



# MANAGING PROFESSIONAL (VOCATIONAL) EDUCATION SCHOOLS AS PROJECT-ORIENTED ORGANIZATIONS

Zoya Ryabova

Dr. h. of Pedagogy, Professor g.n.s. Laboratory of Foreign Systems of Vocational Education and Training of the Institute of vocational education and training of the National academy of educational sciences of Ukraine  
<https://orcid.org/0000-0001-9373-7121>, e-mail: [Ryabova69@gmail.com](mailto:Ryabova69@gmail.com)

## Abstract.

*Relevance* determined by the need to reorient the management system of vocational educational institutions on a project basis in order to ensure the quality of educational services, sustainable development of educational institutions and its social transformation by forming a project mental model of subjects of vocational education.

*Purpose:* to describe the essence of the management of the vocational educational institution as a project-oriented organization and to reveal the characteristics of the process of using knowledge management technology for the staff professional development.

*Methods:* to determine and summarize the results of scientific research and formulate the essence of the main study definitions of the analysis theoretical methods, synthesis, classification and systematization are used.

*Results:* the essence of management of vocational educational institution as a project-oriented organization is substantiated. The content of management of such an institution is determined through the description of the set of management functions from the standpoint of project management. The organization of the process of providing educational services through the implementation of short- and long-term projects is described, it will contribute to the formation of the project mental model of its participants. It is revealed that the management processes of a modern vocational educational institution are based on the concept of human capital development as the main resource that provides it with the necessary competitive advantages in the markets of educational services and labor and, in general, ensures the success of its life. It was found that the usage of knowledge management technology, which is based on the essence of the definition of "knowledge of the organization", is effective for the development of educational staff.

*Conclusions:* it is proved that the management of vocational educational institution as a project-oriented organization will meet the needs of the state economy in skilled and competitive workers, which will contribute to the development of human capital.

**Keywords:** *management of educational institution, project-oriented organization, project management, project mental model, knowledge management.*

**Introduction.** Core role in the implementation of the key task of the educational system play the vocational educational institutions in relation to the growth of personality through the formation of the need for lifelong learning. In this regard, there is a question of ensuring the quality of educational services and the formation of consumers' attitude to education as a social value. The relevance of this is

enhanced by the fact that the conditions in which the activities of these institutions are market. A characteristic feature of which is that they are based on the regular exchange transactions between producers of goods (services) and consumers. And, in the case of free access to the market, both producers and consumers, the exchange takes place in a competitive environment. Given the above, we

emphasize that the educational services market and the labor market, which employs institutions of vocational educational institution, are developing against competition. In order to have a leading position in these markets, institutions need to focus, take into account and respond in a timely manner to constant changes in both internal and external environment and ensure the restructuring strategy for further development of the institution.

**Sources of research.** The issues of management of an educational institution were considered in detail in the scientific investigations of such scientists as T. Borova, L. Danylenko, G. Yelnykova, G. Kravchenko, O. Marmaza, G. Poliakova, O. Pochueva, V. Oliinyk, Z. Riabova, T. Sorochan, G. Tymoshko, T. Khlebnikova, E. Khrykov and others. The conceptual aspects of project management and the usage of its technology in the management of educational institutions were considered in the studies of such authors as S. Bushuiev, M. Gryneva, L. Nozdrina, E. Matvyshyn, T. Makhynia, V. Morozov, L. Olifira, L. Ponomarenko, O. Polotay, F. Freich, V. Yashchuk. The technology of knowledge management is described in the works of such authors as L. Batenko, A. Gaponenko, O. Grebeshkova, P. Drucker, O. Kondur, A. Nalyvaiko, G. Ostrovskaya, O. Pankrukhin and others.

