the interests of the subject of education and valuing the personality of a student with disabilities, awareness of the peculiarities of the development of students with disabilities, partial recognition of his right to study in conditions of inclusion; not fully formed personally and professionally significant qualities necessary for mastering inclusive competence; the formation of certain inclusive knowledge, partial confidence in their truth, does not always reveal the essence of inclusive competence in full, self-education is not permanent; the formation of most of the special inclusive abilities and skills necessary for the implementation of the teacher's inclusive activities; the ability to exercise self-control and self-assessment is mainly of an unstable nature, a necessary incentive for self-improvement.

The current situation is as follows: every teacher/educator tomorrow can become a teacher / preschool teacher of an inclusive class / group, a teacher's / a preschool teacher's assistant. A class / group can become inclusive every day, not only from the first of September. That is, every teacher must be ready and competent for this. Starting from a student who is going on pedagogical practice, to a teacher / educator with work experience.

Each profession has its own standards. They change periodically in accordance with the demand of the society. The demand for educational services implemented in inclusive education is increasing. This is the demand of time. First, the public was introduced to the project "Teacher Education for Inclusion" (TE4I) of the European Agency for Special Needs and Inclusive Education, during which it was investigated how in various countries the primary education of teachers prepares them "to be inclusive" and a Profile was compiled inclusive teachers. This is a list of knowledge, competences and values that a teacher should possess in order to ensure inclusive education. This information was not normative and legal in nature. It was taken into account by experts with prognostic competence.

The first to whom the normative-legal framework related to the mentioned issue was directed were already practicing pedagogical workers, and there are also subjects of providing educational services for improving the qualifications of pedagogical workers according to KVED 85.59 in the National Classifier of Ukraine. Institutes of postgraduate education still remain the leaders in this sector. In accordance with the Law of Ukraine "On Education", taking into account the goals of sustainable development, approved in 2015 at the UN Summit on ensuring comprehensive and fair quality education and encouraging the possibility of lifelong learning for everyone, the Cabinet of Ministers of Ukraine adopted the Resolution "Some issues of improving the qualifications of pedagogical and scientific-teaching staff". Subsequently, changes to it were adopted. The Law of Ukraine "On Comprehensive General Secondary Education" details new approaches to improving the qualifications of teaching staff. From January 1, 2020, the formation of inclusive competence among teachers during professional development becomes a mandatory aspect. Everyone who provides educational services according to KVED 85.59 should have taken this into account.

The next step of the legislator is the Order of the Ministry of Economy № 2736 of 12/23/2020 "On the approval of the professional standard for the professions "Teacher of primary classes of a general secondary education institution", "Teacher of a general secondary education institution", "Teacher of primary education (with a diploma of a junior specialist)". Professional standards are one of the factors of the

reform of pedagogical education, which is indicated in the Concept of pedagogical education. Technically, it describes what a teacher should be able to and know, what level of one or another competence, including inclusive competence, a teacher should have at each stage of his professional career. The professional activity of a teacher in the Standard is divided into labor functions. One of them is the organization of a healthy, safe, developmental, inclusive educational environment. The competencies that a teacher should possess are specified within each job function. Inclusive competence refers to professional competence. The standard describes the inclusive competence of a teacher in accordance with the qualification categories of pedagogical workers.

Therefore, the formation and development of inclusive competence among teachers is a modern demand for every teacher.

Professor A.Kolupaeva directly points out that the effectiveness of educational and educational, corrective and developmental and therapeutic and preventive work in an inclusive class largely depends on the coordination of the actions of the teacher and various specialists (social worker, special pedagogue, medical worker, psychologist, etc.), who are part of the so-called multidisciplinary team, whose members jointly assess the state of development of each child, develop long-term and short-term individual plans for working with the child, implement them together with the child, decide on the involvement of other specialists in the team, plan additional services, analyse the results of joint activities, evaluate it, and also improve their qualifications in various ways.

