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TO THE QUESTION OF FUNCTIONS DEFINING OF INNOVATIVE CULTURE OF THE FUTURE MANAGER OF GENERAL SECONDARY EDUCATIONAL INSTITUTION

S It should be noted that the existing logical set of distinguished functions of the future manager's innovative culture of the general secondary educational institution can be attributed to the following: planetary-personal, human (anthropological), ideological-semantic, axiological, cognitive, creative, stimulating, motivational, stimulating, motivational, stimulating state-building.

We believe that the high level of innovation culture formation enables the future manager of the general secondary educational institution to analyze globally and systematically the state and trends of development both in the world and in the region, to identify key problems and to identify ways of solving them. It is determined that the level of innovative culture formation allows the personality of the future manager to realize the value of innovation, as well as to build the personality's value orientation, which is associated with the recognition of priority qualities such as activity, initiative, entrepreneurship, readiness for change, ability to see trends quickly respond to them. It is emphasized that the creative function reflects the creative and constructive vocation of human activity, illuminates the innovative nature of the activity inherent in the person. The stimulating and motivational function is manifested in the innovative culture creation of the competitive environment and the motives system that encourage the subjects of educational and management processes to create and disseminate innovations. The level of innovative culture of the future manager of the general secondary educational institution is well correlated with the level of subject involvement in the modern world. It is important to emphasize that the future manager of the general secondary educational institution can be considered as an important part in the state-educational paradigm implementation of innovation development at the micro and macro levels of the state.

Key words: innovation; innovative development; innovative culture; education; functions; planetary-personal; future manager; general secondary educational institution

A Козлов Дмитро. До питання визначення функцій інноваційної культури майбутнього керівника закладу загальної середньої освіти.

Відкритість до інновацій, євроінтеграційні пріоритети, упровадження моделі інклюзивної освіти, орієнтація на людиноцентризм, партнерство та соціальну відповідальність – це далеко неповний перелік ключових індикаторів розвитку, досягнення яких визначено стратегічними пріоритетами реформи «Нова українська школа». Зазначимо, що до існуючої логічної низки виокремлених функцій інноваційної культури керівника закладу загальної середньої освіти можуть бути віднесені такі: планетарно-особистісна, людинотворча (антропологічна), світоглядно-смілова, аксіологічна, когнітивна, креативна, стимулювально-мотиваційна, соціально-стратифікувальна, інтегративна, державотворча.

Вважаємо, що високий рівень сформованості інноваційної культури дає змогу керівнику закладу загальної середньої освіти глобально та системно проаналізувати стан і тенденції розвитку як світу, так й регіону, виявити ключові проблеми та позначити шляхи їхнього вирішення. Визначено, що рівень сформованості інноваційної культури дає змогу особистості керівника усвідомити цінність інновацій, а також вибудувати ціннісну орієнтацію особистості, що пов'язана із визнанням пріоритетності таких якостей як активність, ініціативність, підприємливість, готовність до змін, уміння бачити тенденції часу, швидко та ефективно реагувати на них. Виокремлено, що креативна функція відбиває створювальне та конструктивне покликання людської діяльності, висвітлює іманентний людині інноваційний характер діяльності. Стимулювально-мотиваційна функція виявляється у створенні інноваційною культурою конкурентного середовища та системи мотивів, що спонукають суб'єктів освітнього та управлінського процесів до створення і поширення інновацій. Рівень сформованості інноваційної культури керівника закладу загальної середньої освіти добре корелює із рівнем залученості суб'єкта до сучасного світу. Важливо підкреслити, що інноваційна культура керівника закладу загальної середньої освіти може розглядатися як важливий важель у реалізації державно-освітньої парадигми розвитку інновацій на мікро- та макрорівнях держави.

Ключові слова: інновація; інноваційний розвиток; інноваційна культура; освіта; функції; майбутній керівник; заклад загальної середньої освіти

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Introduction. Openness to innovation, European integration priorities, implementation of the inclusive education model, and focus on human-centrism, partnership and social responsibility is not a complete list of key development indicators that have been identified as strategic priorities of the New Ukrainian School reform [1]. The state is getting increasingly aware of the crucial importance of integrating national education into innovative development, which largely depends on the level of formation of innovative culture, innovative thinking and innovative activity of all participants in the academic process. The statement, that the innovative personality culture is a key condition for the development of the innovative society and the innovative economy, does not need to be substantiated.

