

INNOVATIVE METHODS OF UPBRINGING PROCESS MANAGEMENT IN SECONDARY EDUCATION INSTITUTIONS (IN UKRAINIAN CONTEXT)

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Abstract: The authors substantiate the need for the development and application of modern scientific and theoretical approaches in education management, updating the principles, forms, and methods of management activities that correlate with the requirements of the New Ukrainian School. Scientific approaches (humanistic, competence-based, systemic, axiological, acmeological, environment-based), which define a set of research principles and methods, as well as design the conditions for the implementation of innovative methods of managing the education process, are identified as the leading ones within the scope of the study. Modeling of innovative methods of managing the educational process of a secondary education institution based on a functional approach was carried out. A complex of innovative management methods that ensure the implementation of functions - diagnostic, prognostic, planning, organizational, control, pedagogical analysis, coordination and regulation - is highlighted. It is proven that the management of the educational process will be effective if the use of innovative methods is considered as a subsystem that is consistent with the defined educational problem of the school, the selection of methods of influence, interaction, adequate to this problem, if it corresponds to the capabilities of the institution. The result of the empirical study shows that the rate of coordination of the actions of various educational institutions, the informal approach to conducting educational activities has significantly increased; motivation in the activities of class supervisors (emergence of interest in the original, creation of conditions for self-realization) increased; democratic relations deepened, the right to resolve issues, opportunities to become a leader of student self-government bodies improved.

Keywords: education management; innovative methods of managing the educational process; informal approach; New Ukrainian School.

1 Introduction

In the conditions of globalization, informatization, integration of Ukrainian national education into the European and world educational space, the transition to new educational standards, the role of management of educational institutions is growing as one of the defining links in its reformation - ensuring the international quality of education, implementing entrepreneurial approaches to its functioning, regional and interregional cooperation, solving problems of equality, openness.

Socio-economic transformations taking place in society necessitate the modernization of management activities on the basis of innovation [32]. In view of this, there is a need to develop and apply modern scientific and theoretical approaches in management, to update the principles, forms, and methods of management activities that correlate with the requirements of the New Ukrainian School.

Substantial changes in all spheres of life in Ukrainian society led to the issue of radical restructuring of the education of students in general secondary education institutions.

Information materials of the Ministry of Education and Culture of Ukraine (2021) state that the educational process in the New Ukrainian School is an integral part of the educational process in educational institutions (Article 15 of the Law of Ukraine "On Comprehensive General Secondary Education") and should be based on universal values, cultural values of the Ukrainian people, values of civil (free democratic) society, principles of the rule of law, observance of the rights and freedoms of man and citizen, principles defined by the Law of Ukraine "On Education" [29]. The priority of the field of education in this direction requires restructuring of its management, which will ensure high efficiency of the educational process. This determines the relevance of research of the problem of

implementing innovative methods of managing the upbringing process, aimed at increasing its effectiveness.

In the conditions of distance learning, there is a problem of finding ways of interaction of the educational process participants. And while there were experiences in management activities for the distance learning process, the organization of upbringing in educational institutions was left out attention. In connection with this, a need to develop new management methods that would ensure the full functioning of the upbringing system of an educational institution in a distance form arose.

The basis for the research is scientific concepts from the theory and methods of management of educational institutions by Ukrainian scientists L. Kalinina, O. Kirdan, L. Sergeeva, L. Sushentseva, V. Andreyenkova, I. Beh, T. Vashchenko, M. Shevtsov, and V. Stoykova are working on topical issues of educational work; management of the educational process is considered in the works by S. Bondarenko, T. Rabchenyuk. The problems of the organization of the educational process in the conditions of distance learning is covered in the scientific investigations of R. Gurevich, V. Parkhomenka, V. Stoikova, L. Grynevych, L. Ilyich, and N. Morse.

Analysis of the works of Ukrainian scientists dedicated to the theory and practice of education management (V. Kyrychenko, I. Otamas, L. Sergeeva), current trends in the management of educational institutions in the context of globalization changes (N. Muranova, T. Rozhnova, I. Sidanich), managerial activities of the head of educational institution (L. Martynets, O. Marmaza, L. Danylenko), testifies to the different views of scientists on the concept of "management". G. Yelnikova considers management as a special type of human activity in the conditions of constant changes in the internal and external environment, which provides a purposeful influence on the managed system to preserve and organize it within the given parameters based on the laws of its development and the action of self-management mechanisms [36]. Regarding the management of the educational process, it can be considered as a purposeful influence on the activities of the school team to ensure the maximum result in education.

There is currently no single definition of the concept of "management methods". Summarizing the views of scientists, V. Pikelna considers this concept as a way of influence of the management system on the managed one [23]; E. Hrykov defines management as orderly ways of learning and transforming the managed subsystem, aimed at creating the conditions necessary for the implementation of the educational institution's goals [8]. The author rightly emphasizes that management methods by themselves cannot be optimal outside of specific conditions. And therefore, during their development and use, it is necessary to establish the need for managerial influence, carry out modeling in the system of methods - search for methods adequate to the problem, as well to separate alternative methods and compare their effectiveness (possibility and consequences), to compare the chosen methods with the existing conditions (time, resources, microclimate, opportunities, skills), and choose the optimal method [8, p. 25].

