

Domestic and Foreign Experience in Training Future Managers of Educational Institutions

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The purpose of the presented research is to study, summarize and analyze the Ukrainian and international experience of training future teachers who will hold senior positions in educational institutions. The methods of information analysis and synthesis, the comparative method, as well as the method of induction and deduction were used in this study. At the final stage of the study, the method of analyzing scientific literature relevant to the subject of the study was used. The study analyzes the current state of training of future leading educational institutions, master's degree students in the specialization "Management of educational institutions" on the example of educational institutions in Ukraine. Some information about universities in Poland, the United States of America, the United Kingdom and Canada was reviewed. The practical value of the presented research lies in the fact that the information from it can be used to study the international experience of training future teachers and analyze working strategies to improve the quality of teacher training in higher education institutions.

Keywords: education system, pedagogical management, higher educational institutions, international experience, professional development

INTRODUCTION

The orientation of the world society to concretize the newly minted vector of abstract and practical training of future teachers is primarily connected with the transition of the community and the education system through a difficult period of reassessment of social, moral, and cultural values in the context of the joint processes of globalization and democratization. Education preserves the paradigm of knowledge, which formed the basis of basic education for a long time, but cannot resolve the issue of the implementation of acquired knowledge in real life and high-class situations in modern conditions (Cherkowski, 2018;

Manarbek et al., 2019). It was these circumstances that led to the understanding of the inadequacy of classical modifications of the training of future teachers, which are based on the solid assimilation of academic knowledge in the field of taught disciplines and the development of individual teaching skills. The current labor market (including the pedagogical one) is not interested in theoretical specialists, but in practitioners who can adapt knowledge when performing conditioned professional and social functions (Beattie, 2020; Podolchak et al., 2021). Despite young educational specialists annually graduate from pedagogical higher educational institutions and colleges, Ukrainian schools experience an acute shortage of qualified, practice-oriented personnel with scientific, pedagogical, research, creative, reflexive and innovative thinking and individual learning styles in their professional activities (Saifnazarov et al., 2020). Thus, practical training is one of the most important issues of training future teachers both in Ukraine and in the world. Although higher psychological and pedagogical education has undergone significant transformations in recent decades, the issue of choosing forms and methods of teaching at different levels of training of a future teacher is being actively discussed (Shevchenko, 2018).

For example, an analysis of traditional American teacher training programs has demonstrated that pedagogical theory and practice are often poorly interrelated, and are randomly placed in the texts of curricula. In half of the programs, pedagogical management of the educational process is considered at the level of “personal preferences”, and future teachers are encouraged to develop their own “personal philosophy of classroom management”. In addition, it is important to note that the analyzed material does not correspond to the actual actions that future teachers will have to perform in future lessons (Haris et al., 2016). The ability of a potential professional to work in a certain professional environment (for example, for a teacher it is a multicultural or inclusive class with a wide, diverse and unique range of cognitive, social, physical and emotional characteristics of students) cannot be determined through a testing system, which is also the basis for determining the level of development of theoretical knowledge of future teachers. As a result, it is necessary to bear in mind not only the content of science, but also the context of education inside and outside the walls of the university as key factors affecting vocational training (Berestova et al., 2020; Sapazhanov et al., 2020).

The goal of the current education system should be to create a learning environment that will provide the future teacher with practice in solving problems and making certain decisions. This means the development of an effective practice-oriented model of the education system, which will allow you to acquire real knowledge, confirmed by personal factual experience. The importance of the research, in turn, is associated with the need for further research of this issue in the formation of an academic discussion about the directions of higher education formation. Researchers emphasize the importance of learning by practice, being confident that experience is nothing but art and that “people with experience” are also superior to those who master the concept without a factual basis. Further, this thesis has acquired extrapolation in the works of some well-known researchers. To date, a number of practice-oriented models are used in foreign teaching education systems, most of which have not been properly evaluated and have not been extended to the teacher training system (Graham et al., 2018; Sadykov et al., 2014).

The purpose of the presented research is to review and analyze the Ukrainian and international experience of training future teachers who hold senior positions in institutions providing educational services.

MATERIALS AND METHODS

The methodological basis of the research is based on a combination of various general scientific methods of cognition. The methods of information analysis and synthesis, the comparative method, as well as the method of induction and deduction were used in this study. At the final stage of the study, the method of analyzing scientific literature relevant to the subject of the study was used. The method of information synthesis was used in the study. Synthesis is the process of joining or combining previously disparate things or concepts into one whole or set. Synthesis is also a method of connecting the whole from functional parts, unlike the analytical method; this method involves dividing the whole into functional parts. The study also used the method of information analysis. Analysis is the process of dividing a complex topic or object into

smaller parts to gain a broader understanding of the presented topic or object. Using methods of synthesis and analysis of information, modern pedagogical technologies and the state of the teacher training system in the world and Ukraine were presented.