This approach is quite correct, since the teamwork of teachers and other specialists, their balanced, attentive attitude towards students with special educational needs in the conditions of the introduction of inclusion is really of primary importance. Working in a team, teachers, psychologists, specialists in correctional pedagogy and other specialists can fully cover all aspects of the work. With such students, coordinate their steps, take into account each other's professional advice in order to ensure the maximum efficiency of their activities.

But it should not be overlooked that the biggest load in the process of inclusion,

after all, falls on the teacher. He must take into account in his activities a number of important features of children with special needs, and first of all, the fact that children with mental or physical disabilities have a unique character of development.

The theoretical analysis of literary sources and the normative and legal framework of inclusive education shows that the issue of the professional readiness of heads of institutions for the introduction of inclusion is quite significant. Inclusive competence of the administration, psychological readiness for inclusion of the director and his deputies is one of the main conditions for the effectiveness of inclusive education in the institution (M.Buynyak, S.Myronova, N.Sofiy, M.Chaikovsky, V.Shynkarenko, etc.). Accordingly, the structure of the professional competence of the head of a modern educational institution, in addition to traditional components (management, pedagogical, communicative, diagnostic, research), should also contain inclusive competence.

An inclusive institution is an educational institution that provides inclusive education as a system of educational services, in particular: adapts and modifies educational programs and plans, space, methods and forms of education; uses resources available in the community; involves parents; cooperates with specialists to provide additional services; in accordance with the various educational needs of children creates a positive psychological climate in the educational environment. Accordingly, the head of a general secondary education institution, in order to create an inclusive educational environment, must perform at least the following functions: image (creating a positive primary perception of the features of the educational institution; implementing the policy of openness and accessibility); motivational (stimulating teachers to self-education and participation in organized training and preparation for work in conditions of inclusion); organizational (creating conditions for the educational process and educational activities; involvement of other specialists and parents in the multidisciplinary team), analytical (conducting an internal audit and its analysis on the subject of accessibility, quality of the educational process, effective use of resources), managerial (directing efforts to achieve the set goal of implementing the principles of inclusive education), preventive (preventing negative manifestations in the teaching

and student staff of the school regarding persons with disabilities disability, special educational needs), teambuilding (formation of an effective multidisciplinary team of specialists who support students with special educational needs; identification and realization of the personal potential of team specialists; formation of the ability to quickly make team decisions in critical and non-standard situations), recreational (providing conditions for quality leisure, recreation, psychophysical recovery), communicative (establishment of communication between all subjects of the educational process of an educational institution; use of various means of communication; communicates with the public, coordinates work with parents (persons who replace them)); protective (protection of the legal rights and interests of all pupils, including those from among socially vulnerable groups (orphans and children left without parental care, with the status of disability) and others.

"Inclusive competence of the head of an educational institution" is an integrated ability of the head of an educational institution, which is formed on the basis of his inclusive values, favourable attitude to inclusion in education and society as a whole, positive experience of organizing an inclusive educational environment, readiness for innovative activities.

So, the results of the theoretical and practical study of the problem of the professional competence of the head of the institution of general secondary education with inclusive education show that it is quite relevant. The creation of an inclusive space of the institution, the effectiveness of psychological and pedagogical support for children with special needs depends on the inclusive competence of the principal and his deputies.

2.4. Social and educational projecting in the sphere of inclusive education

Socio-pedagogical design is a synthesis of scientific-theoretical, subject-practical activities and elements of social education. As a scientific and theoretical activity, social design is related to sociology, social work, social philosophy, political science, conflict studies, regional studies, economics.

Pedagogical design is a phenomenon that arose as a result of the interaction of the latest trends in the development of pedagogical theory and innovative practice.

Pedagogical design is a complex task, the solution of which is carried out taking into account the socio-cultural context of the analysed problem, in which socio-cultural, psychological-pedagogical, technical-technological and organizational-management aspects interact and complement each other.

Social design is the construction by an individual, group or organization of an action or a system of actions aimed at achieving a socially significant goal and localized by place, time and resources.

