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ADDRESSING THE ISSUE OF PRESCHOOL EDUCATION SYSTEM MANAGEMENT

The article analyzes theoretical sources concerning the existing challenges within the management system of preschool education; substantiates the relevance of the stated issue; and identifies the factors hindering the reform of the education management system, namely: excessive administrative control, the command-and-administrative management style, insufficient consideration of scholars' and practitioners' opinions in decision-making processes related to preschool education reform, low levels of social protection for participants in the educational process and social security for teaching staff, and personnel shortages in preschool educational institutions.

These challenges have intensified amid Russia's military aggression, with some of them becoming systemic for the management of preschool education. The article outlines the ways to enhance the effectiveness of preschool education management.

Key words: preschool education, education management, head of preschool institution, preschool education reform.

Purpose of the Study. To analyze and characterize the main challenges affecting the effectiveness of preschool education management in Ukraine and to determine directions for its improvement.

Statement of the Issue. The relevance of the issue is determined by the current modernization processes in Ukrainian education, which aim to form a qualitatively new system of educational management, taking into account international experience as well as economic and sociocultural conditions. This process requires substantial structural, organizational, and conceptual transformations, along with the continuous search for new technologies for

managing the quality of educational institutions of various types and forms of ownership.

In the context of educational development, identifying new approaches to improving the quality and efficiency of educational management has become critically important.

The Law of Ukraine «On Education» defines education as a priority sphere of social, economic, spiritual, and cultural development, setting forth the principles of state policy in education. The Law of Ukraine «On Preschool Education» declares the need to transform the educational paradigm, develop new models of interaction among participants in the pedagogical process, and create new educational, informational, communicative, and managerial technologies.

Analysis of Research and Publications. The urgency of managing Ukraine's preschool education system is determined by socio-economic, organizational, and personnel factors that directly influence the quality and accessibility of preschool education. A number of theoretical and methodological aspects of professional training for education managers and heads of preschool institutions in Ukraine, as well as the application of a systems approach, have been explored by scholars such as V. Maslov, N. Kolomynskyi, Yu. Bekh, L. Vasylychenko, H. Yelnikova, O. Bodnar, T. Sorochan, V. Pikelna, V. Lunechek, Ye. Khrykova, V. Fedorova, among others.

The issue of preschool education quality and its connection with the inefficiency of management mechanisms has been examined in the works of V. Aliamovska, L. Artemova, L. Zahorodnia, O. Kononko, O. Kosianchuk, O. Kovalenko, K. Krutii, N. Lysenko, T. Lukina, O. Yanko, and others.

According to Ye. Khrykova, the effectiveness of an educational institution directly depends on the ability of its management system to ensure the correspondence between internal direct information (the transmission of information flows from the managerial to subordinate subsystems) and external information (which reflects the current state of theoretical and practical developments in pedagogical science).

The analysis of public sources has made it possible to identify typical challenges facing preschool education management, such as excessive administrative control, the command-and-administrative style of governance, insufficient consideration of experts' opinions in decision-making, low social protection of participants in the educational process, inadequate social security for educators, and a shortage of qualified staff in preschool institutions. These challenges have been aggravated by the ongoing Russian military aggression, and some have become traditional for the management of preschool education.

Results and Discussion. The reform of preschool education management should be based on improving the regulatory and legal framework of the preschool sector, preparing competent heads of preschool institutions in specialized higher education establishments in accordance with modern requirements and the needs of preschool education, transitioning from budgetary maintenance to investment-based funding, ensuring social protection for preschool staff, and expanding the autonomy of preschool institutions in financial and managerial matters.

This includes developing strategies for institutional development and implementing new models of interaction between preschool institutions and executive authorities, the Department of Higher Education, and the Department of Preschool and Secondary Education of the Ministry of Education and Science of Ukraine, with full respect for institutional autonomy.

Conclusions and Prospects for Further Research. The key challenges in the current system of preschool education management include excessive administrative control, a command-and-administrative management style, insufficient influence of expert practitioners on decision-making, low levels of social protection for participants in the educational process, inadequate welfare for teaching staff, and a shortage of qualified personnel in preschool institutions.

Further research should focus on strategies for the development of preschool institutions and on studying the factors of effective managerial activity among heads of preschool institutions in both theory and educational management practice.