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УДК 378.011.3-51:004.5:005(045)

ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ УПРАВЛІННЯ ЕДУКАЦІЄЮ МАЙБУТНІХ УЧИТЕЛІВ В УМОВАХ ДІДЖИТАЛІЗАЦІЇ ОСВІТИ

Анотація. Наукове дослідження щодо процесу едукації МУ в умовах діджиталізації освіти спрямовує автора на необхідність вивчення питання реалізації управління процесом едукації. Для цього потрібно дослідити проблему забезпечення організаційно-педагогічних умов та висвітлити авторське бачення розв'язання цієї проблеми. Здійснено вивчення та аналіз наукових досліджень вітчизняних та зарубіжних науковців щодо розуміння проблеми педагогічних та організаційно-педагогічних умов забезпечення процесу едукації МУ, а також організації цих умов під час діджиталізації освітнього простору вищої освіти. Автором зазначено, що процес організації та управління едукацією МУ повинен передбачати кілька особливостей. Серед них виокремлено: мотиваційна та вікова складова, яка спрямована на активність та цілеспрямованість МУ під час едукації; взаємодія із стейкхолдерами, які висувують актуальні вимоги до конкурентноспроможності випускників, а й від так коригують освітні програми, сприяють поглибленню передбачуваних результатів едукації МУ; урахування особливостей умов діджиталізації освіти, що пов'язані із формування готовності МУ до використання інформаційно-комунікативних засобів едукації у своїй майбутній професійній діяльності. У статті досліджено дві організаційно-педагогічні умови управління едукацією МУ в сучасних умовах діджиталізації вищої освіти, а саме модернізація діяльності управлінського кластера та забезпечення ефективності функціонування студентоцентричного середовища. Визначено, що ці умови ґрунтуються на формуванні практичного досвіду кожного майбутнього фахівця, який готовий до освітніх та наукових викликів сьогодення, а також здатен до самоосвіти в умовах діджиталізації. Так ці організаційно-педагогічні умови сприяють забезпечення продуктивне управління едукацією МУ в умовах діджиталізації освіти.

Ключові слова: умови, діджиталізація, діджиталізація освіти, майбутній учитель (МУ), едукація, управління, управління едукацією.

ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF MANAGEMENT OF THE EDUCATION OF FUTURE TEACHERS IN THE CONDITIONS OF DIGITALIZATION OF EDUCATION

Abstract. A scientific study of the educational process of future teachers (FT) in the conditions of digitalization of education directs the author to the need to study the issue of implementing the management of the educational process. To solve this issue, it is necessary to investigate the problem of ensuring organizational and pedagogical conditions and highlight the author's vision of solving this problem. It is carried out the study and analysis of scientific research by domestic and foreign scientists regarding the understanding of the problem of pedagogical and organizational-pedagogical conditions for ensuring the educational process of FT, and the organization of these conditions during the digitalization of the educational space of higher education. The author states that the process of organizing and managing the education of future teachers should include several features. Among them, the following are highlighted: the motivational and age component, which is aimed at the activity and purposefulness of FT during education; interaction with stakeholders who put forth actual requirements for the competitiveness of graduates, as well as adjust educational programs accordingly, contribute to the deepening of the expected results of the education of FT; taking into account the peculiarities of the conditions of digitization of education, which are related to the formation of the readiness of FT to use informational and communicative means of education in their future professional activities. The article examines two organizational and pedagogical conditions for managing the education of FT in the modern conditions of digitization of higher education, namely, the modernization of the management cluster and ensuring the effectiveness of the student-centered environment. It is determined that these conditions are based on the formation of practical experience of each future specialist who is ready for the educational and scientific challenges of the present time, and is also capable of self-education in the conditions of digitalization. Thus, these organizational and



pedagogical conditions contribute to the provision of productive management of the education of FT in the conditions of digitalization of education.

Keywords: conditions, digitalization, digitalization of education, future teacher (FT), education, management, management education.

INTRODUCTION

The problem formulation. The emergence of technical changes in science and society forces us to constantly search for ways to optimize traditional spheres of human life with the involvement of digital resources and technologies. The sphere of higher education cannot remain aloof from these changes, in particular the pedagogical specialty. In order to teach FT to work in the future in conditions of digitalization of education, it is necessary to immerse FT in the same conditions during their higher education. That is, professional training of FT in the conditions of digitalization of education should be multifaceted and productive. Modern education is fully digitized, therefore there is a need to ensure a productive organization of management of the educational process, namely the education of FT.

In the course of the scientific search, it was established that for the effective implementation of the conceptual model of education management of the FT in the conditions of digitalization of education, it is necessary to create appropriate management conditions, namely, organizational and pedagogical conditions that contribute to the achievement of the research aim.

