

SCIENTIFIC JOURNAL

HIGHER ECONOMIC - SOCIAL SCHOOL IN
OSTROLEKA

4/2024(55)

Journal ISSN: 2391 - 9167

Publisher: International University of Applied Sciences in Lomza

www.ojs.wsa.edu.pl

Lomża, 2024

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PROBLEMS AND ASPECTS OF ADMINISTRATION AND MANAGEMENT IN INSTITUTIONS OF AESTHETIC EDUCATION OF CHILDREN IN UKRAINE IN THE CONTEXT OF EUROPEAN INTEGRATION

Introduction

In the processes of reforming all spheres of public life in Ukraine, including socio-economic conditions of development, it is especially relevant to study the role and functions of management of various institutionalized systems and foresee the challenges and possible risks of their reformation. The basis of modern transformational processes in the management of the sphere of culture and education is decentralization, increasing the role of local communities in solving issues of their socio-cultural development, increasing the autonomy of institutions and institutions in the sphere of education and culture. The study of the processes of cultural creation in modern Ukraine actualizes the study of various sociocultural systems and their interrelationships. In this context, scientists pay special attention to the system of art education, which is recognized as a social phenomenon that is a component of all spheres of culture - material, spiritual, artistic, a guarantor of personality development, and as a result - the basis for the development of national culture (Volkov, 2020, p. 15).

A defining feature of the modern world is the continuous personal and professional development of the teacher's personality, taking into account all the transformational processes taking place in it. Under such conditions, the need to strengthen the quality of education systems around the world increases. It was in response to public demand and the growing interdependence of the market of educational services in education - the need for an integrative transformation of education that its internationalization began and continues to develop intensively, which also meets the needs of international economic, social, political and cultural integration, which is growing in the conditions of the globalization of modern knowledge.

Analysis of recent research and publications

The processes of formation of art education as an institutionalized system in regional and historical aspects were studied in art history, cultural studies and pedagogical sciences by modern scientists T. Blahova, S. Vytkaľov, O. Volynska, O. Dubaseniuk, I. Zyazyun, T. Kolos, V. Kremen, L. Lukyanova, N. Lazarenko and others. These researchers considered art education in the context of its development and professionalization in different periods of the history of cultural creation through the study of the activities of specialized art educational institutions. Considerable attention of foreign and domestic scientists – B. Andrushkiv, K. Bowman, G. Wright, F. Khmil, V. Yakovenko, W. Gzowska, R. Pyrek, A. Szałkowski, A. Trzcińska, A. Wrzesiński, etc. is focused on the study of various aspects of management. In particular, among the foreign developments, scientific studies on the management of aesthetic education institutions were analyzed - this is a number of Polish researchers such as A. Bankowska, M. Miska, E. Lipska, M. Grusiewish, T. Zychowska, M. Przychodzinska.

Research objectives, topic and method

The purpose of the article is to study the conditions of management and management in the institutions of aesthetic education of children in the conditions of the New Ukrainian School and in the context of European integration, the activities of institutions of primary art education and aesthetic education in the processes of cultural creation in modern Ukraine through the characteristics of management processes and administrative functions of management bodies of different levels.

The subject of the research is modern scientific approaches to the conditions of management and management in the institutions of aesthetic education of children and professional artistic training of future primary school teachers.

Research methods.

Theoretical: analysis of normative state documents of the Ministry of Education and Science of Ukraine - a specially authorized central body of state power in the field of education and conditioned by the entry of primary art education into the system of extracurricular education and the Ministry of Culture of Ukraine, as a specially authorized central body of state power in the sphere of culture, scientific literature on the problem of research, classification, systematization of received information, generalization of scientific sources; – empirical: observation of management and management in art education, professional development of future teachers; determination of criteria for the development of primary art education and the system of extracurricular education of Ukraine; program-target method in managing the coordination of activities of

artistic and aesthetic education institutions; - statistical methods of processing the received data.