In the works of scientists, the essential components of the management of an educational institution are thoroughly described and the mechanisms of effective management of the system of providing educational services are revealed. At the same time, in our opinion, today it is relevant and absolutely necessary to build the educational institution's activities on a project basis in general and vocational in particular. This involves the process organization of providing educational services through the implementation of short- and long-term projects, which will contribute to the formation of the project mental model of its participants. This determines the formulation of the article purpose, which is to describe the essence of the vocational educational institution as a project-oriented organization and to disclose the characteristics of the process of the usage knowledge management technology for the professional staff development.

**Methods.** The research used theoretical methods of analysis, synthesis, classification and systematization, which were used to determine the essence of the studied phenomena and generalize the results of scientific research and formulate the essence of the main study definitions.

**Results and discussion.** It was determined that the management of vocational educational institution comply with the general theory of

management during the research (Yelnikova, 1999, p. 205). Based on the work of scientists and analyzing the governing documents, it can be noted that the vocational educational institution, in essence, is a socio-pedagogical system (Yelnikova, Borova and Riabova, 2017). Management of such a system comply with the general theory of management in general and social systems in particular. In general, the social system is understood as a holistic unity, the main element of which is people, their interactions, relationships and connections (Dictionary, 2005, Wikipedia). These connections, interactions and relationships are stable and reproduce in the historical process, based on the joint activities of people, passing through the generation. Any social system has a structure (from the Latin – structura – structure, location, order), which means the way of the subsystems interconnection, components, elements of the system that interact in it and ensure its integrity (Gaponenko, 2008). A necessary property of any social system is management. This is due to the systemic nature of the social system, the social nature of work, the need for people to communicate in the process of work and life, the exchange of their material and spiritual activity's products. There is the definition like "social management", which means the impact on the social system in order to organize it, preserve the quality, specificity, improvement and development. Social management differs from management in technical and biological systems in that the subject of management influences the object by defining the goals of activity, which are decomposed into less global and provide for their acceptance by the object of management (Yelnikova, 1999).

In terms of content, the management system of the vocational educational institution is a process of objectively informing the subjects and objects of management about the state of functioning of all life systems of the institution. The main task of this information is that in case of deviation of the vital signs of the institution from the planned to take the necessary corrective measures to correct them (Riabova, 2013). This is what ensures the openness and transparency of the management system and facilitates the adoption of the necessary decision to predict the further development of the educational institution. Thus, the management system of the vocational educational institution in the capacity of the socio-pedagogical system is aimed at maintaining its current state and at the same time to transfer it to the qualitatively new state – a state of constant development that ensures the institution as an open system. Thus, management ensures the roll-out aimed at maintaining and restoring the lost balance, which occurred due to a certain impact on the system (both

externally and internally). Basically, the roll-out of these processes occurs through the adoption of certain management decisions.

The effectiveness of management decisions depends entirely on the effectiveness of the tracking mechanism, accounting and management of current changes, independent determination of customer satisfaction and the formation of requests. Figure 1 shows the essential components of the management of socio-pedagogical systems in general and the vocational educational institution in particular (Yelnikova, 1999). We emphasize that in general and in the management of vocational educational institution the core position in the management of socio-pedagogical systems is to obtain information about the internal state of the managed system and the nature of the external influences; making the necessary and timely management

In analyzing the *Figure 1*, we note that the management of vocational educational institution as a socio-pedagogical system is a process that involves a certain influence of the subject of management on the object of management, based on this impact is the sequence of certain actions (functions).

That is, the management process is characterized by the corresponding functions (from the Latin – *functio* – acting), which means the relationship of two (groups) of objects, where changes in one are accompanied by changes in the other.

We support the position that management is cyclical, so management functions are combined into a management cycle (Borova et al. 2019). The management cycle, according to the dictionary, is a complete set of periodic, successive stages (components) of the management process. The components of the process are: obtaining information by the control subsystem (subject of management):

its processing in order to make a decision; transfer of the decision for implementation; implementation control (Dictionary, 2005).

The management cycle in the vocational educational institution we will understand as a set of interacting, successively changing each other, subordinate to one goal management functions (analysis, planning, organization, control, regulation), the complex implementation of which ensures successful management.