Consequently, there is a need for a comprehensive research analysis of the functions defining of innovative culture development of the future manager of the general secondary educational institution.

Analysis of relevant research.

Innovative culture occupies a special place in the professional activity of the manager of general secondary educational institution. There are many studies today (V. Balabanov, S. Bykonya, V. Jelali, S. Klepko, V. Kremen, R. Mylenkova, O. Starovoit, L. Shtefan and others), that have attempted to conceptualize the functional role of innovative culture, to identify its importance in the socio-cultural and humanistic development of a nation. Among the functions of innovative culture, currently epistemological, organizational, creative, humanistic, motivational, integrative-consolidating, moral-ethical ones are singled out. In our opinion, the purpose and role of innovative culture in the modern information society can only be presented in a holistic form, which would allow considering its role in providing life support at the civilizational, socio-cultural, personal and state levels. Innovative culture integrates all spheres of development and activity of a modern individual, is his/her universal characteristic. We share the opinion of L. Kholodkova, that the personality innovative culture is a sphere of his/her spiritual life, that reflects a system of value orientations, enshrined in motives, knowledge, abilities, behaviors and norms of behavior and provides the ability to accept new ideas, readiness for support and implementation of innovations in all spheres of life [11, p. 82–83].

The purpose of our study is to distinguish and characterize functions of the future manager's innovative culture of general secondary educational institution.

Results. Without denying findings of modern scientific surveys on the problem of singling out the functions of the

future manager's innovative culture of the general secondary educational institution, it is necessary to note that the existing logical set of isolated functions of the phenomenon under study, in our opinion, can be attributed to the following: planetary-personal, human-creating (anthropological), outlook-grounding, axiological, cognitive, creative, stimulating-motivational, social-stratifying, integrative, state-building.

Considering innovative culture as a significant component of general and professional culture of future manager of the general secondary educational institution, in our opinion, first of all, it is necessary to distinguish a *planetary-personal function* of innovative culture, which content is of exclusive importance for the development of society, because production and globalization of innovations is a current essential characteristic of the information age. A number of strategic documents have been devoted to understanding the civilizational value of innovative culture, including the Green Paper on Innovation in Europe (1995), the First Action Plan for the Promotion of Innovation in Europe (1996), and the Charter of Innovative Culture (1999). The exceptional role of innovation in saving humanity is constantly emphasized in the annual reports of the Club of Rome, the first of which was the work of A. Peccei, *The Limits to Growth*, 1972, that proposed the concept of "zero growth" by forming the basic idea of "sustainable development of mankind" [7]. The high level of the innovative culture formation enables the future manager of the general secondary educational institution to analyze globally and systematically the state and trends of development in both the world and the region, identify key problems and identify ways to solve them. Innovative culture in a society of globalization, competition, and dynamic changes is becoming a staple of life.

Moreover, the innovative culture is an environment and an instrument for creating the innovative society. It is well known, that, in general, culture has a dual nature: on the one hand, it provides opportunities for socio-cultural and scientific and technical development, on the other hand, it creates certain boundaries, because it is a standard of spiritual and social life. The innovative culture is aimed at creating a favorable innovation environment, within which the activity of all subjects of the innovation sphere is activated and intensified [12, p. 38].

The human (anthropological) function of future manager's innovative culture of the general secondary educational institution, in our opinion, highlights several aspects. On the one hand, we are talking about the emergence of subjects of innovation culture – innovators, who have a

stable knowledge of innovative technologies, understand the purpose of innovation in educational activities, and possess creative and intuitive abilities, capable of creative activity of future manager of the general secondary educational institution. An innovative personality is characterized by such qualities as: ability and readiness for continuous education, permanent self-improvement, self-education, professional mobility; striving for new, critical thinking; ability and willingness to risk, creativity, entrepreneurship, ability to work independently, willingness to teamwork and competition; knowledge of foreign languages, ability for casual, business and professional communication. As a result of the formation of the necessary level of innovative culture, the personality of the future manager of a general secondary educational institution acquires substantially new qualities, among them S. Grigoriyeva rightfully singles out the following: creative ability to design and model new ideas in practical forms; openness to personality, tolerance, flexibility and systematic thinking; cultural-aesthetic and moral-ethical development; the ability to overcome the mental barriers and fears that emerge from innovations in the learning process; developed innovative consciousness, emergence of innovative needs and motivation of innovative behavior, etc. [9, p. 14]. It is important to emphasize that a person acts as a subject and an object of innovative culture, which causes him/her to become its developer, distributor and consumer of all components of innovative culture. The integration of knowledge and innovation depends on the active position of an individual and successful activity [13, p. 51].