Presentation of the main material

Our research is devoted to the use of the program-target method in the management and coordination of the activities of artistic and aesthetic education institutions, in particular, children's art schools, institutions of primary art education and aesthetic education of children in the Vinnytsia region. The scientific studies are devoted to the institutional formation of aesthetic education and art education, certain aspects of its management, modern scientific approaches to the conditions of management and management in institutions of aesthetic education of children, these are comprehensive studies of the formation and conditions of functioning of a complete system of cultural - art education represented by a system of special educational institutions of various levels, among which attention was also paid to institutions of primary art education (T. Kolos, 2015, p. 68). Attention was also paid to the functions of cultural and artistic management bodies, the performance of which affected the functioning of the system of institutions. However, in these works, the system of primary art education institutions is not considered as a separate element of the cultural sphere, which does not allow for a comprehensive and comprehensive study of both the system itself and its interrelationships with other institutionalized systems, and also requires updating their study, in including, the study of the management processes of the system of primary art education institutions in the conditions of a society that is changing in market conditions.

Management (English "management" - to manage) is a specific type of activity aimed at achieving certain foreseen goals by a production and economic organization (enterprise) that functions in market conditions, through the rational use of its material, labor and financial resources (T. Kolos, 2015, p. 70). The productivity of production in any field of activity largely depends on the efficiency of management.

It should be emphasized that the paradigm of management is constantly changing, updated in accordance with the development of socio-economic conditions, reflecting at each stage the leading ideology of effective management, influencing practical managerial activity. The management paradigm is a system of concepts and ideas related to the theory and practice of management, which is formed on the basis of studying, analyzing and generalizing the realities of reality and changes in accordance with changes in the external and internal environment of organizations. One of the important tasks of management as a professional activity is the prediction of changes in the external environment and the construction of a management system focused on taking into account future trends and reducing the level of their uncertainty. Management has evolved from a system of reactive adaptation to a system of management based on anticipated

changes and impact on them. Public relations (PR) is a manifestation of socio-cultural management technology. In translation, "public relations" means relations with the public. In a broader sense, it is the art of forming and maintaining relations with the environment, in our case, an educational institution in market conditions. Today, each organization is an independent cultural entity with its own values, norms, traditions, and subculture. Corporate style, image, organizational culture, corporate spirit are important components of the modern management paradigm. In the management paradigm, personnel-oriented technologies that combine individual motivation of employees with the formation of a sense of involvement in a single cause acquire special importance.

Therefore, "the institutionalization of the system of primary art education led to the formation of three main types of specialized art educational institutions", the difference of which lies in certain types of art in which children acquire knowledge, skills and abilities, as well as in educational results obtained by their students (T. Kolos, 2015, p. 69.)

The first type of schools is represented by children's music, art, choreography, choral, theater and art schools, which at the same time belong to the extracurricular education system and are educational institutions in the field of culture, being an integral part of it (Zakon Ukrainy "Pro kulturu" at., 2010). These schools are communally owned and provide general and specialized art education at the primary level.

The second type of primary art education institutions are experimental schools-complexes consisting of two autonomous educational institutions - general education schools and art schools. The peculiarity of these schools lies in the financial independence of the two elements of the complex - the general education block is financed from the funds for education, the artistic and educational block - from the funds for education and culture, however, at the same time, artistic and general education training in the complex is integrated into a single educational process, and the complex itself has one administration. Complex-type art schools, as well as ordinary children's art schools, are financed from local budgets, and in terms of artistic training, they belong to the system of extracurricular art education.

The third type of primary art education institutions are secondary specialized art educational institutions, boarding schools, which, simultaneously with general secondary education, carry out pre-professional artistic training of their students. The difference between such schools and other art educational institutions is that they were created at higher music and art educational institutions for purposeful acquisition of professional art education in a certain direction. Secondary specialized boarding schools are included in the system of general education with specialized training. Such schools are state-owned and managed directly by the Ministry of Culture of Ukraine.

Of the three named types, the first two, as mentioned above, work in the legal field of extracurricular education, which has specific forms of expression, different from other institutions of the task. The management processes of these institutions have common features primarily due to the single principle of subordination and the similarity of management functions, therefore the management processes of this school system are the subject of consideration in this article. The management of institutions of aesthetic education and primary art education, as a system of the sphere of education and culture, is related to the development and implementation of the state cultural policy, which includes the creation of conditions for the organization of artistic and educational activities, its financial support, methodical support and control.