The management cycle begins with the analysis of the received information on a condition of activity of educational institution. We support G. Yelnikova's point of view that this sequence is a management process' stage. This is due to the fact that they are based on the computer science, cybernetics, tectology, including decision theory and feedback theory (Yelnikova, 1999; 2017). The implementation of these stages of the management process will certainly ensure the effectiveness of the interaction of the social system elements and will contribute to the programmed result of its activities.

It is the fact that the vocational educational institution is an open, dynamic socio-pedagogical system and provides for the free exchange of information of its management structure (subject of management) with the internal and external environment, for the current adjustment of its functioning and development. The degree of openness depends on mutual trust and the degree of psychological protection of the management subject and the object. Reducing the degree of psychological protection increases mutual trust and the degree of openness, which helps to reconcile the purposes of the interacting groups and cooperate to achieve the planned purpose (Yelnikova, Borova and Riabova, 2017).

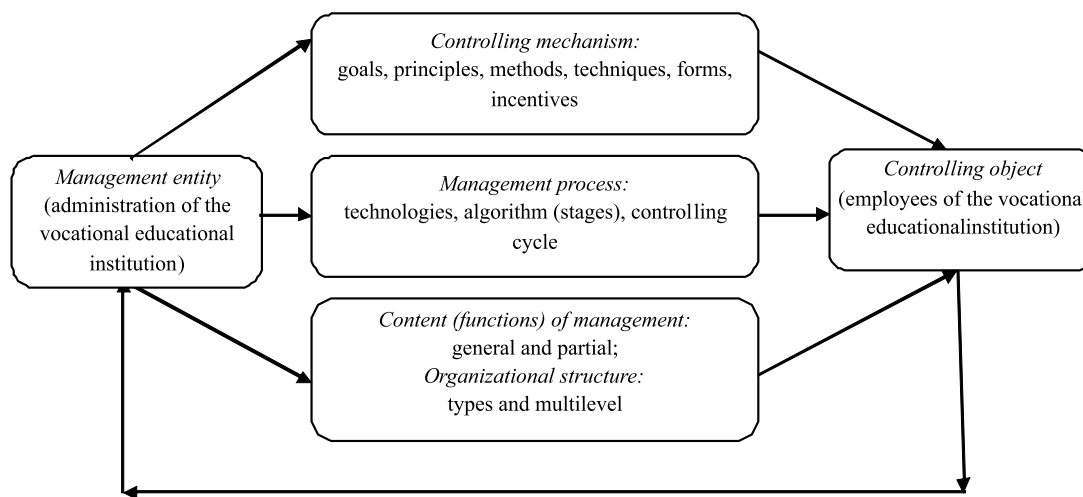


Fig. 1. The essential components of the management of the vocational educational institution

We have to consider the features of the management of vocational educational institution as a project-oriented organization. Note that the purpose of vocational educational institution is the formation and development of professional personal competencies necessary for professional activity in a particular profession in the field, ensuring its competitiveness in the labor market and mobility and career prospects throughout life. According to the Law of Ukraine "On Education", an educational institution is a legal entity of public or private law, the main activity of which is educational activity. In accordance with Article 17 of the Law of Ukraine "On Vocational Education", avocational educational institution – is an educational institution that meets the needs of citizens in vocational education, mastery of working professions, specialties, qualification in accordance with their interests, abilities, health (Law of Ukraine). The normative documents define more than 17 types of vocational educational institutions. The main task of vocational educational institution is the training, retraining and advanced training of persons at the expense of state and / or local budgets, as well as agreements with enterprises, institutions, organizations, individuals and / or legal entities. In addition, it should be noted that the procedure, conditions, forms and features of vocational education are determined by a special law. The subjects of vocational educational institution are applicants for education (pupils, students, listeners) of the vocational educational institution. It is noted that the management of the vocational educational institution is carried out by its head, his appointment, powers are also defined at the legislative level. The main task of the head is to provide conditions for the functioning and development of the institution, to promote the provision of citizens of Ukraine, including persons with special educational needs, as well as foreigners and stateless persons staying in Ukraine legally, the right to obtain vocational education in accordance with their vocations, interests and abilities, retraining and advanced training. In connection with the analysis, there is a task to describe the peculiarities

of the functioning of vocational education in the context of globalization challenges and reform processes in education (Laws of Ukraine).