Comparison can be characterized as a logical technique necessary in any cognitive activity: at different stages and at different levels, regardless of the subject. Comparison can be used as a special research method only if the comparison procedure requires special training and special organization. Such a need usually arises when comparing complex objects and phenomena that are characterized by a large set of very different characteristics. The experience of comparative law shows that based on the comparative method, it is possible to solve not only scientific and educational, but also important applied tasks. The comparative method was applied at all stages of the study; it was used to study modern pedagogical technologies and the state of the teacher training system in the world and Ukraine.

The methods of induction and deduction were also used in the study. The inductive method is a method of research and presentation in which there is a transition from the observed concrete facts to the allocation of principles, general provisions of the theory and the definition of patterns. Deduction is a method of thinking, the result of which is a logical conclusion, the truth of which is guaranteed by the truth of the assumption. Inductive and deductive methods were used in the analysis of scientific literature, as well as in the process of studying modern pedagogical technologies and the state of the teacher training system in the world and Ukraine. At the final stage, an analysis of the scientific literature was carried out. The analysis of scientific literature is an accessible research method, but also the most demanding. This method requires certain skills of working with literature: the ability to take notes, group material in accordance with the work plan. The main purpose of analyzing literary sources is to collect scientific data on the topic under study, consider the prospects of research and formulate a working hypothesis. When analyzing literary sources, various works of researchers were considered. The works related to the study of modern pedagogical technologies and the state of the teacher training system in the world and Ukraine are considered and analyzed.

RESULTS AND DISCUSSION

The future head of an educational institution should be familiar with the legal framework of the head of the educational institution, namely: the legislation of Ukraine regulating the activities of the head of the educational institution; functional responsibilities and management structure of the educational institution and the working responsibilities of managers (Kushnir, 2020). The activity of the head of an educational institution is regulated by the Constitution of Ukraine (1996), the Law of Ukraine No. 2145-VIII "On education" (2017), Law of Ukraine No. 1556-VII "On higher education" (2014), Law of Ukraine No. 103/98-VR "On vocational education" (1998), Law of Ukraine No. 463-IX "On complete general secondary education" (2020), Law of Ukraine No. 2628-III "On pre-school education" (2001), Law of Ukraine No. 1841-III "On extracurricular education" (2000), as well as orders of the Ministry of Education and Science of Ukraine, resolutions of the Cabinet of Ministers of Ukraine, presidential decrees. The educational part of the master's program includes professionally oriented humanitarian and socio-economic training, as well as scientific, professional and practical training aimed at a deep understanding of professional issues. The system of didactically and methodically thought-out educational material is determined by educational and professional programs that determine the normative and variable content of education, the scope of requirements, as well as the level of education in the specialty "Management of educational institutions" (Shevchenko, 2018).

The training of leading companies, institutions and organizations (in the field of education and additional education) in the specialty "Management of educational institution" is due to the need of our state for specialists who perform work on the design and optimization of the organization. Management of its educational and economic activities, control over the implementation of planned tasks, the formation of the personnel policy of the educational institution and students. The educational process of preparing future leading educational institutions considers the didactic characteristics of modern information and communication technologies and is focused on the formation of an educated, professionally developed

professional capable of self-education and self-improvement, constant updating of knowledge, as well as professional mobility, rapid adaptation to modern society and changes in the labor market is also important. Equally important for the training of future managers is the practice that allows you to use the acquired knowledge to form the necessary professional skills, to obtain elements of managerial experience. In addition, students' industrial practice is a mandatory part of the educational and professional program in this specialty. In the learning process, it is important that the teacher can pass the learning material to his students. After all, the structural and compositional structure of the educational process is expressed in the ability to comprehensively solve the tasks of education, training and development; purposeful communication, interaction of the main components of the educational process, as well as orientation to the independent work of students (Polese et al., 2018; Serdali et al., 2016).