Analysis of recent research and publications. The problem of organizational and pedagogical conditions was the object of research by many domestic and foreign scientists. B. Chyzhevskyi, H. Kravchenko, M. Liu and O. Sagach studied organizational and pedagogical conditions as a component of the educational process of general secondary and higher pedagogical education. It should be noted that these developments have mainly a traditional vision of the problem. Organizational and pedagogical conditions under the influence of digitalization are poorly researched. Among the scientific works devoted to this topic, the following authors can be singled out: O. Potapchuk and I. Kuche rak, as well as K. Wei, J. Zipp, T. Fandel-Mayer and K. Schneider. However, during the analysis of the latest publications, no studies were found on the management of the education of FT in the conditions of digitalization of education. Therefore, we consider it relevant to study the organizational and pedagogical conditions of managing the education of FT in the conditions of digitalization of education, since the issue is poorly researched and has no connection with the management aspect.

Taking into account the work of domestic and foreign researchers, we note that the content of the concept of conditions, pedagogical conditions and organizational and pedagogical conditions is presented in a significant number of scientific works. In order to avoid duplication of material, we consider it appropriate to consider only the conditions that correspond to the specifics of our research.

AIM AND TASKS OF THE RESEARCH – to investigate the essence and peculiarities of the organizational and pedagogical conditions of education management of FT in the conditions of digitalization of education; to form the author's vision of the organizational and pedagogical conditions of education management of FT in the conditions of digitalization of education.

RESEARCH METHODS: the study and analysis of the scientific literature of domestic and foreign scientists regarding the solution to the problem of identifying the organizational and pedagogical conditions of education management of FT, in particular in the conditions of digitalization of education; summarizing the results of the analysis and one's own experience with regard to the specified problem.

RESULTS OF THE RESEARCH

When determining the organizational and pedagogical conditions for managing the education of FT in the conditions of digitalization of education, we will adhere to the interpretation of the concept of "organizational and pedagogical conditions" provided by B. Chyzhevskyi, who emphasized that "organizational and pedagogical conditions reflect the functional dependence of the essential components of the pedagogical phenomenon on the complex of entities (things, their states, processes, interactions) in various manifestations" (Chizhevsky B. 1996, p. 82).

H. Kravchenko and Liu Meixuan substantiated the organizational and pedagogical conditions for the formation of spiritual culture in future music teachers: "directing the individual to self-realization through the creation and support of an innovative educational environment; implementation of educational and methodological abilities and skills of teachers, which ensure the development of their professional competences; motivation of students for educational activities and development of their cognitive activity; ensuring the quality of the educational process (Kravchenko G, Liu M., 2022, p. 57).

The researchers have quite aptly selected the organizational and pedagogical conditions, however, in our opinion, it is necessary to take into account the processes of digitalization of education, which is not presented in the disclosure of any of the conditions.

O. Potapchuk in the article "Organizational and pedagogical conditions for the formation of the readiness of future engineers-pedagogues for professional activity using information and communication technologies" concludes that "the effective influence on the process of training with the use of ICT tools in professional activity will be ensured by such organizational and pedagogical conditions as formation of motivation to carry out professional activities based on ICT; increasing the professional competence of teachers of disciplines in which the use of ICT is dominant; the introduction of modern ICT tools into the process of training students at various stages of education; creation of a favorable information environment for the development of search and creative abilities of future engineers-pedagogues in the field of CT in the process of independent educational and cognitive activity" (O. Potapchuk, 2015, p. 141).



We are impressed by the organizational and pedagogical conditions characterized by the researcher, because the creation of an appropriate environment for the formation of readiness has been taken into account, and the need to take into account the motivation of education seekers has been proven.

O. Sahach proposed organizational and pedagogical conditions for the continuous professional growth of the future teacher, namely focus of training on awareness of the prospects of the chosen profession; active development of the personality of the future teacher in the process of educational activity; the nature of the organization of the educational process (Sahach O., 2019)

Having analyzed the highlighted organizational and pedagogical conditions, we note that the researcher did not consider the motivational component, as well as did not take into account the educational and managerial aspects of the organization of the educational process to ensure its effectiveness.

I. Kucherak in the article "Digitalization and its impact on the educational space in the context of the formation of key competencies" (I. Kucherak, 2020) highlighted the advantages of digitalization, which include the provision of favorable conditions for the development of skills and abilities for self-development and self-education; formation of mobility in adaptation to various life and professional changes; increasing motivation to master the necessary competencies; reaching different audiences, ensuring cooperation and integration, which contributes to increasing the level of development of the necessary skills; construction of an individual educational trajectory; educational process in comfortable conditions (pace, time, level, etc.).

Having analyzed critically the organizational and pedagogical conditions given above, and taking into account our own work experience, the organizational and pedagogical conditions of the education of FT in the conditions of digitalization of education are defined as the creation of a management cluster and ensuring the effectiveness of the functioning of a student-centered environment.