On the other hand, the innovative culture mastering helps an individual to adapt to the new conditions of the information society and to effectively use its opportunities to achieve individual and social goals [2, p. 56]. Moreover future manager's innovative culture of the general secondary educational institution is connected with the culture of self-realization of an individual, that presupposes the essential existence of an individual in the process of full and comprehensive, holistic and solidarity identification and realization of his/her own potential [3, p. 97]. Innovative culture is the process and the result of personal development. In order to reveal the humanistic potential of innovative culture, the scientific findings have proved that, being a subject of innovative culture, a personality is an integral part of society and therefore a product of innovative culture. The interaction of the innovative personality of the future manager of the general secondary educational institution and the innovative culture of the society is a prerequisite for personal self-development, since there is a mutual exchange, the transition of cultural heritage of society to the individual and vice versa. Contributing to the development of creative personalities, society provides its own innovative development [8, p. 222–223]. The human-creative

potential of innovation acquires socially integrative and cultural-creative functions, and the future manager's innovative culture of the general secondary educational institution gradually becomes a prerequisite for the introduction and enrichment of innovations in broad economic, technological and socio-cultural contexts.

The anthropological function is closely linked to the **ideological-semantic** one. Mastering innovative culture, the personality of future manager of the general secondary educational institution becomes ready to find himself/herself and his/her vocation in the innovative world, he/she finds an internal resource in order to build a system of his/her own settings to the world. The conscious formation of the innovative personality culture provides the possibility of holistic existence, gives an individual internal stability and unity before the process of endless renewal [3, p. 97]. Innovative culture is of utmost importance for the future manager of the general secondary educational institution. This is primarily due to its structure (methodological component, information component, innovative activity); each of them plays a crucial role in shaping the philosophical attitude of the future manager of the general secondary educational institution to the process of development of the innovative society. The methodological component of innovative culture of the future manager of the general secondary educational institution involves the ability to strategic vision of professional activity, the critical attitude to pedagogical phenomena, the establishment of quality assurance in the process of transformation in the content, structure and methodology of the academic process in accordance with innovative priorities and more. The information component implies the ability to create new meanings on the basis of innovative information content, the ability to systematize, analyze and translate quite significant amounts of information in the process of educational, organizational and management activities. Thus, the innovative activity of the future manager of the general secondary educational institution involves the change of semantic and other components of the educational process in accordance with the requirements of the innovative society [14, p. 429].

The axiological function of innovative culture of the future manager of the general secondary educational institution signifies its value potential and attests to the civilizational and socio-cultural value in the modern world. The level of formation of innovative culture enables the personality of the future manager to realize the value of innovations, as well as to build a value orientation of the personality, which is associated with recognition of the priority of such qualities as activity, initiative, entrepreneurship, and readiness for change, ability to see trends in time, quickly and effectively. The formed innovative culture of the personality of the future manager of the general secondary educational

institution becomes the basis of humanistic and moral-ethical orientation, acts as a framework of new value-meaning orientations, inspires the activity of an individual with the values of constant renewal, comprehensive and harmonious development and self-development. It is important to emphasize that the axiological function of innovative culture of the personality of the future manager of the general secondary educational institution has a positive impact on the engagement of innovations with personal values of different types and levels: absolute, national, civic, moral, valeo-ecological, spiritual, as well as providing priority of value orientations, such as energy saving values, soft skills values, etc.