Historically, Ukraine has formed a complex hierarchical system of governing bodies for children's art schools, which is represented by central and local authorities in the field of culture and education, relevant local executive bodies, local self-government bodies and cultural management bodies subordinate to them, whose management includes primary specialized art schools educational institutions. Each of the management levels has its own functions, which have been gradually changing in recent years.

The highest in the hierarchy of primary art education management bodies are the Ministry of Culture of Ukraine, as a specially authorized central body of state power in the field of culture, and the Ministry of Education and Science of Ukraine - a specially authorized central body of state power in the field of education.

The dualism of the system of primary art education institutions as an object of management has always created certain problems for their development. The network of children's art schools inherited from the Soviet period, which always represented the sphere of culture, with the reform of the socio-economic spheres, including the sphere of education, and the implementation of the Law of Ukraine "On Extracurricular Education", became an element of the system of institutions gradually losing their autonomy in system of extracurricular education. In accordance with the Law of Ukraine "On Extracurricular Education", the Ministry of Education and Science of Ukraine forms programs for the development of extracurricular education; develops provisions on out-of-school educational institutions, prepares proposals regarding the standards of material and technical, financial support of out-of-school education; develops normative legal acts regarding the determination of social guarantees for teaching staff, specialists of extracurricular educational institutions, regardless of subordination, types and forms of ownership. Also, the Ministry of Education and Science of Ukraine establishes the procedure for state certification of extracurricular educational institutions, including children's art schools and their teaching staff, but establishing the mechanisms of state management of the system of extracurricular education, does not always take into account the specifics of its individual

elements, which leads to the complication of the implementation of state policy regarding the development of primary art education. An example of this is the approval of state target programs for the development of extracurricular education as one of the actual tools for the implementation of state policy. Tasks and measures of state programs in the area of primary art education were focused on actual directions of its support: preservation of the network of children's art schools, creation of a system for monitoring the quality of primary art education, educational and methodological support. Despite the fact that the program-target method was used to manage various socially important spheres of public life and was designed to solve specific problems of one or another field, in the case of primary art education, it turned out to be declarative and ineffective due to the imperfection of financial support mechanisms and non-compliance with the financial conditions of implementation.

In the last ten years, two state target programs for the development of extracurricular education were adopted, which were aimed at solving certain problematic issues in the system of primary art education. However, due to the fact that only the Ministry of Education and Science of Ukraine was determined to be the main manager of funds under the programs, all activities related to primary art education were carried out without the use of targeted funding. The most recent State target program for the development of extracurricular education did not provide for the financing of measures for the development of primary art education at all, which made it impossible to achieve specific measurable results in the development of primary art education institutions (Postanova Kabinetu Ministriv Ukrainy at. 2010).

The increase in the Ministry's authority to manage the system of primary art education is also evidenced by the amendments made to the fourth part of Article 10 of the Law of Ukraine "On Extracurricular Education", in which control over the activities of all extracurricular educational institutions, regardless of types, forms of ownership and subordination, is entrusted to the Ministry of Education and sciences of Ukraine and local education management bodies (Zakon Ukrainy "Pro pozashkilnu osvitu" at., 2010). Thus, the role of the central education management body in regulating artistic and educational processes is gradually increasing, which indicates the desire to integrate the system of primary art education into the educational system of Ukraine and reduce its role as an educational institution in the field of culture. This, in turn, can lead to a change in the functions of schools, and to the loss of the educational institutions themselves.

One of the main functions of state management of the system of primary art education is state control over the activities of primary specialized art educational institutions, which is certification. A new procedure for certification of general education, pre-school and extra-curricular educational institutions has been approved, which provides for the transfer of this function to the relevant local education management bodies in accordance with subordination (Nakaz

Ministerstva osvity i nauky Ukrainy at. 2015). The previous procedure for certification of children's art schools provided that the final decision on their certification or non-certification was made by expert councils at the regional (city) level. Simplification of attestation procedures is directly related to the processes of decentralization of management, the meaning of which is to entrust the functions of control and responsibility for it to those educational management bodies to which educational institutions are subordinate.

