

## MANAGEMENT AND MARKETING

**THE MANAGEMENT OF THE PROFESSIONAL DEVELOPMENT OF TEACHERS OF THE INSTITUTION OF GENERAL SECONDARY EDUCATION BY MEANS OF PROJECT TECHNOLOGIES***Bratyschenko Iryna Victorivna**State Higher Educational Institution University of Educational Management  
National Academy of Educational Sciences of Ukraine, Ukraine*DOI: [https://doi.org/10.31435/rsglobal\\_wos/30092019/6686](https://doi.org/10.31435/rsglobal_wos/30092019/6686)**ARTICLE INFO****Received:** 25 July 2019**Accepted:** 19 September 2019**Published:** 30 September 2019**KEYWORDS**

management, professional development, project technologies, portfolio of projects, tasks of project technologies and conditions for the management of professional development of teachers of institutions of general secondary education by means of project technologies.

**ABSTRACT**

The article determines the relevance and practical direction of the management of professional development of teachers of the institution of general secondary education by means of project technologies. The concept of "management", "professional development", "project technologies", "portfolio of projects", defined tasks of project technologies and management conditions for professional development of teachers of institutions of general secondary education by means of project technologies were determined, the expediency of using project technologies in the management of professional development of teachers of the institution of general secondary education. It is pointed out the importance of ensuring the effective management of the professional development of teachers of the institution of general secondary education by means of project technologies in accordance with the formation of a new approach to education aimed at solving certain pedagogical tasks combining goals, methods, content and forms of work.

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**Formulation of the problem.** Trends in the development of education in Ukraine led to the need for the deployment of innovative processes in the educational space. The system of postgraduate education is aimed at developing the creative potential of a modern teacher, forming his positive image. Therefore, the issue of managing the professional development of teachers of institutions of general secondary education as an innovative activity in work with teaching staff acquires special significance in institutions of general secondary education. The project technology is one of the mechanisms for improvement of management activity in the mode of innovation. The effectiveness of the management of professional development of teachers of institutions of general secondary education and its professional activities depends to a certain extent on theoretical, practical and psychological readiness, personal, professional and individual-psychic qualities, understanding of the purpose and specific features of such activity as teachers and managers of institutions of general secondary education. After all, it is the teachers who shape the view of society and the thinking of the younger generation, the ways to overcome difficulties and contradictions.

**Relevance of the research problem.** The chosen theme of the article is due to the need to discuss new technologies in the management of professional development of teachers of institutions of general

secondary education, which determine the need for changes in the system of professional training of heads of educational institutions. It should be noted that the management of professional development in education should move to a new level and start using new management mechanisms: training, discussion, training.

**Analysis of recent research and publications.** Recently, the fact that the future of any organization and educational institution, including directly depends on the opportunities and growth of the productivity of its employees, is becoming increasingly apparent. On the other hand, the future of any employee depends on his value for organization, the value of his knowledge, skills and abilities. Each head of the institution of general secondary education has an arsenal of personnel management technologies. And modern managers always try to use innovative technologies in the interests of the development of an educational institution. To a large extent, such innovative technologies are project-based technologies that rely on project management, since in this case there is an innovative, unusual type of relationships in the team, especially between the leader and the subordinates.

Studies of certain theoretical and methodological approaches of the project activity were carried out by L. Vashchenko, V. Guzeev, V. Dokuchaeva, L. Kalinina, I. Osadchy and others.

T. Grishina, L. Zabrodskaya, V. Logvin, L. Horuzha and others use the method of projects in methodical work. Different kinds of project activity, in particular, project-technological, project-reflexive, etc., have been developed.

The solution of the problem of implementing the technological approach as a means of modernizing the educational sector is devoted to the study of K. Bakhanov, I. Dichkivska, G. Selevka, A. Khutorsky and others, which refers to the application of educational innovations in the educational process of the school.

The analysis of normative sources on problems of management of institutions of general secondary education and scientific research in this direction allows us to conclude that the theory and technology of modeling educational work as an integral system with its specifics, structure and forms of implementation is at an initial stage of development. There are almost no scientific studies in the field of professional development of teachers of institutions of general secondary education by means of project technologies, and normative and methodological support does not meet the requirements of the present and require a fundamental modernization.

In addition, it should be noted that the problem of managing the professional development of teachers by means of project technology is not sufficiently disclosed in the domestic pedagogical space.

**The purpose of the article** is to analyze the essence of the concepts of "management", "professional development", "project technology", "portfolio of projects", defined tasks of project technologies and conditions for the management of professional development of teachers of institutions of general secondary education by means of project technologies, justification of expediency of using project technology in the management of professional development of teachers of the institution general secondary education.