The essence of social design is the construction of desired future states. In contrast to the construction of the future by a dreamer or an adventurer, the creator of a social project sets real goals for himself and has at his disposal the resources necessary for the implementation of the project.

The concept of social design can be put in a different conceptual context. Based on the chosen context, that is, the environment in which the semantic connections of our concept are revealed, it is possible to unmistakably establish the orientation of a particular concept of social design, its main features.

The context of general provisions for the concept of social design will be the following: innovation, social subjectivity, life concepts, values, norms, attitudes, ideal.

Innovation. The purpose of any social project is to change the social environment, implement innovation. Innovation is not just an update (which is exactly the meaning of this Latin word), it is a conscious activity of constructing something new and implementing it into life based on rethinking previous experience.

Social subjectivity. People (individually, in a group, as part of an organization, and in general as a community, community, society) act as the subject of the historical process, that is, by their activity, they are able to influence the course of events. We theoretically interpret this obvious, daily observed fact through the concept of “social subjectivity”.

Social subjectivity means the ability of society, social groups, and man to act as an active beginning (actor, creator) of social reality. This activity is manifested in the

reproduction and renewal of social relations, in the social construction and projection of reality, in various forms of social activity.

Life concepts. Social subjectivity will turn into forms of life activity in accordance with social conditions and bear the imprint of the behaviour models accepted in society. Human social behaviour is extremely diverse when viewed as a series of events. But behind this variety there is a rather limited number of life concepts - the most general lines of social behaviour, attitude to life.

Various classifications of life concepts are possible. For our purposes, we will combine the different lines of social behaviour into three life concepts of people (both individuals and communities).

The first life concept: to move according to the will of the waves of life.

The second concept of life: to actively defend traditions, foundations.

The third life concept: to change the world. There are two different lines of social behaviour here. One of these lines leads a person or a community to change the world through personal self-improvement, influence by a moral example, criticism of the imperfection of the social system. Another line is actions to change society through innovation. Sometimes innovations become all-encompassing and shake the foundations of social order. This is always characteristic of social revolutions, and sometimes of reforms.

Values and norms. The realities of human life are like two worlds. One is the world of people and things, the other is the world of values and norms.

Values are beliefs shared by society about the goals that people should strive for (terminal values) and the main means of achieving them (instrumental values). Value is what allows us to navigate in the social environment, realizing our strategic interests. Imperative values form the basis of socio-cultural positive attitudes and prohibitions (socio-cultural codes) and are based on the opposition of “good” and “evil”, “own” and “other”. This is what separates values and anti-values.

Goals can play the role of values (it is no coincidence that the concept of “goals-values” is often used in project management technology) and social projects, and in

this case, they also acquire imperative importance. These imperatives often regulate large areas of human activity.

The role of value factors in social life is largely decisive. And the main thing is that values have a coercive effect, which follows from their normative content. In other words, with the help of values, people's behaviour is brought into the framework of certain social principles, subordinated to the general rules of collective life.

The orderliness of society on the basis of recognized values is ensured through the mechanisms of social norms.

Social norm (lat. Norma – yardstick, guidance, rule, law) – a pattern, rule, principle of activity, recognized by a social organization (system, group) and to one degree or another set for its members to fulfil. If values carry out the most general, strategic regulation of behaviour, then norms specifically indicate what actions and actions people should perform.

Values and norms form a value-normative system that transforms natural human needs and is the basis of culture. Systems for which there is a more or less general consensus coexist with systems of groups, small communities, organizations, families, and individuals. A person lives in a world filled and restructured with meanings.

Settings. The value-normative system in social life manifests itself mainly through the attitudes of the subject (individual, group, society as a whole). Attitude is a state of consciousness expressed in potential activity in relation to valuable objects. The same events, people, decisions, situations often cause different, sometimes directly opposite reactions. This difference reflects the readiness to accept this or that information and act in accordance with it. Positive, neutral, negative reactions and evaluations in this case are based on social attitudes.