However, during the certification of children's art schools by the cultural management bodies to which they are subordinate, there are risks of biased assessment of the quality of the schools' work, which may lead to a decrease in the quality of primary art education. This is especially relevant for schools in rural areas and areas where the network of children's art schools is not as developed as the network of general education, preschool and extracurricular educational institutions of the education system.

At the same time, certification of such schools by administrations and departments of education at the local level will also be biased, as it requires an understanding of the specifics of the organization of the educational process in art schools, which has no analogues in other educational institutions. Therefore, the mechanisms of attestation of primary specialized art educational institutions need improvement.

The Ministry of Culture of Ukraine is the central body of the executive power, which directly administers primary art education at the national level. According to the regulation on the Ministry of Culture of Ukraine, the Ministry determines the prospects and directions of development, the content of special education in the field of culture and arts. One of the tools for managing primary art education are special legal acts. The regulation on the primary specialized art educational institution or school of aesthetic education, approved by the Ministry, is the main document that defines the specific principles and conditions of the activity of art schools, in particular, the organization of the educational and artistic process, management of institutions, financial and economic activities, etc. (Nakaz Ministerstva kultury i mystetstv Ukrainy at., 2001).

Carrying out the state cultural policy in terms of supporting the development of primary art education, the Ministry of Culture currently retains the function of approving the standards of primary art education - typical curricula of children's art schools. The latest version of the standard curricula will give greater autonomy to educational institutions and local authorities in determining the content of primary art education. The main difference of modern standard curricula is that they approved new terms for obtaining primary art education, adapted to modern terms for obtaining general secondary education (Nakaz Ministerstva kultury i turyzmu Ukrainy at., 2006).

As the central body of the executive power, which participates in the implementation of state policy in the field of primary art education, the Ministry

of Culture approves indicative criteria for evaluating the activities of children's art schools during their state certification (Nakaz Ministerstva kultury i turyzmu Ukrainy at, 2009). Such criteria are designed to protect the attestation process from the risks of biased assessment of the activities of children's art schools. In accordance with the Indicative criteria, the level of organization and effectiveness of the institution's educational activities, material, technical and methodical support of the educational process, personnel support and management of the educational institution is assessed during the state certification of primary specialized art educational institutions.

In order to support children's art schools, the Ministry of Culture developed and approved the standards for their material and technical support, approved the Regulation on the certification of teaching staff of educational institutions and educational and methodological institutions in the field of culture. The regulation determines the procedure for certification of the specified categories of employees, taking into account the specifics of their pedagogical activity.

Thus, the functions related to the management of primary art education have a regulatory nature, since they do not involve direct intervention in the activities of these schools, but only determine the mechanisms of their management. In the conditions of undeveloped public influence on the formation of socio-cultural networks in the localities, connected with the imperfection of local self-government, the basis of the decision to close objects of the socio-cultural sphere, including children's art schools, was not the needs of communities for the existence of such institutions, but financial failure local budgets to support them. At the same time, all legal acts approved by the Ministry are based on the acts of the Ministry of Education and Science, which is the "dual subordination" of the primary art education system.

The second (middle) level in the hierarchy of the management bodies of the institutionalized system of educational institutions in the sphere of culture are the departments and management of culture of regional and city state administrations. Today, these governing bodies have quite significant powers in terms of managing primary art education, although they do not have under their control children's art schools. The main functions that directly influenced the activities of children's art schools in the region are related to the certification of these institutions and their teaching staff. However, due to the change in certification conditions, the authority to make such decisions is transferred to the lower-level management bodies under whose direct control the schools are. Another legally enshrined function of the second-level management bodies is the attestation of management personnel of children's art schools and the assignment of pedagogical titles to teachers and concertmasters. Recommendations regarding the appointment or dismissal of managers of children's art schools should prevent ineffective personnel policy in places where, in the absence of specified criteria, there is a risk of biased evaluation of the results of the work of managers and their

deputies in schools, which may negatively affect the activities of the educational institution. In order to study the functions of the middle level of management in relation to children's art schools, a survey of specialists of cultural management bodies was conducted by the Ukrainian Center for Cultural Studies, whose functional duties include coordinating the activities of children's art schools (Zvit pro naukovo-doslidnu robotu at., 2011). As at the national level, in the regions there is a positive practice of using the program-target method in management.