The essence of the presented research is to analyze the current state of training of future leading educational institutions, master's degree students in the specialization "Management of educational institutions" on the example of educational institutions in Ukraine. Among them is the National University of Biological Resources and Environmental Management of Ukraine. At the Faculty of Humanities and Pedagogy, the Department of Teaching Methods and Management of Educational Institutions, the future head is trained to master the material in the necessary areas in the form of lectures, seminars and practice to consolidate the studied material, as well as acquired skills. Students can choose the specialization "Head of a general education institution", "Head of a vocational and technical school" and "Head of a higher educational institution" and subsequently improve their qualifications based on appropriate practice (Shevchenko, 2018). At the Borys Grinchenko Kyiv University, at the Institute of Society at the Department of Management, the emphasis is on mastering adaptive management, which will allow you to manage an educational institution successfully in conditions of limited financial resources, systemic instability. The Master's program provides for the solution of several problems: the essence and features of educational process management in an educational institution, the content of education management as a management system in market conditions, as well as the characteristics, role and basis of interaction of the leader of an educational institution as a manager in modern educational institutions. Seminars, practical classes, individual pedagogical research and independent work, etc. are important (Polese et al., 2018).

Lviv Polytechnic National University, Department of Psychology, Pedagogy and Social Management includes a master's program, which provides for students to study the necessary disciplines and pedagogical practice, during which the student learns the basics of pedagogical skills, as well as skills and abilities of independent learning and education (Polese et al., 2018). The Interregional Academy of Personnel Management at the Department of Vocational Education and Management of Schools for training Future Leaders combines the specifics of teaching administrative management and psychological and pedagogical disciplines, giving graduates the right to work in the field of general management and management in the field of education, namely, pedagogical, social. In addition, the Pavlo Tychina Uman State Pedagogical University is an important Ukrainian institution. The content of education at this university is provided by a scientifically based system of didactically and methodically thought-out educational material and is determined by educational and professional programs that determine the normative and variable content of training. In addition, students undergo an assistant (managerial) internship, which will include the acquired knowledge to form the necessary professional knowledge and skills in practice, to master the elements of managerial experience (Shevchenko, 2018).

When analyzing the professional education of managers abroad, it is important to note several important differences. Thus, at the Carl von Ossietzky University in Oldenburg, it is conducted in accordance with the requirements of the Bologna Process and a mixed program, that is, a program that involves studying one part of the material separately and the other during training. As a result, the student will have a holistic learning experience. During their studies, students use electronic resources, work in the classroom and strengthen their knowledge through various interactive forms. This method allows you to use email, web conferences, discussions, exchange of experience and much more. Such training provides a number of functions to support individual learning, as well as the ability to provide information, materials and online resources in digital form (Hott and Tietjen-Smith, 2018; Serdali et al., 2018). In addition, educational modules at the university are headed by researchers from different sectors (production organization, law,

pedagogy, computer science) from various educational institutions of the country. The main condition for submitting these modules is the development of practical projects that students can further use in their future professional and scientific activities. For each module, students are provided with specially designed educational materials, the study of which is a prerequisite for the transition to the project phase. At the same time, they use the help of scientific experts, trainers and didactics experts who are researchers at the university. Leading specialists also take part in the educational process at the Carl von Ossietzky University in Oldenburg, coordinate students in creating projects and help them choose modules. Such disciplines are involved in the educational process, which contains the material necessary for future leaders in their professional activities and during which students create projects with the possibility of their further implementation (Bagley and Margolis, 2018).

In the United Kingdom (UK) and the United States of America (USA), since the late 1980s, new trends in management training have emerged in the context of future management education, including more active participation of companies in management training, the introduction of modern management practices and the introduction of innovative management practices and management methods (Saifnazarov, 2019). The theories and methods of strategic management of companies are used to determine the directions of development of higher management education, improve the training of students at a particular university, increase the ability of its organizational structure to adapt to changes and solve new problems. American education is not in the process of development, but in its scientific direction emphasizes the importance of research in shaping the creative personality of managers who consider the needs of organizations (Kang, 2017). In addition, universities in the UK, USA and Canada offer students joint programs combining business and management with subjects such as philology, psychology, natural sciences, accounting and some other intuitive, creative, value-oriented and socially oriented subjects (Ingleby, 2014). At Polish universities, mathematics, statistics, econometrics and computer science are among the main disciplines of the program—at least during the professional training of future managers (Sydykhov et al, 2017). In addition, considerable attention is paid to the study of psychological (current psychological courses) and pedagogical disciplines. Traditional lectures, practical and laboratory classes play an important role in the professional education of a future leader (Kang and Zinger, 2019).