In pedagogical science, several classifications of management methods of educational institutions have been developed. In particular, they are defined by the following criteria: management functions (prognostic, planning, organization, control, stimulation) [14]; areas of managerial activity (organizational-pedagogical, social-psychological, administrative-economic, management of the educational process) [33]; taking into account the nature of the source of information (verbal, research, illustrative-indicative, technical-technological, methods of management activity of the manager) [5]. O. Marmaza differentiates management methods according to two criteria: organization management methods and activity management methods. The first group of methods provides conditions for

social activity of people (methods of organizational-stabilizing, organizational-technological, organizational-management influence and social-psychological management methods). The second group of methods is activity management (methods of performing functional tasks, methods of creative work, methods of self-management) [20]. So, the basis of the classifications proposed by scientists is the dominant factor affecting the management process. Undoubtedly, the system of management methods is directly related to the quality indicators of the organization's management and activity. It is worth noting that when choosing methods of interaction, it is necessary to take into account the specifics of each type of activity.

However, the analysis of scientific and pedagogical research, methodical and practical experience proves the insufficiency of theoretical and empirical studies regarding the use of innovative methods of managing the educational process in the conditions of distance learning in secondary education institutions.

The complexity of solving this problem is exacerbated by the following contradictions: between the traditional methods of managing the educational process of general secondary education institutions and the current need for their renewal; between potential opportunities for the education of the student's personality in general secondary education institutions and the lack of mechanisms for their implementation in the conditions of distance learning; between the needs of society regarding the formation of valuable life skills in students and the lack of development of innovative methods of managing the educational process of general secondary education institutions in the conditions of distance learning.

Within this context, the purpose of the article is theoretical substantiation and experimental verification of the effectiveness of using innovative methods of managing the educational process in secondary education institutions using the distance form of education.

Research hypothesis is formulated as follows: management of the educational process will be effective if the use of innovative methods is considered as a subsystem that is consistent with the defined educational problem of the school, the selection of methods of influence, interaction, adequate to this problem, and if it corresponds to the capabilities of the institution.

2 Method

Theoretical methods included analysis, synthesis, induction, deduction, generalization, systematization to reveal the essence of the concept of innovative methods of managing the educational process in secondary education institutions in the conditions of distance learning; modeling to reflect the process of using innovative management methods in education. Empirical methods included the following: observation, survey (questionnaire, conversation, interview), testing, method of expert evaluations, self-evaluation, experiment to check the conditions that ensure the effectiveness of the researched process; determining the significance of the obtained results, their probability and objectivity.

3 Results and Discussion

The Concept of the New Ukrainian School emphasizes that a strong state and a competitive economy will be ensured by a united community of creative people, responsible citizens, active and enterprising. One of the ways to solve this strategic task is to update the management of the educational process of general secondary education institutions, which will ensure the formation of a creative personality with an active life position, with appropriate moral and ethical, patriotic traits, capable of innovation, competitiveness in the labor market, lifelong learning. That is why innovativeness, openness to the new is interpreted by pedagogical science as a defining characteristic, first of all, of the management chain and its subjects.

Pedagogical practice, focusing on development, without a sufficient theoretical base, embarked on an innovative

“swimming” in search of effective models of education. Their creation at the empirical level caused, first of all, the diversification of the content of education, the nature and structure of which determined the type of educational institution and, accordingly, the structure of the intra-school management system [37]. So, at the beginning of the new, 21st century, large-scale innovative processes in education unfolded.

The concept of “innovation” is interpreted differently in pedagogical literature. The word “innovation” is of Latin origin and means “updating, changing, introducing something new”. In the pedagogical interpretation, novelties that improve the course and results of the educational process are called innovation [37].

Innovation can be considered as a process (large-scale or partial system change and corresponding activity) and a product (result) of this activity. In the sense of the product of activity, we define innovation as original, new approaches, methods of pedagogical actions and appropriate means.

Pedagogical innovations significantly affect the educational system (school). The changes concern primarily such components of the educational system as the purpose, school teachers, structural and content system, management subsystem, external relations. Therefore, according to R. Sheludenko and O. Maron [28], the factors of the development of innovations within the named structural components are innovations in the field of awareness of the purpose of the system, changes in teachers' beliefs and their positions, structural and substantive changes, management transformations, changes in the system of external relations, changes in the method and nature of performance evaluation.

The development of innovative processes in educational institution is ensured by the following conditions: constant attention of management to issues of change and development; orientation in management to methods that lead to effective changes; constant process of feedback and willingness of teachers to engage in self-education; incentives for development and innovation in key areas of development [13].

The main motives affecting the development of innovations are: purposefulness; conditions supporting readiness for change; economic prerequisites; awareness of the need for development; competition; impartiality; structural readiness of the organization; creative approach; a positive example; self goal; ambition, etc. [11].

Thus, innovations are a condition for the progressive development of the educational institution and the teaching staff.

Innovative management methods should be based on the directions of innovation of the management activity of the educational institution' head. Scientist A. Romanchuk defines them as follows: conceptuality in the management of the institution; targeted approach to management; psychologization of management; modeling of the management structure, creation of fast-acting technologies and mechanisms of management activity; construction of a mobile structure of horizontal connections; bringing management functions in line with the tasks of the educational institution; reflexivity of the manager's activity; managing the quality of education and developing new approaches to determining the effectiveness of the pedagogical process; computerization, technologization of management; adaptation of the achievements of management science in the social and industrial spheres to the management of an educational institution [26].