Currently, in the regions there are regional programs for the development of primary art education, scholarship programs to support gifted children, and benefits for paying for the education of the most gifted children are being introduced. Regional programs for the development of primary art education are an effective way of providing financial and logistical support to schools financed from local budgets for regional and local events aimed at identifying gifted children (creative contests, festivals, exhibitions, etc.). Competitions, reviews and festivals in which students of children's art schools participate are not just creative competitions that determine the level of their educational results. Supporting the festival and competition movement makes a significant contribution to the formation of the regional cultural space, activates cultural creation, as each of these events becomes an event in the cultural life of the local, and in some cases, national level.

An important function of regional governing bodies is the coordination of cooperation between children's art schools and cultural and art colleges and schools owned by territorial communities of regions and cities. Based on the results of the research and survey, it was found that an important area of management activity that needs to be developed is the creation or licensing of advanced training courses for managers and other pedagogical workers of art schools, as well as the creation or reform of regional methodical services. Thus, at the secondary (regional) level, which is deprived of the right to regulatory and legal regulation of the activities of children's art schools, the processes of managing their system are focused on general support, coordination of their creative and methodical activities and, in the presence of targeted funding, the implementation of individual tasks of material and technical support.

The third level of management bodies, at which direct management of children's art schools is carried out, are departments (management) of culture of district state administrations and executive committees of city councils. At this level, the main functions of management, according to the Law of Ukraine "On Extracurricular Education", include financial, material and technical, creating conditions for personnel support of subordinate children's art schools, developing their network, creating appropriate conditions for students to choose types of creative activities in accordance with their interests, ensuring social protection of participants in the educational process (Zakon Ukrainy "Pro pozashkilnu osvitu" at., 2000).

An important function of city and district level management bodies is the development of programs for the development of children's art schools, coordination of the work of subordinate schools, certification of teaching staff and educational institutions themselves, conducting statistical monitoring, holding cultural and artistic events with the participation of students and teaching staff, as well as other powers. Under the conditions of decentralization of management, the role of the lower level of primary art education will continue to grow, while less and less authority will remain in the middle level bodies. Thus, the management processes of the system of educational institutions in the field of culture in modern Ukraine are aimed at ensuring the development of the system of children's art schools and are implemented by the hierarchical structure of management bodies.

At the national level, management is characterized by dualism, which is manifested in the interconnectedness of the management decisions of the Ministry of Culture of Ukraine, as a specially authorized central body of state power in the field of culture, and the Ministry of Education and Science of Ukraine - a specially authorized central body of state power in the field of education, and is conditioned by the entry of primary artistic of education to the system of extracurricular education. At the higher level, legislative and regulatory regulation takes place, at the lower level, the tools of direct management are used - financial, material, technical and personnel support.

It is quite obvious that the importance of external and internal environmental factors changes over a certain period of time and is individual for each organization, however, their overall resulting impact is unquestionable, and the role of the external environment is considered to be dominant. Factors of the socio-economic environment in which organizations function determine their viability for a certain time and development prospects. Organizations are forced adapt to the environment in order to survive and maintain effectiveness. External factors include: the system of industrial relations in society; population needs; the level of his income and savings; price level; the possibility of obtaining loans; political stability and purposefulness of the country's domestic and foreign policy; development of science and technology; level of culture of the population; international competition; legislation; political, social, economic, cultural changes in society, etc. (A. Trzecińska, 2011).