The most common ways to activate students are modeling, solving problem situations in the classroom, conducting business games, analyzing alternatives and situational cases. In Poland, the higher education system also creates various forms of international cooperation through the regulation of educational structures that train management specialists for the economy, bearing in mind changes in the content of education through updating and implementation. New training programs. The use of modern teaching methods is expanding in Western educational institutions, management departments are working in foreign languages, the volume of independent work of students is increasing, and accreditation is being introduced (Afful, 2015). Many works of both Ukrainian and foreign scientists represent research in the field of studying the training of future teachers (heads) of educational institutions. For a deeper understanding and study of the presented problem, it is necessary to consider and analyze the contents of some of them. O.S. Kravchuk (2017) studies and presents the domestic and foreign experience of professional training of heads of educational institutions in his research. The author reviewed its forms and methods, reviewed the training of managers in the field of education in North America, Europe, Japan and Ukraine, and analyzed research and publications on this issue. The author highlighted the main characteristics of the content of training managers in the field of education. Conducted by O.S. Kravchuk (2017) analysis of the main directions of professional training of heads of educational institutions in European countries indicates its wide and diverse nature, which is determined by the presence of various training and advanced training programs.

The main modern trends in the professional training of heads of educational institutions in the countries of the European Union and the USA include: the active introduction of a cumulative credit-modular system; strengthening the decentralization of funding for postgraduate education; improvement of the legislative and legal framework; active use of distance learning; focus on preparing students for research, flexible and variable training; fundamentalization of training; professional orientation of the content of curricula; the possibility of sequential and parallel mastery of several specialties; active introduction of modern information and communication technologies. To improve the situation it is necessary, first, to distribute

the training of heads of educational institutions depending on the type of educational institution in which he works or is going to work. After all, there is a certain specificity of the functioning of an educational institution, depending on its type. Of great importance would be the transfer of the orientation of the training of future heads of educational institutions to gain practical experience, and not just theoretical knowledge. It is also necessary to borrow the duration of practical training of managers from foreign experience, because the existing period is too short to get sufficient management skills. Bearing in mind current global trends in education, foreign experience in implementing the concept of continuous learning is important for the development of the national education system, including for the professional training of heads of educational institutions, in accordance with the strategic directions of the educational policy of Ukraine. This requires a rational combination of forms, methods and means of formal, informal and informal education, the implementation of the principles of academic mobility and the possibility of receiving certain types of educational services free of charge, as well as the development of new methodological foundations for the professional training of heads of educational institutions.

The article of O.S. Tovkanets (2016) analyzed the problem of training specialists in education management in modern psychological and pedagogical literature. The author analyzes the ideas of the directions for training specialists in education management: professional competence of education managers, management of educational systems and quality of educational services in the field of education in foreign countries, historical and pedagogical problems of the formation of the system of professional training of education managers, etc. These aspects of training specialists in education management confirm the diversity of the problem (Tovkanets, 2019). The main task of the heads of the educational process is to create conditions for the implementation of the goals and objectives facing the educational institution and those institutions that manage education. The activity of education system managers in the context of the development of the educational services market acquires a number of new functions, in particular, the formation of a team, the construction of their work bearing in mind the result, the organization of an attractive educational environment. Modern society needs a competent, erudite head of the education system, ready for self-improvement, research work and his own professional development. However, modern social conditions require professional approaches to solving managerial issues in the field of education, and are becoming more complicated due to changes in pedagogical goals. The training of an education manager must meet the requirements of a democratic Ukrainian society. The prospects for further scientific research suggest the problems of improving the education management system, establishing highly professional, scientific, analytical, democratic and open management and educational decision-making.

In the article of N. Sas (2017), the model of professional training of future heads of educational institutions for innovative management is presented in the form of four interrelated blocks: theoretical and methodological, target, substantive and procedural, control and evaluation: the theoretical and methodological block contains pedagogical approaches to the professional training of masters of management of educational institutions; the target block provides information about the goals, objectives, subjects and expected results of professional training of future heads of educational institutions for innovative management; the content and procedural block is represented by didactic units of the module "Fundamentals of innovative management of educational institutions", means, forms and methods of pedagogical interaction; in the control-the evaluation block describes methodological tools for diagnosing the levels of competence formation in the field of innovative management in future heads of educational institutions, which are manifested through the developed criteria and indicators that allow identifying educational gaps and designing forms of student participation in the learning process.

The article of M. Connolly, C. James, M. Fertig (2017) note that educational management and educational leadership are central concepts in the understanding of the organization in educational institutions, but their meaning, the difference between them and their value in an educational organization remain the subject of controversy. In this article, the authors analyze and compare these two concepts. The authors concluded that the management of education entails responsibility for the proper functioning of the system in an educational institution in which others participate. Taking responsibility of this kind is a state of mind and does not require action, although this is usually often the case. On the contrary, leadership in

education is an act of influencing others in the educational environment to achieve goals that require any action (Ignatescu et al., 2021). When those who have delegated responsibility act in accordance with this responsibility, they influence and, therefore, are leading. Although ideally, leadership in education is carried out responsibly, in practice it does not necessarily entail responsibility for the functioning of the education system in which influence is exercised. During the analysis carried out, the concept of responsibility comes to the fore, which is underestimated when considering organizational issues in educational institutions. Responsibility for education is an important concept, and it should play a more prominent role in the analysis of organizational work in educational institutions.