#### **Presenting main material.**

The urgency of this problem and the analysis of scientific sources reinforces the need to resolve the contradictions between:

- relevance of the problem of professional development of teachers of the institution of general secondary education and inadequate research in pedagogical theory and practice;
- the requirements of the Concept of the New Ukrainian School regarding the professional development of teachers and the level of readiness of the teachers themselves for personal and professional growth;
- level of readiness of modern heads of institutions of general secondary education for the management of professional development of teachers in the conditions of the New Ukrainian School and the lack of development of the content, forms and methods of this process.

Removing these controversies, which constitute the research problem, will definitely contribute to improving the management of the professional development of teachers of the institution of general secondary education by means of project technology.

According to V. Oliynyk, one of the important components of the process of professional development of teachers is the formation of effective motivation and the use of effective incentives for teaching and research activities [1].

Creating an effective system of teacher professional development for a long period of time is an important component of a strategic plan for development directly by the staff of the organization and each individual employee.

The system of professional development of teachers in a modern institution of general secondary education includes:

- professional education;
- career planning and development;
- advanced training;
- creation and maintenance of a personnel reserve.

The management of professional development (occupational management) is the action of the heads of state authorities, the personnel service department for the purposeful development of human abilities, the accumulation of their professional experience and the rational use of its potential both for the benefit of the employee and for the benefit of the organization. As a result of this action, it is important to achieve such a condition that those who have or may be people, as carriers of professional abilities and experience, were included in the labor process not only in favor of this person but also in favor of the state body, organization [2].

Summarizing the views of scientists, we can conclude that management is the deliberate influence of a subject on an object in order to maximize the performance of the latter.

V. Savchenko in his work [3] defines the development of staff as a systematic process of continuous professional training of teachers to prepare them for the implementation of new production functions, vocational qualification promotion, the formation of reserve managers and improvement of the social structure of staff.

According to J. Khentze, the development of personnel is one of the functions of management, which aims to promote the members of the labor collective of all hierarchical units in mastering the qualifications necessary to meet current and future professional requirements. Also, it is the promotion of the development of personal abilities of employees, taking into account changes in the nature of activity and individual and production goals. Personnel development takes place in a certain sequence and is aimed at achieving the goal [4].

The management of professional development of teachers of the institution of general secondary education by means of project technologies is a continuous, cyclic process of setting goals and selecting objects, planning activities, implementing them and evaluating their effectiveness on the basis of assumptions and data obtained, with strategic changes being carried out in real time mode, as for individual specialized strategies of the organization, and for the organizational strategy as a whole.

In the context of our research, and based on the experience of working in general secondary education, it can be considered that teachers' professional development is the acquisition of new competences, knowledge, skills and skills that they use or will use in their professional pedagogical activity through training, retraining and refresher training to fulfill new educational functions, tasks and responsibilities in new positions.

That is, the management of teachers' professional development by means of project technologies is certain actions of the heads of general secondary education institutions, which are aimed at professional development through such abilities of teachers, which will facilitate the rational use of professional experience both for the benefit of the teachers themselves and for the development of the educational institution.

The ability to use the project technology is an indicator of a high qualification of the manager, his innovative thinking, orientation towards the personal and professional development of the teachers. In organizing the project, the head of the institution of general secondary education performs the following functions: helps teachers find the sources they need to work on the project; he is a source of information; coordinates the whole process of project work; supports and encourages teachers; supports the continuous movement of teachers in the work on the project. We must be able to help teachers without performing work in place of him.

It should be noted that in modern scientific pedagogical sources - developments, reference books - available different terms - categories and concepts - to designate the educational project activities: "method of training projects", "student project", "project method", "design technology", "project activity", "project training activity", "project education", "project training", "project education", "planning".

Scientists O. Pekhota, A. Kiktenko, O. Lyubarskaya [5] use the notion of "learning project", "project technology", "method of projects". According to didactics, in the educational process of a comprehensive educational institution there is a projection technology that "involves solving a student or a group of students of any problem that involves, on the one hand, the use of various methods and means of learning, and on the other - integration of knowledge, skills from various fields of science, technology, creativity "[5].

*The essence of project technology* is to manage the goals of the institution of general secondary education, which are aimed at increasing the level of professionalism of teachers, which will enable the institution of education to be successful and competitive, to respond quickly to external and internal changes, adapt and improve labor efficiency.

During the application of project management technology, a number of techniques and tools have been developed to help project managers manage project constraints, in particular, methods for constructing and controlling work schedules, establishing a financial plan (budget) for a project, managing human and material resources, etc.