Results

One of these institutions is the "Center for Aesthetic Education" of the Vinnytsia Regional Council. Its purpose is to: study and popularize the processes of cultural development of the educational sector in the region; introduction of new technologies and methods of cultural and educational robotics and aesthetic education of children into the educational process of secondary and extracurricular education institutions; organization of meaningful training and leisure;

cooperation with other subjects of cultural and artistic activity; quality training of teaching staff in art education.

Table. 1. The dynamics of quantitative changes in the process of applying the program-target method in the management of the coordination of the activities of institutions of artistic and aesthetic education of children (before and after the study in%)

1.	General educational institutions	29,5	31,6
2.	Children's art schools (music, art, choreography, theater, choir, art schools)	35,6	37,8
3.	Boarding schools, specialized schools that provide pre-professional artistic training in a certain direction	36,9	40,7
4.	Institutions of extracurricular art education	37,9	41,4
5.	Experimental schools (general education and art school)	39,0	43,6
6.	Centers for aesthetic education of children	45,0	51,5

Source: own research

The main types of activities and services of the "Aesthetic Education Center": providing methodological assistance to educational institutions on the organization of cultural and educational work and artistic and aesthetic education; organization of meaningful leisure: festivals, contests, creative reports; exhibitions, other artistic events aimed at popularizing Ukrainian and world culture; conducting seminars, master classes, meetings; coordination of the activities of creative teams, circles, associations.

This fact confirms the effectiveness of the application of the program-target method in managing the coordination of the activities of artistic and aesthetic education institutions, which has undergone a certain evolutionary stage of development in Ukraine. In the process of its application, the value of the χ^2 -criterion (22.80%) turned out to be greater than the corresponding tabular value of the χ^2 -criterion at $t - 1 = 2$ degrees of freedom, which is 5.98 with the reliability of the permissible error less than 0.05. Thus, with the reliability of an error of no more than 5%, it can be stated that as a result of the implementation of the program-target method in the management of the coordination of the activities of the institutions of artistic and aesthetic education of children, statistically significant changes took place. The analysis of the data of the experimental study in comparison (before and after) showed statistically significant differences between the levels after the application of the program-target method in the management of the coordination of the activities of the institutions of artistic and aesthetic education of children, which ensures the comprehensibility and transparency of the budget process for citizens, improving the quality of service provision and significantly increases the quality of the distribution of finances, the qualification of personnel in art education.

A characteristic feature of the modern economy is the process of continuous changes. The condition for the survival of socio-economic systems lies in their continuous change, in the diversity of economic systems and the freedom to switch to any of them, in a radical change in the meaning of feedback on the market. Currently, a powerful process of globalization is unfolding. However, at the same time, although national borders are erased, national cultures remain. Business becomes international, but the people involved in it continue to preserve national cultural traits. Today, four new trends are considered to be the most characteristic of modern management thought: 1) internationalization of management, understanding of new realities generated by the deepening of the international division of labor, the growth of interdependence in the world economy, the development of transnational corporations and international information systems; 2) the growth of international competition, which leads to the survival of the most efficient corporations; 3) focus on such values as social and economic efficiency, realization of employee and system potential, growing readiness for innovations; 4) a combination of different types of management systems - both strictly regulated and organizational culture and human relations.

Also, an important experience is art education and its management in foreign countries; taking into account the current state and trends of art education; an increase in the number of courses, programs and qualifications that focus on comparative and international topics; interest and paying more attention to the development of international, intercultural and global competences; involvement in international topics and joint research; the growing number of cross-border delivery of academic programs; increasing extracurricular activities with international or multicultural components.

Such authors as D. Grayson and O. Dell have confirmed that in conditions of increased economic risk, when purely administrative levers become ineffective, a new, more flexible management is needed - to search, create, establish various connections between partners. And there are more and more such areas. A fundamental approach to the organization of modern management is a creative philosophy of work, which would create favorable conditions for a permanent synergistic effect in all forms of ownership of the market economy (W. Gzowska., 2016). Therefore, "there are new regional and national state programs to support the management of academic mobility and other initiatives regarding the European dimension. The main difference between them at the global and regional levels is determined by the fact that globalization here acts mainly as an external force that is not subject to control by national governments, while regionalization, while retaining the importance of an external framework condition, is already under greater control of governments and, especially, regional intergovernmental organizations" (T. Kolos, 2015 p. 71). Since Ukraine belongs to the European region and is one of the countries participating in the Bologna process, the demand for European integration, actualized by the formation of the European Union, is

put forward. It was the goal of building a single European education space that became decisive in the Bologna Declaration and determined the goals and mechanisms for the deployment of integration in education management in the countries that joined the Bologna process.