Ideal. The value orientation of social design puts the problem of the ideal in a prominent place in its modern theories. An ideal is the highest mental manifestation of what is desirable and proper. It is constructed and absorbed into a similar form according to the measurements of its time and most clearly expresses the trends of the era, the dominant life concepts. The distinction between eras in the sociocultural sense

is the distinction between ideals inherent in them, which can be expressed in moral standards and fashion, philosophical views and ideas about the social system.

Orientation towards the achievement of the ideal is another side of social design, which connects it with the sociological tradition of knowledge of man and society.

The context of general concepts allows us to more precisely outline modern ideas about social design. In our presentation, these concepts were not efficiency, budget, plan, but innovation, social subjectivity, life concepts, values, norms, attitudes, and even an ideal.

The main goal of social design is the creation of social projects.

A social project is a social innovation designed by the initiator of the project, the purpose of which is to create, modernize or maintain in a changed environment material or spiritual value, which has spatial, temporal and resource boundaries and whose impact on people is recognized as positive in terms of its social significance.

The need for social design is determined by:

1) social need for purposeful planned, planned and managed development of social objects;

2) the need to create dynamic social systems that would be characterized by internal balance and harmony in relations with other systems;

3) the need to implement social creativity.

Requirements for social design

Among the characteristics of social design, a special place is occupied by conditions – a system of social phenomena and processes that influence project activities in a certain way.

The design background is a set of conditions external to the design object that significantly affect its functioning and development.

When designing social objects, the subjective factor must also be taken into account. Its essence largely determines the specifics of social design.

The main requirements for the project are:

limitation (in terms of time, goals and tasks, results, etc.) is a characteristic of the project, which allows you to control the progress of its implementation according to clearly defined stages based on the outlined, measurable results of each stage;

integrity – the general content of the project should be obvious and understandable, each part of it should correspond to the general idea and expected result;

consistency and logic – the logic of building parts that correlate and justify each other;

objectivity and reasonableness – proof that the project idea is the result of the authors' work on understanding the situation and assessing the possibilities of influencing it; competence of the authors and staff – the staff's ownership of technologies, mechanisms, forms and methods of project implementation;

viability – determination of future project development prospects.

Modern concepts of social project activity (T.M. Dridze)

1. The concept of an object-oriented approach to social project activities.

A social project, from the standpoint of this approach, aims to create a new or reconstruct an existing object that performs an important sociocultural function. It can be a school, a hospital, a sports complex, but social connections and relationships can also act as a design object.

2. The problem-oriented approach considers social project activity as a specific social technology, focused on the integration of humanitarian knowledge in the process of developing solutions to current and prospective socially significant problems, taking into account the data of social diagnostic studies, available resources and outlined goals for the development of a regulated social situation.

A problem-oriented approach is characterized by:

1) consideration of objective and subjective factors of social reproduction as equals;

2) understanding of design as an organic and final stage of social diagnostic work;

3) emphasis on feedback between the diagnostic and constructive stages of the decision-making process. It is these circumstances that allow us to see the specifics of the considered approach in its problematic (targeted, predictive) orientation.

3. The subject-oriented (thesaurus) approach is connected with the use in it of the mechanism of social and cultural orientation, based on the difference and similarity of people's thesauruses.

Thesaurus is a system of human knowledge and attitudes in one or another sphere of life. The subject orientation of a social project is manifested in the fact that its goals, tasks, content, and form are determined by the thesaurus of the design initiator.

Subject, object and subject of social design

The subject of social design is various carriers of management activity - both individuals and organizations, labour groups, social institutions, etc., which set as their goal the organized and purposeful transformation of social reality.

The object is what the subject's activity is aimed at. The object of social design are systems, processes of organization of social relations, interactions included in the design activity, exposed to the influence of design subjects and acting as a basis for this influence. The object of social design is the social environment as a whole, as well as individual systems, processes, and social organization for this influence.

Objects of various nature fall into the problematic field of social design:

1) objects, which subject to organized influence: elements, subsystems and systems of material and spiritual production;

2) a person as a social individual and a subject of the historical process and social relations;

3) various elements and subsystems of the social structure of society (labour teams, social groups, regions, etc.);

4) various social relations (political, ideological, managerial, ethical, family-domestic, interpersonal);

5) elements of lifestyle (life positions, ways of life, quality and style of life, etc.).

