



Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF THE PROFESSIONAL IMAGE OF A FUTURE EDUCATION MANAGER

Abstract. The article presents a theoretical and practical analysis of the problem of forming the professional image of a future education manager. Based on an analysis of national scholarly research, the author reveals the essence of the concept of "management of an educational institution." It is noted that this is a structured activity whose effectiveness and success depend on the professionalism of the head of the education manager. Specific features of managerial activity are identified (orientation of activity toward other people, a specific type of interpersonal interaction, complex structured activity, possession of an image, etc.), and their content is disclosed in the article. The article demonstrates that the effectiveness of pedagogical activity is largely determined by the professional image of the specialist, which influences the success of the educational process, learners' motivation to engage in cognitive activity, and society's attitude toward the teacher. The author substantiates certain features of the managerial activity of an education manager, including the intellectual nature of managerial work, the specifics of managing an educational institution, and the image of the education manager. The article proposes the author's definition of the concept of "pedagogical conditions" and identifies the pedagogical conditions for forming a future education manager in the context of a higher education institution: creating a positive educational environment in a higher education institution; a harmonious combination of external appearance and personal qualities of the education manager; continuous professional training within the framework of competence formation readiness for lifelong learning; creating opportunities for self-education as a factor in shaping personal and professional image; organizing a favorable environmental image; providing opportunities for systematic development and improvement of legal literacy; and the formation of a high level of professional motivation for managerial activity.

Keywords: education manager, pedagogical conditions, formation, image, professional training, managerial activity.

ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОГО ІМІДЖУ МАЙБУТЬОГО МЕНЕДЖЕРА ОСВІТИ

Анотація. У статті запропоновано теоретико-практичний аналіз проблеми формування професійного іміджу майбутнього менеджера освіти. Авторка, на основі аналізу вітчизняних наукових досліджень, розкриває зміст поняття «управління закладом освіти». Зазначено, що це структурована діяльність, ефективність та успішність якої залежить від професіоналізму керівника - менеджера освіти. Виокремлено специфічні особливості управлінської діяльності (спрямованість діяльності на інших людей, специфічний вид міжособистісної взаємодії, складна структурована діяльність, володіння іміджем тощо), у статті розкрито їх зміст.

У статті показано, що ефективність педагогічної діяльності значною мірою зумовлена іміджем фахівця, що впливає на успішність освітнього процесу, мотивацію здобувачів освіти до здійснення пізнавальної діяльності, ставлення до особи педагога з боку суспільства.

Авторкою обґрунтовано деякі особливості управлінської діяльності менеджера освіти: інтелектуальний характер управлінської діяльності, специфіка управління закладом освіти, імідж менеджера освіти тощо.



У статті запропоновано авторське визначення поняття «педагогічні умови», виокремлено педагогічні умови формування майбутнього менеджера освіти в умовах закладу вищої освіти: створення позитивного освітнього середовища в умовах закладу вищої освіти; гармонійне поєднання зовнішнього вигляду та особистісних якостей менеджера освіти; безперервна професійна підготовка у межах сформованості компетентності - готовність до навчання впродовж життя; створення можливостей для самоосвіти як чинника формування особистісного та професійного іміджу; організація сприятливого середовищного іміджу; надання можливостей для систематичного розвитку та удосконалення правової грамотності; сформованість високого рівня професійної мотивації до здійснення управлінської діяльності.

Ключові слова: менеджер освіти, педагогічні умови, формування, імідж, професійна підготовка, управлінська діяльність.

INTRODUCTION

Formulation of the problem. An educational institution is a complex structured system that requires clear management, which primarily involves meeting the needs of consumers in obtaining educational services. Our study is devoted specifically to the problem of professional training of future education managers.

Management in an educational institution is a system of strategic and operational management of resources, processes, and interactions among all participants in the educational process in order to achieve defined goals. The leading areas of management include the development and implementation of effective strategies aimed at the optimal use of available resources to achieve high-quality indicators of the educational process. I. Bondarenko notes that management in education is a key element in achieving high standards of teaching and upbringing; its essence lies in systematic, strategic, and effective management of resources and processes, which makes it possible to create conditions for the success of all participants in the educational process (Bondarenko, 2024, p. 15).

O. Yarmoliuk emphasizes that one of the main tasks of management in educational institutions is to ensure the effective use of resources (material, human, informational, etc.) in order to provide high-quality educational services to learners. This requires the development of effective financial management strategies, the search for innovations, the implementation of information and digital technologies, the training of appropriately qualified personnel, and the use of modern forms and methods in the teaching and educational process that meet contemporary requirements, among many other factors (Yarmoliuk, 2023, p. 97).