Given the challenges of today, we note that to ensure a positive reputation of the institution in the market of educational services, it is necessary to introduce project management technology in the management system of the institution. An analysis of scientific sources shows that today's challenges require the education system created for the intellectual development of human capital, which is used by the highest factor of competitiveness. We emphasize that for educational institutions, including vocational educational institutions, the usage of project management technology is the key to successful positioning in the market of educational services and the labor market. Summarizing the results of the analysis of scientific sources, we understand a project-oriented organization as an organization in which its main activity is built as a project. That is, the leading characteristic of the project-oriented organization is a clear definition of the purpose of activity and orientation on result in the certain period of time in the conditions of limited resource maintenance. A comparison of traditional and project-oriented organization is given in *Table 1*.

Based on the above, we can provide the following interpretation: the vocational educational institution as a project-oriented organization is an organization whose educational activities are based on the implementation of both short-term and long-term projects, the implementation of which aims to ensure the quality of educational services, constant development of educational institutions and its social transformation.

The main tasks of the management of vocational educational institution as a project-oriented organization are:

1. The predominant focus on the accumulation of the team intellectual potential and the application of knowledge management in the management of the institution.

Table 1

*Comparative characteristics of traditional organization and project-oriented organization*

<b>Indicator</b>	<b>Traditional organization</b>	<b>Project-oriented organization</b>
Purpose	System-forming, SMART-analysis is possible	System-forming, SMART-analysis is mandatory
Structure	Statistical, Linear and functional organizational structure of management. Linear prevails	Dynamic, Functional and divisional organizational structure of management. Divisional prevails
Activity	Procedural	Projected
Result	Planned, Intended	Planned, Unique

2. Paying special attention to such positions in management as: information and personnel, which allows you to build effective relationships between organizations.

3. The need to form a worker with a new mental model, the most important characteristics of which are determined by the level of the personal growth and a wide range of common qualities and needs of participants in educational and industrial interaction.

4. Orientation of the strategic purpose of the vocational educational institution not only to improve the professional staff potential, but also to form the ability of employees to innovate, creation, efficiency drive. That is, creating conditions for innovative development of the institution.

5. Information nature of the activity of the vocational educational institution as a project-oriented organization, for which information is both a resource and a commodity. Formation of informational culture of educational institution.

Consider the technology that was mentioned above. Namely: knowledge management technology in the management of the vocational educational institution as a project-oriented organization (Oliynyk, 2009; Kondur, 2018; Ostrovskaia, 2019).

The human resources is the leading factor in ensuring the success of any organization in general and the vocational educational institution in particular (Gaponenko and Pankrukhin, 2008; Wikipedia). We emphasize that in economic theory, the concept of "human resources" is used as a factor in the economic development of the organization and it means employees (specialists) of this organization with the level of their professional competence and ability to improve it. Thus, the development of the organization has a linear dependence on the development of professional competence of its employees. This involves the creation of a team of qualified and competent professionals, which can be done with the help of knowledge management technology – (from the English – knowledge management). Knowledge management is an integral part of the management of any organization, including educational institutions. Knowledge management technology is a system of actions related to the formation of new knowledge, their storage, usage and dissemination in the organization (Drucker, 2014; National Standard of Ukraine; Nalyvaiko ed., 2014). It is a process that ensures the preservation, distribution and usage of the intellectual capital (intellectual assets) of the organization, which is necessary to ensure its success, efficiency and productivity. The main goal of knowledge management is to create competitive advantages of the organization, which is associated with the development of intellectual potential of the

organization and the introduction of innovations (Kondur, 2018; Osrovskaia, 2019). This must include staff training. That is, the formation of a professional team of specialists of an educational institution consists in their constant training and improvement of professional competence.