Taking into account the principles of selection of innovations, namely, perspective, intensification, dynamism, flexibility, democracy, humanism, integrativeness, realism, integrity, controllability, economy, relevance [20], we singled out methods that will contribute to the formation of an effective management system of an educational institution. These methods are aimed at the education of the individual, ensuring the quality of the educational process.

It is worth highlighting modern approaches to the management of educational institutions, in particular, taking into account the experience of other countries in educational management [33, p. 260]. The most relevant is participative management, which is based on the optimal use of human resources, the participation of a team of like-minded colleagues in this process, putting forward proposals, developing alternatives, and choosing the final solution.

That is why we highlight the method of expression of opinions (conversation, generation of opinions, expertise, sample surveys, etc.); generation of ideas (brainstorming, synectics method); decision-making (tables of decisions, comparison of alternatives); method of dialogue, discussion [21].

Current areas of educational management include facilitative management (from the Latin "facilitation", "assistance"), which creates conditions for the manifestation of the professional abilities of team members, the implementation of their potential opportunities, and ensures success of activities. Management support (accompaniment) is carried out through cooperation, initiation, warning about negative consequences. Motivation methods are actively used here (stimulation, creation of a creative field, motivational control) [8].

We will also outline the analytical method (system analysis, economic analysis, SWOT analysis); assessment method (risk, chance of effectiveness, innovation), forecasting methods (expert method, analogies, comparison of alternatives, Delphi method, simulation models), argumentation methods (presentations, dialogue, negotiations), the method of creating research creative groups, methods of creating conditions for the professional growth of teachers, methods of regulating the social and psychological climate in the team, intra-school culture. Moreover, time management should be mentioned - a technique aimed at improving the efficiency of using not only time, but also the individual's own capabilities to solve everyday production and life problems [33, p.265].

Thus, innovative methods of managing the educational process can be considered as purposeful interaction, mutual influence of process participants, which is based on innovative principles, approaches, content, means and is aimed at achieving optimal final results.

It is also worth outlining the educational problems, the solutions of which are relevant in the modern socio-pedagogical situation.

Among the main ones, there are manifestations in the school environment of such a negative phenomenon as bullying, that is, cruelty and violence among children. The main factors of its popularization are the promotion of the cult of power and cruelty in the mass media, the reduction of the educational potential of the family, the disruption of interaction between the school and the family, and the spread of examples of antisocial behavior.

Prevention and overcoming of this phenomenon can be carried out by developing socio-psychological skills in students, which will contribute to social cohesion, improvement of adaptation to life circumstances, restoration of psychological stability, development of humane relationships between peers.

Emotional alienation of adults and children gives rise to psychological problems in the latter, such as loneliness, fear, anxiety, insecurity. Inquiries about violence and child abuse are on the rise.

The development of informatization and computerization of society has a negative effect on the formation of the student's personality. The departure from reality, the creation of a virtual environment - virtual "friends", virtual "communication", virtual "life" - is especially threatening for children. Prevention of deviant behavior, delinquency, and crime among minors is an urgent problem that needs to be solved and paid attention to by pedagogical teams, families, and the public.

The priority direction of education at the current stage is national education - the formation of Ukrainian civic identity, military-patriotic education, aimed at forming citizens' readiness to defend Ukraine, preserving and strengthening the health of schoolchildren, formation of ecological culture of the individual, caring attitude towards the environment, confirmation of universal and moral values in the mind of a schoolchild, formation of respect for dignity, rights, freedoms, legitimate interests of a person, a citizen [29].

It is worth noting: the implementation of an educational process that as much as possible simulates the classroom learning (video conference mode), the use of innovative learning technologies is acceptable, but they are not sufficient for the implementation of education in the conditions of distance learning. In order to touch the child's soul, this process should be bright, attractive, original, unpredictable, using various methods of influence. Here it is important to create conditions for self-realization, self-affirmation of the individual, involving him in interactive activities as much as possible.

Modern scientists are convinced that the competent selection of the system of management methods affects the qualitative indicators of the school's activity, in particular, the results of education. That is why the conditions under which the selection of management methods will effectively influence the educational process of the school were determined.

We consider the system of methods of managing the school's educational process as a set of interconnected, mutually determined methods of mutual influence, interaction at all stages of its management, aimed at achieving the educational goal of the team. A systematic approach to management involves awareness of the purpose and tasks of education defined by state documents, clear adherence to the principles of education, determination of goals, tasks, content, forms and methods of education on diagnostic basis, ensuring the unity of the educational influence of all participants in the educational process: teachers, students, parents, public organizations. Here one should also mention determination of priority areas of education, creation of conditions for educational work, competent management of the education process, analysis of education results (moral values, position, social activity).

The development and use of innovative methods of education management should be based on innovative approaches to this process, in accordance with the modern needs of society. Scientists distinguish among them humanistic, resourceful, dialogic, person-oriented, axiological, acmeological, personological, competence approaches. Accordingly, the functions of managing the educational process in secondary education institutions, as well as methods of management in the conditions of a distance format, should acquire an updated content. In modeling the system of management methods, the primary task is to construct a list of actions aimed at the implementation of management functions. In the structure of management of the upbringing process of the educational institution, T. Rabchenyuk singled out the following functions: forecasting, planning, organization, control, pedagogical analysis, coordination, and regulation [25]. We have supplemented this list with the function of diagnosis, since it is advisable to forecast the process based on the study of previous results, and taking them into account to determine the problem, formulate goals, tasks, etc.