We agree with the position of O. Bohashko and I. Bohashko, who state that an education manager characterized by a leadership management style has more opportunities for effective management of an educational organization than a manager or leader who lacks positional authority. At the same time, it is important and evident to identify the individual psychological characteristics of a leader, thanks to which an education manager skillfully uses the potential of human resources that is inaccessible to a leader who does not possess leadership qualities (Bohashko & Bohashko, 2024).

In this context, we emphasize that the management of an educational institution is a structured activity aimed at meeting the needs of consumers of educational services. The success of management depends on the professionalism of the institution's head in the context of our study, the education manager. In general, a manager is a person who carries out management of a particular area of professional activity (enterprise, institution, educational institution, etc.). We refer to education managers as those individuals who perform managerial functions within any pedagogical system (from the Minister of Education to educators in general lecturers, teachers, caregivers). In order to successfully perform these functions and enhance opportunities for professional development, education managers must continuously expand their own educational space.

PURPOSE OF THE STUDY: to reveal the substantive content of the concepts "education manager" and "pedagogical conditions"; to identify the features of managerial activity of an education manager; to determine the pedagogical conditions for forming the professional image of a future education manager in the process of professional training.

RESEARCH METHODS

The study employed methods of analysis, synthesis, and generalization to examine and systematize the results of scientific research and to identify leading scientific approaches to the study of the stated problem.

RESEARCH RESULTS

O. Marmaza emphasizes that the focus of attention of a modern leader lies on issues of conscious professional growth, preventive preparation for managerial activity, and a responsible attitude toward one's own career. The author notes the necessity of recognizing the expediency of planning managerial activity. This process of forming an individual development trajectory includes such elements as: self-assessment of one's career aspirations and capabilities; determination of long-term personal, professional, and managerial goals; analysis of the environment and identification of career opportunities; development of a plan (project) to achieve career goals; analysis of personal strengths and weaknesses; development of alternative development trajectories; evaluation and selection of the optimal career growth option; implementation and monitoring of the achievement of the career strategy (Marmaza, 2023, p. 157).

The analyzed scientific studies make it possible to identify certain specific features of managerial activity, namely:

- orientation of activity toward other people—participants in the educational process which involves their motivation and organization for performing common tasks;
- a specific type of interpersonal interaction;



- a complex structured activity that includes specific actions, skills, models of managerial activity, and components of managerial culture that are closely interconnected;
- the formation of leadership qualities (clear adherence to a leadership position);
- possession of the image of a highly qualified and competent specialist.

Socio-economic conditions of global development have led to changes in the requirements for professional training of specialists who must possess high professional competence, be able to independently acquire new knowledge, think creatively, find optimal solutions in non-standard situations, and have the ability for innovative activity. Taking into account the requirements of Ukrainian legislation and the Magna Charta Universitatum, as emphasized by N. Bezliudna and N. Dudnyk, the domestic education system faces the problem of high-quality training of competitive, competent education managers of a new level, oriented toward personal self-improvement and professional growth (Bezliudna & Dudnyk, 2020, p. 7).

Based on the results of the theoretical analysis of sources on the declared problem, we highlight certain features of the managerial activity of an education manager.

The intellectual nature of managerial activity in the educational sphere is its defining characteristic. It manifests itself in two aspects: first, as a process of making and implementing managerial decisions, which is impossible without analytical and cognitive activity of the subject of management; second, as the effectiveness of managerial influence, which presupposes the ability of the managed object to comprehend and interpret it. The ultimate goal of managerial activity is to achieve a new quality of the managed process, which requires intellectual and creative effort.

The specificity of managing an educational institution is determined by the need to function in a team format, to coordinate individual actions with the strategic goals of the organization, and to subordinate personal interests to professional tasks. Managerial activity is implemented through interaction among teams of different levels both within the governing body and with teams of educational institutions, social partners, and other groups. Its structure includes human resources, information flows, and technical means, while rationality and effectiveness are ensured through the balanced use of all components.

The content of the managerial activity of an education institution manager includes planning, organization, coordination, and direction of staff activities toward achieving defined goals, as well as personal responsibility for making and implementing managerial decisions. Effective communication serves as a key tool, since the human factor shapes organizational culture, psychological climate, and determines the productivity of the educational process.

The image of an education manager is an integral indicator of professional competence and social legitimacy. It is formed through a combination of managerial knowledge, leadership qualities, communicative openness, and the ability to ensure a positive psychological climate within the team. A well-formed positive image of a leader increases the level of trust, promotes partnership relations, and serves as a factor in the stable development of an educational organization.

It is precisely the image of the education manager that serves as a guarantee of the successful functioning of an educational institution.

I. Chervinska and co-authors consider the phenomenon of image from the perspectives of psychology and pedagogy, emphasizing its multidimensionality as an important object of scientific and practical research. According to the researchers, the professional image of an education manager is a basic concept of managerial activity of an educational institution leader, which is realized through self-presentation as a form of permanent activity aimed at creating a certain impression of oneself as a professional leader (Chervinska et al., 2023, p. 36).