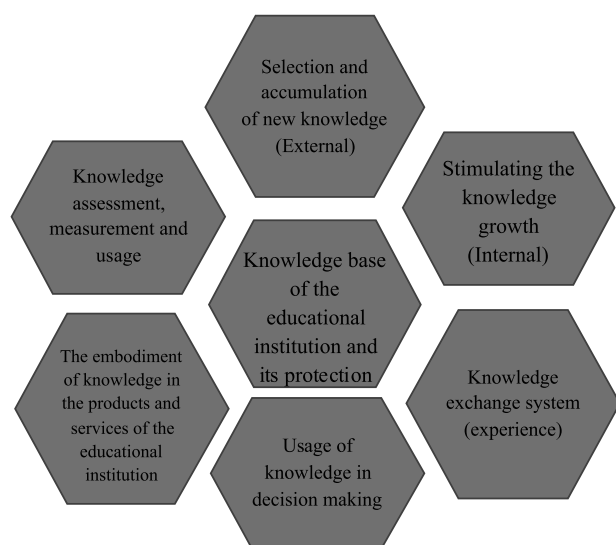
We emphasize that the management processes of a modern vocational educational institution are based on the concept of human capital development as the main resource that provides it with the necessary competitive advantages in the markets of educational services and labor and ensures the success of its life in general. Consider the concept of "knowledge of the organization." The National Standard of Ukraine states that it means the "knowledge specific to the organization; they are usually acquired through experience". Basically, it's an information that is used and exchanged to achieve the goals of the organization. The basis of the knowledge of the organization is internal resources (intellectual property; knowledge gained through experience; lessons learned from failed and successful projects; acquisition and sharing of undocumented knowledge and experience; results of improvements in processes, products and services); external resources (standards; scientific community; conferences; obtaining knowledge from customers or external suppliers).

The key position of the technology is to stimulate the professional development of educational institution's employees through their continuous training to update the skills of organizing interaction with students and protect their intellectual achievements. A necessary condition for the effective usage of knowledge management is a creative approach and the usage of emotional and value experience of participants in the educational process. In order to implement this, a creative approach is used and a climate is created that will promote an open positive exchange of professional experiences and promotes learning from their own experience and the experience of colleagues. And the experience can be both positive and negative. The content of the knowledge of the organization management technology is clearly shown in *Figure 2*.

Ensuring the competitiveness of vocational educational institution is facilitated by strategies for the effective formation and usage of knowledge, which aim to: increase the efficiency of the organization's resources, implement innovations and ensure the quality of products and services. In addition, one of the tasks of using any strategy is to reduce the risks of unused intellectual assets. This ensures the development of human capital of the vocational educational institution and contributes to obtaining a favorable position in the markets of labor

and educational services. *Figure 3* clearly shows the essence of the organizational culture of the vocational educational institution through the development of professional competence of the collective (Otych et al., 2018).

So it can be stated that the management of the development of vocational educational institution as a project-oriented organization will be successful in determining the state of the environment: external (PEST-analysis) and internal (SWOT-analysis) environment of the educational institution; study of the demand and educational needs of consumers of services provided by the institution; taking into



*Fig. 2. The structure of knowledge management technology of vocational educational institution*