Thus, one of the tasks of management is diagnosis - studying the state of the institution's upbringing work. The main thing at this stage is to determine the level of upbringing of students (online survey, conversation, interview, observation, etc.). The activities of all management subjects is analyzed, in particular, how the educational process is coordinated by the deputy director for educational work, how methodical services affect the effectiveness of the educational process, how cooperation with the family, the public is organized, how interaction with student self-government bodies is carried out; also, the work of the psychological service, class supervisors is analyzed. The result of the diagnosis should be an outline of positive results in the

organization of the educational process and shortcomings that cause problems in upbringing. The next step is the formulation of educational goals, specified in tasks.

At this stage, a group of management methods is used: research methods (questionnaires, interviews, online surveys, studying the best experience of teachers in education problems, etc.); analytical method (system analysis, economic analysis, SWOT analysis); illustrative and indicative methods (modeling the structure of the organization of the educational process, building graphs, tables, matrices for studying the level of education of students, professional training of teachers for educational interaction) [6];

Realizing the prognostic function, the administration of the institution, the entire teaching staff in relation to the purpose of education are guided by state documents, primarily the Law of Ukraine "On Full General Education", according to the provisions of which the education process should be based on universal, cultural values of the Ukrainian people, values of a civil, free democratic society, the principles of the rule of law, observance of the rights and freedoms of a person and a citizen. The strategic goal is specified in the tactical goals of the school team, taking into account the educational problems of a specific school and conditions (socio-economic, material and technical, personnel). At this stage, the main methods of management are: the method of expressing opinions (conversations, generation of opinions, expertise, sample surveys, etc.); generation of ideas (brainstorming, synectics method); decision making (decision tables, comparison of alternatives).

The main tasks of managing the educational process at the planning stage are the coordination of the predicted actions of various educational institutions: this is the planning of educational work according to the priority directions of education (national, patriotic, civic), measures to counter various forms of violence, prevention of the manifestation of various forms of addiction, measures to promote health and maintaining a healthy lifestyle, etc.; educational activities of the school library, planning of the educational work of class supervisors; work schedule of groups, clubs, sections, electives, activity program of student self-government bodies; planning the work of the parents' committee, methodical work on education problems (work of creative groups, teachers' clubs, master classes, etc.). The main methods at the planning stage are mathematical statistics, control, regulation and correction, decision theory, expert assessments, theory of algorithms, analysis, game theory, argumentation methods (presentations, dialogue, negotiations), dialogue, discussions.

During the implementation of the administrative function of the school upbringing process, the selection of personnel for educational work, outlining of optimal forms, methods, means of educational influence, creation of conditions for successful educational work, promotion of development of children's, youth, public organizations, improvement of teachers' professional skills are provided for [25]. At this stage of management, innovative methods will be appropriate: the method of creating research creative groups; the method of creating conditions for the professional growth of teachers; method of regulation of the social and psychological climate in the team, intra-school culture.

Implementation of the control and analytical function of managing the educational process is ensured by the following methods: control, self-control, analysis, self-analysis, evaluation, self-evaluation. Control is carried out on the basis of the systematic and high-quality implementation of educational work in the priority areas of upbringing, the effectiveness of education is studied and analyzed - the level of upbringing of students.

The function of coordination and regulation involves identifying shortcomings, difficulties, problems at various stages of managing the educational process and determining ways to overcome them. An effective method when implementing this function is SWOT analysis, which has a wide range of uses. Its essence is the division of factors and phenomena that affect the

functioning and development of an educational institution into four categories: strengths, weaknesses, opportunities, and threats. Application of this method will make it possible to identify problems and ways to eliminate them [18, p.164].

Thus, modeling innovative methods of managing the educational process of an educational institution based on the implementation of its functions makes it possible to consider this process as a subsystem of the educational process management system in general.

Research and experimental work was carried out on the basis of the Communal Institution "Vinnytsia Technical Lyceum". Students aged 14 to 16 from the first to the fourth year study here in the following areas: physics and mathematics, the basics of modern business, and information technology. A total of 440 students study at the lyceum. The teaching staff of the institution are young, creative, talented teachers with a high level of professional competence, capable of innovative activities. Most of them are teachers by vocation, professionally motivated, endowed with high moral qualities. Most of them are winners of regional and All-Ukrainian contests "Teacher of the Year", "Class Supervisor of the Year", winners of regional and international grants. A special feature of the management of this institution is the careful selection and placement of personnel. As a result, a team of like-minded people was created in the lyceum, where creativity of thoughts, innovativeness of ideas is supported, and initiative is encouraged. In connection with the quarantine restrictions during COVID-19 pandemic, the management activity of the institution was aimed at implementing the goal of upbringing in the conditions of a distance format. The educational process takes place on the basis of defined educational goals, tasks, content, forms, and methods. The main goal of the lyceum is education and development of gifted and capable children, promotion of enrichment of intellectual, creative, cultural potential of Ukraine. The main tasks of the lyceum are the following:

- Upbringing of a citizen of one's community, the Ukrainian nation, the world with awareness of its diversity and unity, understanding of universal values through the prism of national culture;
- Provision of basic general educational training, which includes the development of the child as an individual, his inclinations, interests, abilities, self-determination, self-realization with further study at a higher educational institution;
- Providing lyceum students with opportunities to implement their individual, creative needs, possessing a system of knowledge and practical skills and abilities in scientific, research and experimental, design, inventive, rationalizing activities, certain types of professional training, folk crafts, working with equipment and new technologies;
- Formation of responsibility to society for natural giftedness;
- Formation and selection of creatively gifted and capable children;
- Development and testing of new content of education, methods [4].