Research shows that the image of a future education manager is shaped by many conditions. We focus on pedagogical ones. It should be noted that scholars propose various approaches to interpreting the concept of "pedagogical conditions." Let us analyze some of them.

In particular, A. Lytvyn considers pedagogical conditions as a complex of specially designed general factors influencing the external and internal circumstances of the educational process and the personal parameters of all its participants (Lytvyn, 2020).

O. Yevdochenko, based on the analysis of publications by domestic researchers, identifies several aspects of the substantive content of the concept "pedagogical conditions" (Yevdochenko, 2023):

1. external and internal influence (focus on factors that indirectly affect the educational process);
2. a set of opportunities that determine the content, methods, and means of organizing the educational process, emphasizing the role of conditions in the formation and implementation of educational programs;
3. components of the educational process that emphasize the role of conditions in building and organizing learning;
4. a set of opportunities and measures (resources and tools used to achieve educational goals);
5. external and internal factors that increase the effectiveness of the educational process.

N. Hrytsak, for a better understanding of the essence of "pedagogical conditions," draws attention to several key points:

- a pedagogical condition is inextricably linked to the pedagogical system and is its integral component;
- the set of methods, means, forms, techniques, as well as informational, technical, and educational resources of the educational environment forms a complex of pedagogical conditions;
- these conditions are not static but dynamically change and develop, adapting to the needs and features of the educational process;
- the choice of pedagogical conditions depends on the specificity of a particular educational structure;



- well-chosen pedagogical conditions become a guarantee of the effective functioning of the pedagogical system as a whole (Hrytsak, 2019).

We propose the following definition of pedagogical conditions. Thus, pedagogical conditions are a purposeful system that takes into account a set of both external and internal factors that positively influence the effectiveness of the educational process, enable the full development of each component of personality, and promote their harmonious development within an integral structure.

In the professional practical training of future education managers, pedagogical conditions are combined with one another, forming a holistic complex. Therefore, effective pedagogical activity of academic staff presupposes understanding and consideration of the entire set of conditions that influence the educational process.

Accordingly, the formation of the pedagogical image of a future education manager begins already in the process of professional training within a higher education institution. Various forms of work that students encounter during their studies enable them to acquire the necessary competencies for forming their own image. In particular, project-based work allows students to develop a whole range of important skills and qualities, such as the ability to persuade, communicate effectively, achieve goals, engage in self-education, demonstrate mutual respect, tolerance, and mutual assistance (Dudchak, 2020).

Within the framework of the studied problem, it is also worth mentioning the environmental image. In particular, working in an educational institution with a high ranking can enhance the authority of a leader in the eyes of students, parents, and colleagues. The availability of modern technological tools enables all participants in the educational process to apply acquired knowledge in practical professional activities and, accordingly, make the educator's image more innovative and progressive. It is also worth mentioning pedagogical internship, provided for by Article 23 of the Law of Ukraine "On Complete General Secondary Education" (Law of Ukraine, 2020). In general, an atmosphere of goodwill, cooperation, and mutual support positively influences the image of the educator who works there and the educator's own desire to correspond to this image and engage in self-improvement.

We also consider it appropriate to point out the legal protection of pedagogical staff as an element in forming the pedagogical image of a modern education manager. In our opinion, legal protection guarantees their lawful rights and interests and provides protection against unlawful actions not only by participants in the educational process of a particular educational institution but also by third parties. We propose to implement legal protection by increasing the legal literacy of all participants in the educational process and creating an effective system of legal support for educators at various stages. Such support should be an integral component of the professional activity of both the education manager and the educators of the educational institution, as it is an important condition for forming a positive image, which, in turn, makes managerial activity more effective.

Thus, we conclude that image formation does not occur spontaneously but is a dynamic process that begins at the stage of study in a higher education institution and continues throughout the entire pedagogical career. Therefore, we identify the following pedagogical conditions for forming the professional image of a future education manager:

1. Creation of a positive educational environment in a higher education institution based on the principles of respect for each learner and understanding of their individual needs and characteristics.
2. Harmonious combination of appearance and personal qualities of the education manager.
3. Continuous professional training within the framework of formed competence—readiness for lifelong learning.
4. Creation of opportunities for self-education as a factor in forming personal and professional image.
5. Organization of a favorable environmental image.
6. Providing opportunities for systematic development and improvement of legal literacy.
7. Formation of a high level of professional motivation for carrying out managerial activity.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the image of an education manager acts as a multifactorial tool that is consciously and purposefully formed as part of professional competence and embodies a combination of internal values and external presentation. Due to its structured nature and adaptability, the image of an education manager contributes to increasing staff trust, enhancing the institution's image, and improving the effectiveness of managerial activity. We see prospects for further scientific research in the development and testing of a system of training tasks for their implementation in the educational process of professional training of future education managers in higher education institutions.

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