The following parameters of a social object should be taken into account during social design:

- the multifactorial existence of a social object;

- contradictions and multi-vector development of a social object;

- the impossibility of describing a social object with the finite number of the term;

- the important role of subjective factors in the formation of a social object, its own activity;

- a variety of factors that determine different criteria for assessing the maturity of the development of a social object.

The subject of social design is the creation of value. The forms in which the new value will appear during the implementation of the project are diverse: a new thing, other properties of an old thing, a change in functions, a service, a branch of production, a sphere of management, etc. The project is developed on the basis of documents and regulations governing the organization or institution.

The document legally enshrining the main goals and tasks of an institution or organization is its charter. On the basis of the statute, the concept of the institution's activities and various documents, including programs and projects, are worked out.

The concept is a description of the main content of the activity. Its definition is necessary to get an idea of the meaning, mission and main directions of the institution's activities. The concept performs two functions:

First, the concept allows all employees and interested parties to have a single, coherent idea of the basics of the institution's activities.

Secondly, the concept is a benchmark against which the entire logic of the institution’s activity is checked. All programs and projects regulating activities are built on its basis.

A program is a description of future activities in one or more areas, designed to achieve certain results in the future. The program is necessary to get an idea about the specifics of the content of the institution’s activities, about the peculiarities of the organizational and management process in the institution or organization, about the goals, tasks, means and ways of their implementation. The program allows you to meaningfully obtain the most useful result in the activity of the institution, it serves as

a kind of compass or map that allows you to determine the right route in the strategy of development or activity.

Usually, the program serves as a basis for the development and implementation of certain projects.

The project is a description of a specific situation that should be improved, and specific methods and steps to improve it. A project is a means of managing activities, the most down-to-earth, concrete and feasible form of planning for an institution, organization.

There is a certain relationship between the charter, concept, programs and projects. Figuratively, the relationship between all these concepts can be represented in the form of a tree, where the charter is the roots, the concept is the trunk, the programs are the branches, and the leaves are the projects.

Algorithm of work on the project

1. The design process is based on the analysis of public needs. It can be both obvious and hidden, so this initial stage involves a search related to determining its essence. At this stage, it is desirable to present, at least in the most general form, the reserve of time allocated for the implementation of the intended project.

2. At the next stage, the goal of developing a social project is clarified: the state that one would like to achieve, based on the requirements of social progress, is described. Having formulated the goal, they begin to collect the necessary information, turning to any sources, including scientific research. Priority is given to the information that records the current level of knowledge of the social process. In addition, it is necessary to take into account arguments both for and against those solutions that exist in world practice.

3. On the basis of the received information, a design task is drawn up and the parameters to which it must correspond are determined. At this stage, a major role is played by fundamentally new ideas that reveal ways to more effectively implement the intended goals. The formulation of the task is considered as part of the concept, which may include various solutions. It is better if these options are presented in the form of a matrix, which involves the selection of the most acceptable ones, taking into account

the variation of certain variables (terms, material, financial and labor resources, priority and importance of the implementation of individual elements of the project). A project concept is usually tested in two ways: through theoretical analysis and through experimentation.

4. At the final stage of design, a decision is made. It acts in the form of a specific program of actions, which, within the given parameters, outlines certain means of achieving the set goal in the presence of certain restrictions. The decision also contains possible options, terms, main stages and sequence of operations.

Each project solves three main questions:

• Who will design?

• What should be designed?

• How to organize design?

Solving these issues is always related to the satisfaction of public needs, as well as the implementation of bold and original ideas. The effectiveness of social design is determined by the ability to ensure the comprehensive development of a social object. Practice shows that assigning value to only one function risks serious costs.