Management of the education process is carried out on the basis of innovative approaches: dialogic, personality-oriented, axiological, competency-based ones. This made it possible to use various innovative methods of managing this process during the implementation of all management functions.

The research was aimed at verifying the assumption that the management of the upbringing process will be effective if the use of innovative methods is considered as a subsystem that is consistent with the defined educational problem of the school, the selection of methods of influence, interaction, adequate to this problem, corresponding to the capabilities of the institution. At the beginning of the academic year, an analytical group was created from the number of teachers, who determined that an important problem in the upbringing of lyceum students is the implementation of this process in a remote format. The teachers

emphasized that in the conditions of military operations caused by Russian aggression, without live communication, students distance themselves from each other, distance themselves from the educational environment created in the lyceum, where they usually draw strength, feel themselves in the family circle. Therefore, the efforts of all management institutions of the lyceum were aimed at creating conditions for the development of a personality that would not lose, but, on the contrary, improve the skills of communication, self-realization, self-affirmation in the circle of lyceum students and beyond. Subjects of the management of the educational process discussed the creation of an educational environment in the conditions of a remote format, where every lyceum student would be in an atmosphere of positivity, creativity, success, psychological comfort, and interest.

Based on the use of the marketing research method, surveys, simulations, and observations were used to create an information and analytical base. With the help of this method, we determined the attitude of students to teachers, to the quality of service provision, etc. One of the methods of collecting qualitative data is a focus group. This technology makes it possible to establish the motivation of 'consumers', to see options for perception/attitude to a certain problem, etc. The following types of focus groups are distinguished: Peer groups (mini-groups); Nominal groups; Conflict groups; Creative groups; Brainstorming; Landing groups; Delphi groups [12].

Based on the collection of original ideas regarding the implementation of the goal of education, a network of educational activities was arranged, which reflected the system of upbringing work of the lyceum. The administration of lyceum clearly defined the responsibilities of everyone, taking into account the possibilities and preferences of teachers in the organization of educational work with students. Consultations, briefings, master classes were held to effectively ensure the education process. The organization of educational work was based on original thoughts, novelty, and creativity. An example can be the prepared online project-presentation "Let's get to know each other" for first-year lyceum students. The institution's administration supported the original unusual project. For an interesting introduction to first-year students, each teacher created an avatar/character for himself that reflected his inner world. Here it was important to convey the specifics of the inner world to the students. The idea of the teacher's presentation is to show oneself as a person with own preferences, interests, hobbies through an avatar/character. For example: "My avatar reflects my inner world. You can see a dog next to me, I love animals, I have 3 cats. I also volunteer at an animal shelter. You can also see an unusual dress, I will share it with you. My hobby is dancing".

The fraternization of first-year students with teachers was very interesting. Some students expressed their attitude towards teachers in the form of emoticons, others - in poetry, songs, witty expressions. The administration of lyceum together with the bodies of student self-government presented prizes in original nominations.

The most important goal we set at the initial stage of a student's stay at an educational institution is to create a lyceum family so that students feel protected and are the center of attention of teachers and peers. In the conditions of distance learning, this becomes almost impossible, but a way out was found. Communication of children not only with classmates, but also with all students of the lyceum is extremely important in terms of communication and acquaintance. We have offered the most comfortable form for getting to know each other, where all students can reveal themselves, while learning more about others. The topic of the meeting is "Me and the Lyceum". First, all students enter the common ZOOM, where 8 rooms are already open. Each room is assigned a topic to talk about, for example: 1. My favorite clothes vs school uniform. 2. Top 3 things (without which I am not me). Things that I will definitely take with me to the lyceum. 3. Food (meals at the lyceum). 4. Traditions (traditions that exist in the lyceum and in my family).

5. My experience (a story about becoming a lyceum student). 6. Educational process and various curiosities (a story about lyceum life). 7. My rest (how I rest). 8. My hobbies (groups that one can attend at the lyceum and which hobbies I have).

The leader explains to the students that they can visit 5 rooms and talk about various topics. In each room, there is one teacher who is responsible for a certain topic. In this way, one student alternately chooses 5 topics for exchange of opinions, at his own discretion, learns more about the educational institution and the students who study there. There is a fixed time of stay in the rooms (15 minutes), after which the participant moves to another room and so on 5 times. After going through all the rooms, the students return to the common hall in ZOOM, and the moderator sums up the results. Also, the teacher can tell important general facts about the lyceum, or provide information that everyone needs to know.

Press conference "Lyceum through the eyes of experts" is also interesting approach. Holding a press conference for students of the 1st year is motivated by the fact that the adaptation period of the students should pass as comfortably as possible. They have a unique opportunity to ask questions that concern them - to better understand what awaits them, what difficulties they may face and how to overcome barriers. First of all, it is necessary to find experts who will 'broadcast' knowledge and experience. We suggest that it should be the director, teachers, psychologist, graduates, student self-government. Their task is to provide detailed answers to various questions of students. All participants of the press conference connect to ZOOM. The presenter explains what will happen, making sure to emphasize that the press conference format provides a unique opportunity to ask questions that bother the students, but they do it in ZOOM chat rooms with the microphones turned off so as not to create a mess. Students will be able to talk to each expert, but questions must be prepared in advance. From the common hall, the students go to the rooms, discuss the question for 20 minutes, then the expert changes in the room, and this happens as many times as the number of experts involved.