One of the main functions of innovative culture of the future manager of the general secondary educational institution is **cognitive**, which manifests the ability of an individual to create new knowledge as a result of new type thinking. It concerns the future manager's ability to quickly and effectively solve professional problems in the innovative academic process, mastering new approaches and technologies of executing managerial functions, developing the ability to carry out scientific research, analyze, identify cause and effect relationships, develop models and projects of innovative decisions and implement them into educational practice, to prepare scientific articles, to master new communication technologies, to develop responsibility and capacity for self-government and self-development, etc. [15]. The cognitive function of the future manager's innovative culture of the general secondary educational institution attests to his/her ability to diagnose the level of innovation development in the educational institution, to develop and justify the program of formation of an innovative educational environment and to develop innovative competencies, to monitor and introspect problems and prospects of introducing innovations in a wide process.

The creative function of the future manager of the general secondary educational institution reveals its creative purpose – the creation of new knowledge, technologies, ways of management, translation of knowledge and experience [2, p. 56]. The innovative culture development enables the personality of the future manager to realize an attribute anthropological feature – to carry out free, creative and purposeful activity, to transform the world and to create culture as a set of spiritual and material assets. The creative function reflects the creative and constructive vocation of human activity, illuminates the innovative nature of the activity inherent in the person. It is important to emphasize that the need to develop innovative culture of the future manager of the general secondary educational institution is a motivator for research, because innovation is created in a permanent research- academic process. The high level of the future manager's innovative culture of the general secondary educational institution has a significant impact on

the integration of the research component into the educational process. So, currently, STEAM education is becoming widespread in innovative institutions; it aims to educate students comprehensively to understand and solve problems, think creatively and critically, to implement research design and engineering.

The future manager's innovative culture of the general secondary educational institution is pivotal for improving the quality of education, whose key indicators are resource, process and performance indicators. Creativity of educational manager in introduction of methodological and procedural foundations of innovation in educational environment (resource indicators) is manifested in digitalization and virtualization, motivation of pedagogical activity, improvement of scientific-methodological and material-technical support, creation of positive image of educational establishment and psychological environment, partnership and leadership development stimulation, quality management systems progress and more. In fact, the creative potential of innovation in procedural indicators of the quality of education is reflected in the modernization of the content of education, changing the nature of cognitive activity and levels of nurturing relationships, the integration of new educational technologies, humanization of the educational process, the introduction of intersubjective forms, methods and technologies. The high level of the future manager's innovative culture of the general secondary educational institution allows improving the effective indicators of the academic and management process quality. It should be noted that the creative innovative approach enriches the results of education with such parameters as the students' health, the formation of value attitude to the world, the system of innovative competences, the ability to acquire new knowledge and skills, etc.

The stimulating-motivational function is manifested in the creation of innovative culture of competitive environment and a system of motives that encourages the subjects of the academic and management processes to create and disseminate innovation. The future manager's innovative culture of the general secondary educational institution equips him/her with the arguments in favor of the need for renewal, contributes to the formation of innovative motivation, internal readiness for support and participation in innovative search. Success and efficiency of innovations become the main motivating factors, verifying the significant status of innovation in modern society and general secondary education in particular. On the urgency of the problem of innovative culture development of the future manager of the general secondary educational institution, the high level of innovative culture formation of the future manager indicates a steady interest in technological innovations, the motive of creative activity, self-improvement and self-realization in professional activity, psychological

focus on innovative activities, experience of positive emotions, adequacy of the emotional attitude to his/her own professional (innovative) activity [9, p. 20].

The socio-stratification function of the future manager's innovative culture of the general secondary educational institution is realized through the proposed new ways of stratification and differentiation of social subjects by their level of participation in creation, perception and development of innovations [4]. The level of the future manager's innovative culture of the general secondary educational institution is well correlated with the level of involvement of a subject in the modern world. Currently, there is no need to prove that only those, who are aware and take into account the innovative challenges of the 21st century, will succeed. Depending on the level of the future manager's innovative culture of the general secondary educational institution, his/her place and position of the educational establishment in the local or national rating, social status, reputation, and, thus, the level of ability to compete, which in modern education is getting new sharper forms. It is necessary to emphasize that the involvement in innovation today is a key criterion for stratification of teaching staff. It has a decisive influence on the scientific and methodological rating of pedagogical workers, their wages, etc.