According to the first organizational and pedagogical condition, namely the modernization of the activity of the management cluster, we note that this cluster is one of the driving forces aimed at combining and strengthening the cooperation of the educational institution and stakeholders with the aim of accumulating and popularizing experience to increase the level of competitiveness of FT in the market of educational services.

The administrative cluster "stimulates productive human, material, intellectual investments in innovation-oriented educational and technological complexes... form a solid basis for solving the issue of finding, identifying, supporting gifted education seekers, their development and implementation opportunities at the regional, state, and international levels" (Starieva A., 2012)

The main goal of the management cluster is to unite educational institutions and stakeholders in order to coordinate activities aimed at raising the level of education of FT in the conditions of digitalization of education.

The creation of a management cluster involves implementation supervision "as a modern form of scientific-methodological support for the activities of educational institutions and their managers, which includes consulting, correction, mentoring, monitoring and examination of the state of educational or management activities, etc. One of the most common and effective forms of professional support is mentoring as a set of useful behavioral methods that orient a person to long-term development, not just short-term achievements" (Klokar N., 2018, p. 100).

Thus, the administrative cluster of education of FT in the conditions of digitalization of education is aimed at a quick response to the challenges of society and the fulfillment of the state order regarding the high-quality training of highly qualified future teachers; organization of cooperation between educational institutions and stakeholders regarding the development and implementation of educational and professional programs, curricula, educational components; the organization of individual educational trajectories of professional development of scientific and pedagogical workers who prepare FT for the purpose of quality education; organization of supervision, etc.

Ye. Khrykov emphasizes that the management of an educational institution is a complex structure involving spiritual and material processes. The scientist compares an educational institution with a social system where the key component is a person. For the full functioning of this system, not only a person is needed, but also technical objects, which are becoming more and more. Over time, such technical support of the system will become a separate independent entity of the educational process. Thus, technical support, digitalization in our understanding, has become an urgent component of the educational process (Ye. Khrykov, 2016).

Therefore, the second organizational and pedagogical condition is to ensure the effectiveness of the functioning of the student-centered environment, which, in our opinion, will contribute to education and satisfy the needs and interests of future teachers in the conditions of digitalization of education. Let's reveal the essence of this condition in more detail.

The highlighted condition is really important for raising the level of education in the conditions of digitization of education, because as noted by H. Poliakova and O. Yermolenko, "the process of perception of the educational environment by students is an important tool that allows you to feel the educational process on the emotional, cognitive, sensory levels, react to it different stimuli, and on this basis implement different models of behavior, make choices and make decisions regarding educational situations and personal and professional development" (Poliakova H., Yermolenko O., 2018, p. 449-450).

S. Bader notes that "the environment of higher education institutions is a specially designed environment saturated with axiological content, which is a carrier of cultural values, contributes to the professional development of a future specialist on the one hand, and acts as a space of opportunities for the individualization and self-development of a student's personality through the exchange of values and meanings between all subjects with on the other hand" (Bader S., 2020, p. 35).



We are impressed by the opinion of A. Kharkivska, who emphasizes that "the movement towards human-centeredness is a characteristic feature of modern education, which is significantly influenced by the social transformations taking place in society today. Accordingly, today humanity's recognition of the importance of full-fledged personality development leads to new approaches to the organization of educational institute activities" (Kharkivska A., 2017, p.83-84).

Therefore, ensuring the effectiveness of the functioning of the student-centered environment is aimed at creating appropriate conditions for meeting the needs of education seekers, such as educational (ensuring a free choice of educational components (individual educational trajectory)), personal (free access to webinars, trainings, participation in round tables, conferences, etc.) and spiritual (realization of creative abilities (freedom of choice of recreational, creative, educational circles, sections)), etc.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Summarizing the above material, we came to the conclusion that the organizational and pedagogical conditions of education management of FT in the conditions of digitalization of education provide for the creation of a management cluster and ensuring the effectiveness of the functioning of the student-centered environment. By the management cluster we understand the interaction between the educational institution of higher education and stakeholders to increase the level of competitiveness of graduates in their future professional activities. Ensuring the functioning of a student-centered environment in conditions of digitalization involves taking into account the individual abilities, aspirations, and capabilities of each FT. In the unity of these two conditions, we see the management of the education of FT, which is aimed at the personal and professional development of each specialist. In addition, during the provision of versatile opportunities for self-development and self-education, the skills of FT are expanded, which in the future will help them to be more flexible to changes in the demands of professional activity and society in general.

We see the prospects for further scientific research in detailed modeling and practical implementation of the specified conditions for managing the education of FT in the conditions of digitalization of society.

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Received

12.03.2022 p.

Accepted

02.04.2022 p.