In the practice of modern design, the method of drawing up a passport of a social project is used, which includes a number of structural elements. The passport allows you to present a project for a competition in a concise form, describe it for presentation at a meeting in the social center's activities, and include it in the organizational documentation; it forms a meaningful basis for checking its implementation and the effectiveness of the resources allocated for it by the governing and controlling bodies.

Social project passport

1) Name of the project.

2) Project type.

3) Statement of the problem, description of the problematic situation.

4) Definition of the object and subject of design.

5) The purpose of the project.

6) Tasks of the project.

7) Justification of the project: a) normative and legal; b) financial; c) organizational.

8) System of activities within the framework of the project.

9) Terms of implementation. Project life cycle.

10) Expected results: a) positive consequences (stemming from the goals and objectives of the project); b) negative consequences and preventive measures to prevent them (risks).

The development of the project is carried out according to a clear algorithm.

1) Relevance, necessity, significance of the chosen direction.

2) The purpose and tasks of the project.

3) Determination of project implementation stages

4) Project implementation mechanism

5) Duties and responsibilities of project implementation participants: a) who is responsible for the project? b) who is responsible for what within the project? c) who helps in the implementation of the project?

6) Expected results: what specific results do you expect to receive at each stage and after the project is completed?

Project environment

The project environment is the factors that affect the project and its success.

Factors can be divided into internal, which depend on the project team and are under the control of management, and external, which do not depend on the actions of the project team. Among the factors of the external environment of the project, the factors of the macro environment (remote effect) and micro environment (direct effect) can be singled out separately.

Macroenvironmental factors include the following groups:

Political and legal factors. These are factors such as: political stability in the country, the state's attitude to entrepreneurial activity, small business and investments, antimonopoly regulation, tax and customs policy, licensing or prohibition of certain types of activities, the possibility of state support, interstate relations, etc. Naturally, the specific list of political and legal factors that must be analyzed depends on the

specifics of the project. Some of these factors may have a minor effect on the project, but some may make the implementation of the project impossible or significantly more difficult.

Economic factors. This group of factors includes the economic situation in the country as a whole (economic growth or stagnation), the stability and level of the national currency exchange rate, the rate of inflation and the level of prices for individual goods, the level of unemployment, and so on.

Sociocultural factors. These factors of the external environment of the project are studied from several points of view. First, after analysing the demographic, economic, educational, cultural, ethnic, and so on characteristics of the consumers of the project product, it is possible to draw conclusions about the commercial feasibility of the project, specify the requirements for the project product. Secondly, the analysis of these factors will allow us to draw a conclusion about the availability of labor resources of the necessary competence in the territory of the project. Thirdly, the analysis will reveal potential problems on the part of the population, whose interests are affected by the project in one way or another, and outline possible ways to solve these problems.

Technological factors. Among these factors, one can name, for example, the level of equipment and technology in the country, infrastructure capabilities, etc.

Among the factors of the microenvironment of the project, it is possible to distinguish consumers, competitors, and suppliers.

Internal factors are factors related to the organizational and economic mechanism of project implementation, i.e., the system of interaction of project participants, responsibilities, duties, sanctions for breach of obligations and economic and social conditions, professionalism of the project team, project management style, methods and means of communication.

Project life cycle

The period of time between the moment of the appearance of the project and the moment of its liquidation constitutes the life cycle of the project. In the technology of

project management, this is a starting concept for researching the financing of project works and making appropriate decisions.

The project life cycle consists of two parts:

- work on the project as a text;

- implementation of the project in practice.

The beginning of the project is the moment of making the first investments of resources regardless of their form (financial, material, labour, time) after the goal of the project was formed. That is, this is the moment of formation of the idea of a project or projects that can lead to the achievement of goals.

The starting point of the project should be distinguished from the beginning of the calculation period.

The beginning of the calculation period is the moment of making the first investments, which are taken into account when evaluating the effectiveness of the project.

Project completion is the moment of receiving the last benefit from the project.

Completion of the project may depend on the expiration of the contracts between the project participants, the life cycle of the project product, and the end of the service life of the main equipment.