Innovative culture also plays a significant **socio-cultural** role in the development of the educational environment of the institution, and their connection is dialectical. Contemporary researcher S. Rettich identifies several aspects of the synergy of innovative culture and education: educational innovation is shaped by the cultural-personal worldview in the innovative society; innovative culture in education aims to overcome the gap between theory and practice. We share the opinion of the scientist that the innovation forms the main setting of the modern education, a futuristic strategy, aimed at optimizing the process of personal self-identification. It is undeniable that innovation, based on the achievements of natural and human sciences, sets an idea of the spiritual and the moral culture of the innovative society; innovation is a means of self-identification of an individual, by determining his/her place in the innovation society; innovative culture is a way of humanizing and universalizing education [6, p. 71–72].

The integrative function of the future manager's innovative culture of the general secondary educational institution, which finds realization in two dimensions, is closely related to this function: the first is the formation of social bonds between subjects of innovation in the academic process; the next is the integration of innovation in different fields (technology, policy, education, arts, etc.), which ensures the establishment of synergies and cross-industry educational innovation. The future manager's innovative culture of the general secondary educational institution becomes a platform and an environment for social commu-

nications, facilitating integration and social-consolidation processes in the educational process. Communication skill is a key element in the future manager's innovative culture of the general secondary educational institution. It is communication and the ability to integrate different social units that underlie the organizational and communication activities of an educational manager, in particular, planning, motivation, organization, coordination, leadership and control over the implementation of educational activities. The communicative component significance of the future manager's innovative culture of the general secondary educational institution is that the effective communication with the staff of the educational institution is a key condition for the perception of innovation, overcoming the confrontational attitude of a certain circle of educators to innovation. The effective communication result is the situation, where, as a result of strategic planning and perseverance of a manager, teachers and students independently recognize the need for innovative educational transformations. We share the opinion of the American scientist T. Gordon, who, analyzing effective strategies of innovative communication stated: "Advanced teachers understand that the class belongs not only to them. They can achieve good results only when they share information with their students about eight ways to change their environment, and get their suggestions and ideas about what to change, because students have an attractive flexibility of thinking" [17, p. 106].

It should be pointed out, that future manager of the general secondary educational institution performs a significant **state-building function**. Actual success and level of development of the state directly depends on the volume, nature and scale of implementation of innovation in the country, on the level of formation of innovative culture in the society. It is important to note, that the analytical report "Innovative Ukraine 2020" states "... the fate of Ukraine depends on mastering innovative development mechanisms: if it will move towards joining the developed countries, or if it will remain a stagnant country on the sidelines of scientific and technological development social progress. It is connected with the general laws of social development, according to which in the world there is a transition from mainly reproductive to innovative type of development" [5, p. 5]. It should be emphasized that future manager's innovative culture of the general secondary educational institution can be considered as an important lever in the implementation of the state-educational paradigm of innovation development at the micro and macro levels of the state. The first one includes the state priorities for the development of innovative thinking of students, graduates of Master's programs in Education Management, the formation of their communicative competences, creativity, ability to self-education, innovative behavior, setting to initiative and acquisition of new competencies, social

activity, collaboration, ability to quickly adapt to changing conditions, orientation to the development of reflection, life-long learning, creative and intellectual activities, personal growth, integrity, etc.

State priorities of macro level of development of the innovative personality culture in general and future manager's innovative culture of the general secondary educational institution are connected with the inspiration of all spheres and living standards by innovations, formation of a positive attitude to innovations in society, creation of conditions for healthy competition, development of personal stimulation of its potential improvement [16, p. 327].

Conclusion. Therefore, the future manager's innovative culture of the general secondary educational institution is the ability measure of an educational institution to deliver competitive, innovative and effective training for students. Currently, educational manager's level of readiness for perception, production and diffusion of innovations has a pivotal influence on all management components of the academic process, which determines the exceptional state, humanistic-pedagogical and socio-cultural significance of the personality's innovative culture. The functions revision of the future manager's innovative culture of the general secondary educational institution is one of the evidences that it gradually becomes synonymous with the innovation society. Currently, innovative culture plays the role of universal criteria and measures that determine the perspective and the demand of an individual in the existing innovation society.

Perspectives of the further research. The following material does not exhaust all aspects of the research problem of functions isolating of future manager's innovative cul-

ture of the general secondary educational institution. It is of great theoretical and practical interest to identify the impact of individual citizenship on the innovative culture development of the future educational manager and to determine its essential functions.

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