The management of professional development of teachers by means of project technology in the institution of general secondary education is aimed at adapting the management system of teaching staff to the conditions for achieving a specific goal. On the basis of the projects implemented innovations aimed at raising the level of competitiveness in the market of the institution of general secondary education and teachers. Project technologies allow us to purposefully choose means of adapting teachers' development: improving individual properties, structures, changing forms and methods of vocational training, planning a career, controlling the movement to certain goals, reengineering processes with significant changes in structure and functions, preventing crisis regimes and low efficiency teacher development projects [6].

*The main tasks of the project technology.*

1. Transfer teachers not only to the sum of certain knowledge, but to teach them to acquire this knowledge on their own, to be able to apply them to solve new cognitive and practical tasks.

2. Encourage teachers to acquire communicative skills, that is, the ability to work in diverse groups, performing all kinds of social roles (leader, performer, intermediary, etc.).

3. Expand the circle of teachers' communication, familiarity with other methods, different points of view on one problem.

4. To instruct teachers to use research methods: to collect the necessary information, to be able to analyze it from different points of view, to put forward various hypotheses, to be able to draw conclusions.

Portfolio projects - a plurality of projects, programs and other work that are currently being carried out and combined together for effective management to achieve the strategic goals of the organization [7].

Portfolio of projects - a set of related and non-related projects, that is, the totality of all projects of the institution of general secondary education, which are being implemented to date.

*Terms of the management of professional development of teachers by means of project technologies:*

1. Assessment of teachers, that is, finding out the skills and capabilities of the teacher.

2. Clarification of the goals and tasks facing the teacher in the future. Execution of this condition is necessary for determining the minimum qualification of an employee both at present and in the future.

3. Preparation of teachers for the implementation of new production functions for him, employment of new positions, solving of new tasks, development of new competencies.

4. Creation of special methods and system of professional development management - management of professional training, preparation of reserve managers, development of a career.

Teacher education and training should be continuous and provide the necessary professional development. The director and deputy director of educational work organize, coordinate and control this activity in a general education institution.

Development and adoption of managerial decisions on the professional development of employees can be ensured in the presence of reliable complete information and its adaptation to the objectives of the enterprise [8].

In the conditions of a New Ukrainian School it is relevant and appropriate to use project technology in the management of the professional development of teachers of the institution of general secondary education as it promotes the readiness of teachers to project and implementation activities; forms the technological knowledge of the analysis and introspection of theoretical material and his own professional activity on a particular problem; develop reflexive and prognostic thinking.

Consequently, the opportunity and direction of professional development is directly related to the promise of the profession and is an important point in deciding how to master it. Formally, professional development is a broader concept than vocational training, but in real life the difference between them is conditional, because both professional development and vocational training perform one task - training of personnel to fulfill their duties. The difference is that vocational training is oriented on the modern needs of the enterprise, and professional development - for the future and is more fundamental.

**Conclusions.** Formation of an effective system of professional development of teachers of the institution of general secondary education is one of the strategic tasks of management.

The management of professional development of teachers of the institution of general secondary education by means of project technologies will allow to effectively implement innovations into the general system of school functioning; to respond quickly and effectively to the challenges of time and promote the effective implementation of the educational program development, ensure continuity and co-ordination of further innovation development.

Professional development contributes to the general, intellectual and professional growth of a person, expands her erudition and strengthens self-confidence. Mastering project technologies as a style of managing the professional development of general secondary education teachers allows the manager to move from a situational response to the appeal of employees, actions of clients, competitors and representatives of the authorities to the purposeful and consistent organization of professional activity.

The management of professional development of teachers of the institution of general secondary education by means of project technologies will become an effective means of raising the level of competencies of project participants - administrations and teachers; their self-motivation.

The work in the projects will promote the development of the organizational culture of the institution of education, value-orientation unity of the whole team, creating a positive image.

Creating and applying a portfolio of projects is one of the most effective ways of saving all kinds of resources (human resources, financial, time, etc.).

To project professional development and create a portfolio of projects, it is necessary to determine the needs of professional development of each of the parties involved in the process, an understanding of the factors influencing the needs of the institution of general secondary education and teachers. These factors are:

- the dynamics of the environment (consumers, competitors, suppliers, the state);
- development of technics and technology, which entails the emergence of new products, services and production methods;
- change in the organization's development strategy;
- creation of a new organizational structure;
- development of new activities.

The management of professional development of teachers of the institution of general secondary education by means of project technologies will promote the cultivation of the interest of pedagogical workers in initiatives and innovations; initiation of search educational systems and mechanisms; the integration of promising innovations into real-life search and experimental educational systems.

**Prospects for further research.** In further research, it is possible to construct a model for managing the professional development of teachers of institutions of general secondary education by means of project technologies based on the use, systematization, synthesis and dissemination of scientific achievements and best practices.

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