The article of H.C. Nguyen (2018) examines the professional development of education policymakers, namely, heads of educational institutions and teachers. By synthesizing the accompanying literature in this study, many articles devoted to the professional development of teachers and teachers were identified. However, only a few studies have been conducted on the professional development of managers and managers of educational institutions, and research on the professional development of education policymakers is limited. First, this article presents the key aspects of professional development. Then it examines the theories and practices of professional development for politicians, heads of institutions and teachers. Finally, the author presented a discussion and recommendations on the presented problem. The article of J.U. Ahmed, K.U. Ahmed, M.A.S. Shimul, R. Zuniga (2015) and consider the issues of strategic management in the UK higher education sector. The main idea is presented with the argument that the principle and practice of strategic management is not only a concern of top management, but also an important requirement at all levels of higher education management. This shows that higher education institutions exist in a complex and changing environment with a growing need for quick and effective strategic responses to external pressure (Kovalchuk, 2021). Having identified these issues, this article examines the form of strategic issues such as strategic management in higher education, three different levels of strategy, and discusses Porter's five forces in the context of the UK higher education sector. Although these issues are considered from a theoretical point of view.

In the post-socialist space, informal payments in educational institutions were often at the center of anti-corruption campaigns. The direct consequence so far has been that public sector reforms have largely been based on attempts to eradicate or at least minimize the phenomenon of informal payments. Ukraine is no exception. According to several independent surveys, educational institutions are second only to healthcare providers in terms of the number of informal transactions registered. Although more than two out of three Ukrainians claim to have participated in an informal exchange over the past 12 months, almost half of them have made an informal payment at an educational institution, be it a university or a school. This article has two goals. First, we investigate the nature and relevance of the phenomenon of informal payments in the educational sector. At the same time, we rely on quantitative studies showing how widespread informal payments are. Secondly, we offer an alternative explanation for informal payments, suggesting that they have an ambiguous function: although they are often seen as a legacy of the socialist period, they can also be seen as a way to cope with an inefficient system that is mainly based on informal payments. In doing so, we will give some recommendations on how to improve the anti-corruption policy and, in general, reforms aimed at reducing the number of informal payments in the country (Polese et al., 2018; Zholmakhanova et al., 2018).

H. Kang and M. Windschitl (2018) note in their study that teacher training suffers due to the lack of evidence that can guide the development of the educational process for teaching well-prepared students. More and more teachers are experimenting with practical approaches to prepare newcomers for ambitious learning. This study examines the role of the main educational practices introduced during preparatory classes in shaping students' learning in the first year of study. Using a mixed approach, the authors compared the training in the first year of study of two groups with an average scientific certificate, one of which consists of graduates of training programs that include practice, and the other of graduates of programs in which practice was not provided.

CONCLUSIONS

The orientation of the world community to concretize a new vector of abstract and practical education of future teachers is primarily connected with the transition of society and the educational system through a difficult period of reassessment of social, moral and cultural values. In the context of the general processes of globalization and democratization. Education preserves the paradigm of knowledge, which formed the basis of education for a long time, but in modern conditions cannot solve the problem of implementing the acquired knowledge in real life and high-class situations. The current labor market (including the pedagogical one) is not interested in theoretical specialists, but in practitioners who can adapt knowledge when performing conditioned professional and social functions. Despite that young educational specialists annually graduate from pedagogical colleges and universities, Ukrainian schools experience an acute shortage of qualified personnel focused on practice with scientific, pedagogical, research, creative, reflexive and innovative thinking and individual learning styles in the professional activity. Therefore, practical training is one of the most important issues in the training of future teachers in Ukraine and in the world.

In the presented study, an analysis of the current state of training of future leading educational institutions, master's degree students in the specialization "Management of educational institutions" was carried out on the example of educational institutions in Ukraine. Some information about universities in Poland, the USA, the UK and Canada was reviewed. In the final part of the study, an analysis of the scientific literature was carried out. During this research, academic articles were analyzed on the subject of training future teachers. The practical value of the presented research lies in the fact that the information from it can be used to study the international experience of training future teachers and analyze working strategies to improve the quality of teacher training in higher education institutions. The conducted research can be used to study the problem of preparing future teachers for professional activity and become the basis for subsequent research.

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