Then everyone joins the common hall, the presenter summarizes the conversation, informs that there is an opportunity to ask questions or suggestions anonymously (if necessary) on the Lyceum website.

We proposed to create an anonymous site where both teachers and students can offer their own ideas, complain, and ask questions. As it is known, most people cannot criticize or express a negative opinion openly, but if the criticism is constructive, then it is extremely important. That is why we created an anonymous window that will help to openly express own thoughts and ideas. In this way, the administration will be able to control the climate within the team, be at the center of events (both positive and negative), implement interesting ideas of students, solve problems and help overcome difficulties (<https://apps.apple.com/ru/app/f3->)

For the distance format, such a form of educational work as a quest is common. First of all, the form of the quest ensures the achievement of an entertaining and informative goal. If to set the goal correctly, with the help of a quest it is possible to unite students, inform them of new information, strengthen research interests, etc.

Our main goal is to create a single team that works towards the implementation of the goal. We offer several platforms for conducting quests in distance learning conditions: Padlet, Kahut, Surprise. me, Urban Quest Quiz Whizzer.

The example is quest "Save Ukraine". Everyone who wants go to ZOOM. The presenter tells the story - for example, "criminals from the future stole a time machine and returned to the past to destroy Ukraine. You, dear high school students, will have to stop the criminals and save Ukraine!"

The story should be touching, real, so that the participants immerse themselves in it and be maximally motivated to go up

to the end. After the announcement of the story (which is accompanied by a corresponding presentation), a QR code with a link to the quest in the padlet appears on the screen of the participants. There are 5 stations in total, and 3 tasks to be solved at each station. The next station will open only after solving the tasks.

The tasks can be very diverse: from the study of interesting facts from the biography of famous people who influenced Ukraine's independence to important dates in the history of Ukraine. Also, quest stations can be filled with current events, thus enabling students to learn about artists, poets, athletes, and politicians. After completing all the stations, the teams gradually return to the common hall. It is important to maintain the interest of participants until everyone returns, and online games that the presenter shows on the screen (for example, zoom bingo) will help here. After the return of all participants, the presenter once again emphasizes that everyone worked for a common goal - to save Ukraine, sums up the game.

The decisive role in the management of the school's upbringing process belongs to information and computer support. For effective work in the information space, a register of information platforms, services, programs, which are interesting for organizing and conducting educational work, was created.

Organization of communication is carried out in messengers Viber, WhatsApp, Telegram, Slack, management of educational group work – in Microsoft Teams, Granatum, Training Space, participation in conducting quizzes is ensured in Kahoot!, Socrative, Plickers, Quizizz, Quizalize, Mentimeter, visualization tools are presented in Visme, Easel.ly, Google Charts, Piktochart, Venngage, Canva; Survey tools Classtime, Mentimeter, Kahoot!, Poll Everywhere, Google Forms, EDpuzzle, ClassMaker, tools for creating presentations - in Prezi, Moovly, Emaze, Beautiful, virtual digital whiteboards are used in WikiWall, Tutorsbox, Glogster, Dabbleboard, Twiddla, Scribblar, Padlet, Educreations, Popplet, Realtimeboard (Miro), Twidd. Training was also conducted with teachers on the use of various applications.

An example of an educational event held at the Lyceum is "Study and Discern" (organizers are members of the student self-government). To provide an interactive environment, the AltspaceVR platform was used in 3-D format - effective for interactive interaction in mixed reality. AltspaceVR makes it easy for artists, creators, brands, and businesses to create their own virtual events. Expressive avatars, contact persona, surround sound and immersive virtual environments allow people to appear as if they were far away from each other. In order to understand how to navigate in the information space and not fall into an information trap, one needs to have a certain plan of action, understand how to check the authenticity of a particular post, find the original of a fake photo, etc. That is why the participants of the event received advice on critical evaluation of any information and methods of its verification. During the event, participants looked at fake news, photos, learned to recognize videos about the evil world syndrome, analyzed situations.

In the educational institution, approaches to the organization and implementation of methodical work have changed. At the beginning of the year, the question of creating creative groups on a voluntary basis arose, and therefore these groups were different by the number of participants. The administration of the institution stimulated the presentation of innovative ideas regarding the activities of the creative group throughout the year. Stimulation methods are as follows: thanks, presentation of "Idea Generator" nominations. Management support was partnership, cooperation, initiation. During the generation of ideas, it turned out that the content of the activity should be provided by problem-based learning, using interactive game technologies.

The head of the institution together with the group leader helped each group in developing an action strategy - in particular, "Teacher activity in the conditions of the New Ukrainian School

(NUS) (primary one, 5-9 grades)". Non-standard ideas regarding the activity of a teacher in the conditions of NUS were collected and discussed. In addition, colleagues were informed about how it is possible to improve in this direction in the conditions of informal education, namely about courses, webinars, conferences, trainings, workshops. Colleagues are also involved in participating in the international events for professional development. The discovery of the creative group "Prevention of all types of bullying and mobbing" is the organization of joint activities of the school, parents, and children. The joining of all institutions to overcome these phenomena emphasized that it was the head of the lyceum who initiated the partnership and interaction of the relevant institutions in overcoming negative phenomena.