Internationalization, as a factor of the European integration of art education, was aimed at making the structures of education in Europe more compatible and comparable, qualifications and diplomas would be recognized in all EU countries, which would contribute to the Europeanization of education, in particular art education, in order to improve its quality and dissemination European values through it.

Therefore, the research and analysis of the management processes of the system of primary art education and aesthetic education institutions in the conditions of a changing society in market conditions provides an opportunity to outline some aspects of the management and management processes in these institutions, in particular:

1). Formation and change of the management and management paradigm based on dialectical development in children's art schools and institutions for aesthetic education of children.

2). The use of scientific approaches to understanding management in art education institutions.

3). The decentralization of management and the growing role of community self-government creates certain risks for the further functioning of children's art schools as a system.

4). The development of management technologies at all stages of its formation, taking into account the new socio-economic realities and the development of management as a science aimed at the production of new knowledge in primary art education.

5). The organization of the educational process in a modern institution of higher education for the professional training of future primary school teachers in the direction of the development of their creative thinking and important personal qualities in the process of mastering the issues of forming their aesthetic competence and the scientific paradigm of management in art education.

6). Searching for ways and means of improving the institutionalized system and the hierarchical system of art pedagogy management in the context of the formation of aesthetic competences of primary school teachers in the light of the requirements of the New Ukrainian School and the European educational space; quality art education and aesthetic upbringing, where the personal development of children should take place on the basis of the identification of versatile aesthetic interests and needs, the development of artistic abilities and, ultimately, the formation of the child's creative individuality.

7). Taking into account public demand and reforming management processes using elements of management in art education, in the modern conditions of the market of educational services in the education system.

Conclusions

Thus, in the conditions of reforming the socio-economic sphere of public life, there is a decentralization of management and an increase in the role of self-government of communities, which means the transfer of most management functions to localities. Innovative management model – flexible dynamic management of social and economic processes in unbalanced non-deterministic systems. The action of the uncertainty factor in such systems forces us to reject the classical concepts of scientific labor organization, management algorithms and other techniques of the neorealist approach. Managerial decisions have to be made in conditions where each economic situation is unique in its nature, and therefore typical rationalistic decision-making methods lose their force. It follows from this that the powerful vertical of single leadership in centralized hierarchical management structures must be supplemented by mechanisms of self-organization and self-management in horizontal structures. The study of management processes in the system of primary art education will make it possible to develop recommendations for the formation and implementation of state cultural policy aimed at supporting the further development of institutions of primary art education as an institutionalized system of the cultural sphere of modern Ukraine.

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Abstract

The article examines the modern management processes of primary art education as an institutionalized system of the cultural sphere, as well as the functions and powers of management bodies at different levels. The management system of primary art education institutions is characterized by dualism at the national level and hierarchy within the management of the culture and education sector. It is emphasized that the paradigm of management and control has changed significantly in recent times. The definition of management is proposed and some scientific approaches to understanding management in institutions of art education and aesthetic education of children are considered. A successful paradigm of management was formed on the basis of dialectical development, analysis and selection of the most effective management technologies at all stages of its formation, taking into account new socio-economic realities and the development of management as a science aimed at the production of new knowledge.

Journal ISSN: 2391 - 9167

Publisher: International University of Applied Sciences in Lomza

www.ojs.wsa.edu.pl

Keywords: children's art schools, aesthetic competence, institutions of aesthetic upbringing of children, institutionalized system and hierarchical management system, market of educational services in higher education, public demand, management processes, primary art education, management and management in art education, management, scientific paradigm management in art education

JEL Classification: M21