The project life cycle consists of a number of stages. They are distinguished in different ways (but based on the general task, control points of work on the project are established). With regard to socio-pedagogical projects, the following stages are defined as the main ones:

• development of the project concept.

• assessment of project viability.

• project planning.

• drawing up a budget.

• presentation and protection of the project.

• project implementation.

• project implementation control

• completion of works and liquidation of the project.

CONCLUSIONS

Among the trends of modern society, reforms are gaining special importance, focused on ensuring a qualitatively new education system and educational management. The leading place in the implementation of these reforms there is a professional leader – education manager. Such a position can be explained by the fact that a modern educational institution needs a specialist of the new generation. First, there is a professional leader a creative person capable of lifelong self-learning, self-improvement and self-development; secondly, the supervisor-researcher, who constantly searches, analyses, tests rational ways, conditions, methods, means, forms of effective solution of specific tasks in the process of management, training and upbringing, knows how to develop strategy and tactics of educational institution development. Thirdly, and this is very important, a humanist leader who is distinguished by high moral spiritual and ethical qualities. A problematic state in management and educational management is generated by growing variability of education due to radical changes which, in recent years, take place in social, political, economic foundations and educational traditions of society.

The level of managerial qualification of special and inclusive managers educational institutions should include the following parameters: vision of educational institution's development (strategic management); management monitoring, education and training (management of the educational process); competent personnel management (personnel management); involvement additional resources for the development of the educational institution (financial business management); development of various types of communications and social the role of the head of the educational institution (internal and external communications).

With this in mind, the modern head of an educational institution in context European vector of education development should: possess appropriate knowledge, abilities, skills; implement the educational development plan of the institution (educational institution development plan); know the law regulatory framework and be able to implement it (annual report of the manager about the work at general meetings (conferences)); understand educational product of the school director; orient yourself

in the results of state certification educational institution; prepare annual reports for the education department; have information about the dynamics of changes in quality staff, permanent teachers' training, deputies and their head in the post-graduate education system; participate in scientific and methodical work, competitions; use rationally budget financing; attract extra-budgetary funds for development educational institution; orient yourself in the availability of grants, certified courses and trainings; sign cooperation agreements with other educational institutions; to know about existing conflicts in the teaching staff and the state appeal of citizens; have a manager's portfolio; to be able to organize work the place of the head of the educational institution; be ready to work in the conditions of the educational institution autonomy, etc.

Reforming educational institutions should lead to real, not real declared, their autonomy. In conditions of supposed autonomy (academic, organizational, personnel and financial) of educational institutions by their heads must ensure effective administrative and financial management, a rational mode of saving expenses; clearly distinguish the use general and special (self-earned) budget funds of educational institution with a simultaneous increase in the level of transparency in their implementation by making public (publishing) the necessary information on the website of the educational institution, introduce additional premium funding for educational activity's quality assurance.

In addition, for equal access to quality education, managers of inclusive educational institutions must be able to adapt educational programs and plans, methods and forms of education for individual education needs of children and adolescents with special needs. That is, they need to offer the type of program and type of future activity that they can master. Therefore, any reform in the broadest sense is associated with changes. Optimal and effective use of the above-mentioned educational mechanism changes in the field of management activity are possible under the condition of creation and functioning of the complex of necessary theoretical and methodological, regulatory legal and organizational foundations.

Thus, in our time, educational institutions must withstand blows crisis phenomena in the country – that is, to survive; adapt to new transformations in the state – that is, to function; update to improve, to modernize – that is, to develop. Scientists and practitioners unanimously emphasize the paradoxical nature of the situation, what happened: in order to develop, educational institutions must survive; in order to survive, they have to change fundamentally. In terms of implementation Concepts of the New Ukrainian School, before the heads of education institutions faces challenges regarding the development of management skills for the formation of a new educational environment; informative communication skills; building partnerships with the public organizations, parents and local authorities; building trust mutual respect and partnership among all participants of educational process, formation of a democratic culture in an educational institution.

We see the prospects for further research in the study of achievements in the theory and practice of world education management and their adaptation to domestic management educational institutions.

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