The results are given below.

Research and experimental verification of the effectiveness of using innovative methods of managing the educational process was carried out on the basis of the Communal Institution "Vinnytsia Technical Lyceum". The following persons participated in the experiment: 5 representatives of the administration, 40 class teachers, 211 students, 207 parents, 15 members of the methodological association, 15 members of student self-government. The participants of the experiment, through self-assessment, determined the degree of manifestation of individual indicators of educational work and upbringing before and after the experiment (5 points). The results shown in the table (Appendix A) indicate that the coordination of actions of various educational institutions, the informal approach to conducting educational activities increased significantly with an indicator of * $p < 0.05$ (Crit - 1.86) (according to the Student's coefficient).

Among class teachers, indicators (emergence of interest in the original, creation of conditions for self-realization) probably increased; the students' desire for self-education probably increased. Accordingly, in members of the methodological association, an indicator of mastering new methods, approaches to upbringing, participation in webinars, master classes, parents have probably increased: relations with teachers, student self-government bodies have improved, indicators of democratic relations, the right to resolve issues, providing opportunities to become a leader probably increased.

The results of the experiment are summarized in Figure 1. Change of views of representatives of the administration (in points from 1 to 5) (Appendix A), Figure 2. Changing the attitudes of class supervisors (Appendix B), Figure 3. Change of students' views (Appendix C), Figure 4. Change of views of methodical association members (Appendix D), Figure 5. Change in parents' views (Appendix E), Figure 6. Change of views of members of student self-government (Appendix F).

Quantitative analysis of the research results is presented in the appendices in the form of tables.

Summarizing the results of the experiment in general, it is possible to state the positive dynamics of the impact of the used innovative methods of managing the upbringing process during the pandemic at the lyceum.

4 Conclusions

The analysis of the theoretical foundations of the researched issues made it possible to model innovative methods of managing the upbringing process of a secondary education institution based on a functional approach. A complex of innovative management methods that ensure the implementation of functions - diagnostic, prognostic, planning, organizational, control, pedagogical analysis, coordination and regulation - is highlighted [27]. To implement the management functions of the upbringing process, a group of modern methods is outlined, which are defined according to the content of the functions: analytical method (system analysis, economic analysis, SWOT analysis); assessment method (risk, chance of effectiveness, innovation); forecasting methods (expert method, analogies,

comparison of alternatives, Delphi method, simulation models), argumentation methods (presentations, dialogue, negotiations); the method of creating research creative groups; methods of creating conditions for the professional growth of teachers; methods of regulating the socio-psychological climate in the team, internal school culture); time management (methods aimed at increasing the efficiency of use of time and the individual's own capabilities).

The conditions under which the use of innovative methods of managing the upbringing process will affect the results of education have been defined, substantiated, and experimentally verified. In order to check the effectiveness of conditions, a method of using innovative methods of managing the upbringing process has been developed, which is a set of interrelated elements: goals, tasks, content, forms, and methods. The methodology was implemented in accordance with the principles of dialogue, democracy, openness, and creativity.

Experimental verification of the conditions that ensured the effectiveness of the use of innovative management methods in the upbringing process of educational institutions proved their efficiency and effectiveness. At the same time, the performed research does not exhaust all aspects of the problem. The problem of this organization in extracurricular activities needs further consideration.

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Primary Paper Section: A

Secondary Paper Section: AM

Appendix A

	M	m	M	m	p
1. Coordination of actions of various educational institutions	3.10	0.71	4.77	0.54	1.87*
2. Creation of conditions for the implementation of the educational goal	3.20	0.80	3.40	0.60	0.20
3. Formal, informal approach to educational activities	2.20	0.32	3.60	0.50	2.36*
4. The interest of the parent community in the problems of upbringing	2.00	0.50	2.30	0.60	0.38
5. Appropriate psychological climate in student groups	3.60	0.70	3.90	0.90	0.26

* p<0.05
(Crit – 1.86)

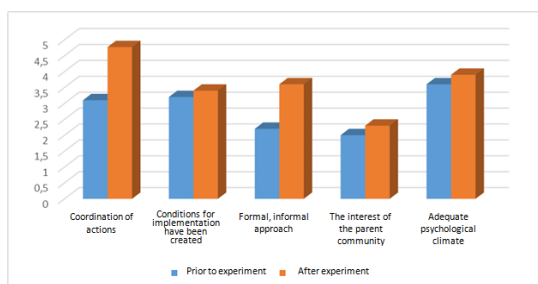


Figure 1. Change of views of deputy directors (in points from 1 to 5)

Appendix B

	M	m	M	m	p
1. Educational work is based on the implementation of the principles of education (upbringing)	2.60	0.60	2.80	0.70	0.22
2. Emergence of interest in the original	2.80	0.50	4.40	0.60	2.05*
3. Conditions have been created for self-realization, self-affirmation	2.10	0.40	3.30	0.45	1.99*
4. Traits of patriotism, citizenship	2.90	0.58	3.10	0.60	0.24
5. Instilling moral qualities	3.30	0.62	3.40	0.55	0.12

* p<0.05
(Crit – 1.7)

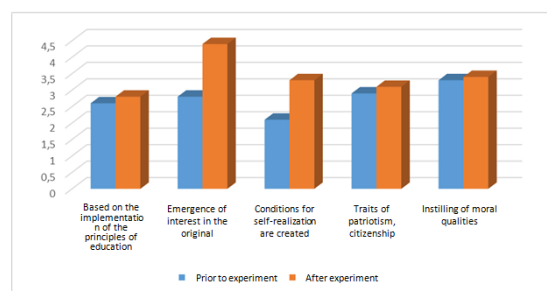


Figure 2. Change of views of class supervisors (in points from 1 to 5)

Appendix C

	M	m	M	m	p
1. I can defend my opinion, position	2.30	0.44	2.60	0.42	0.49
2. Attitude towards bullying	3.20	0.52	3.40	0.62	0.25
3. The attitude of the teachers	2.00	0.40	2.30	0.42	0.52
4. Striving for self-education	2.40	0.35	3.40	0.42	1.83*
5. I think about what is better to do - good or evil to another	2.10	0.32	2.20	0.50	0.17

* p<0.05
(Crit – 1.62)

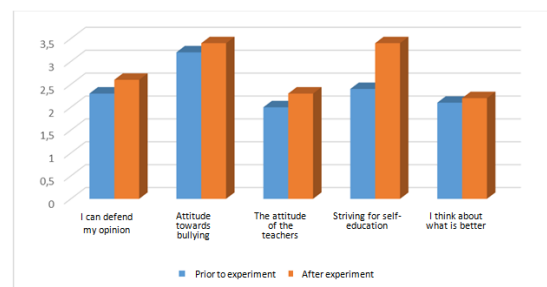


Figure 3. Change of students' views (in points from 1 to 5)

Appendix D

	M	m	M	m	p
1. Improve skills, move away from stereotypes in work	3.10	0.56	3.96	0.60	1.05
2. The desire to change something in education	2.00	0.30	2.20	0.33	0.45
3. To master new methods, approaches in education	2.40	0.45	3.45	0.44	1.67*
4. Participation in webinars, master classes	2.50	0.38	3.60	0.48	1.80*
5. Effectiveness of creative groups (focus groups)	1.90	0.32	2.20	0.35	0.63

* p<0.05
(Crit – 1.66)

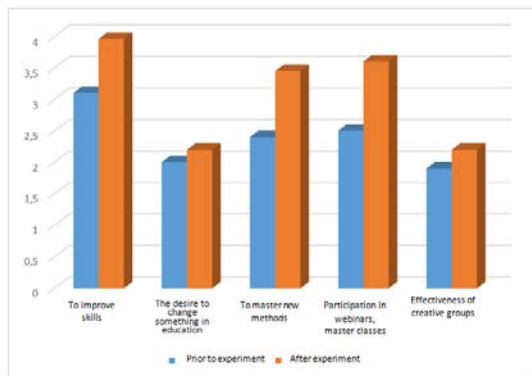


Figure 4. Change of views of methodologists (in points from 1 to 5)

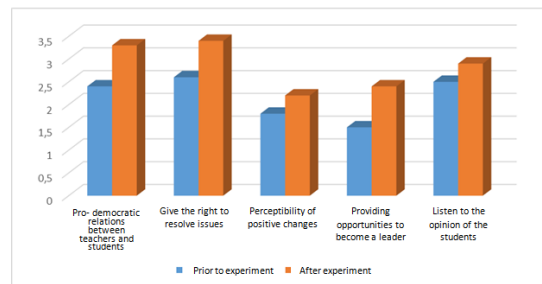


Figure 6. Change of views of members of student self-government (in points from 1 to 5)

Appendix E

	M	m	M	m	p
1. Change of attitude towards the child	1.80	0.22	1.94	0.24	0.43
2. Communication with the child	1.50	0.20	1.60	0.21	0.34
3. Interest in education issues	1.40	0.20	1.65	0.22	0.84
4. Establishing relationships with teachers	1.80	0.25	2.60	0.32	1.97*
5. I want my child to find himself in something	3.50	0.52	3.90	0.55	0.53

* p<0.05
(Crit – 1.62)

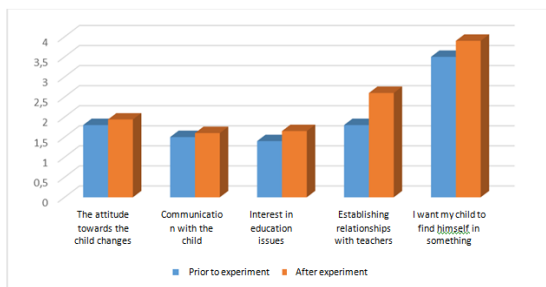


Figure 5. Change in parents' views (in points from 1 to 5)

Appendix F

	M	m	M	m	p
1. Pro-democratic relations between teachers and students	2.40	0.25	3.30	0.34	2.13*
2. Give the right to resolve issues	2.60	0.30	3.40	0.31	1.85*
3. Perceptibility of positive changes	1.80	0.20	2.20	0.25	1.25
4. Providing opportunities to become a leader	1.50	0.20	2.40	0.35	2.23*
5. Listen to the opinion of the students, agree with it	2.50	0.32	2.90	0.35	0.84

* p<0.05
(Crit – 1.66)