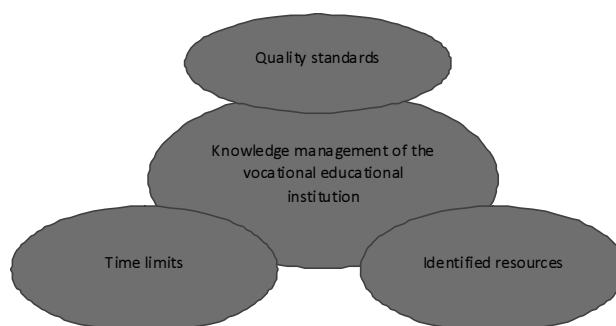
*Fig. 3. Hierarchy of organizational culture of the vocational educational institution*

account the requests of stakeholders regarding the activities of the educational institution; analysis of the feasibility of existing and planning of future services (development and formation of new educational programs, introduction of updated disciplines, planning of special courses, electives that form a new range of educational services, etc.); training planning and support for the development of professional competence of teachers to ensure the quality of educational services provided by the institution; tracking the state of competitiveness of the institution in the market, etc. (Lukyanova, 2009; Riabova et al., 2017). To ensure the activity of the vocational educational institution as a project-oriented organization, it is necessary to carry out purposeful management. Let's explain the specified process. There are four generally accepted stages of project management, namely: preparation for the project activity of the institution vocational educational institution; planning of project activity of the vocational educational institution; implementation of project activity of the vocational educational institution; completion of project activity of the vocational educational institution.

The determining factors in building the activities of the institution as a project-oriented organization are defined: terms, resources and quality standards (*Fig. 4*). In addition, the leading factor is the usage of knowledge management technology.

It should be emphasized that the orientation of the management system of the vocational educational institution on this characteristics will ensure the activities of the institution as a project-oriented organization and contribute to its social transformation.

Social transformation of vocational educational institution is a global process of certain transformations, as a result of which quantitative and qualitative parameters of the institution change to form a project mental model of participants of the educational process that ensures intellectual development of human capital.



*Fig. 4. Determinants of building the activities of the vocational educational institution as a project-oriented organization*

Management of a vocational educational institution as a project-oriented organization involves the implementation of project activities, which have the following features: the presence of a goal or purpose that can be expressed in words or written down; stages – projects can be long-term, but cannot be infinite; resources – financial, labor, material or information. The usage of project management technology gives the uniqueness to management. It becomes a project activity. Its difference from the traditional, which is process-oriented, is that: in the traditional you can study the implementation of operations once and then repeat them each time, and in activities organized as a project management actions will be different each time. Such activities are innovative. The usage of project management technology requires constant updating of the content of activities, the usage of additional knowledge, skills and tools to meet or exceed the needs and desires of stakeholders (customers) of the project (Newton, 2008).

The most important factor in the development of an educational institution as a project-oriented organization is the timely receipt of information about development prospects. The sources of development of an educational institution are: the creation of an educational program, which includes a description of the educational services complex provided by the vocational educational institution; knowledge of the features of the market of educational services and the labor market and taking into account these features during the planning activities; realistic goal-setting and definition of both strategic goals and goals of activity, which are reflected in terms of survival, development of vocational educational institution (SMART technology); usage of technology that describes the internal state of the educational institution, indicating its strengths and weaknesses (SWOT-analysis); usage of technology that analyzes

external influences on the activities of the vocational educational institution (SWOT-analysis); creation of a motivation system in the educational institution, which is focused on the professional growth of participants of the educational process (including the usage of knowledge management technology); creation of the internal concept of the institution: organizational culture of the vocational educational institution: meeting the needs and requests of participants in the educational process, the image of the institution, its reputation, infrastructure; development of the external concept of the institution (presentation activities: brand and status of the institution, its departmental affiliation and position in the ranking of vocational educational institutions of the region, country).

**Conclusions.** It is well known that the education system will develop in the necessary direction only when there is demand and supply for its educational services (products) and it will focus on the current needs of educational services users and the state of their satisfaction. This approach to the organization of the educational institution's life is provided by project management, which is a technology that guarantees the intellectual development of the younger generation today.

Management of a vocational educational institution as a project-oriented organization will ensure that the needs of the state economy are met by skilled and competitive workers in the labor market, which will contribute to the development of human capital in the country.

The disclosure of the essence of risk management in project activities in general and the description of the process of social risk management in the project management of the development of vocational educational institution are the further relevant scientific studies.

## List of references

- Борова, Т. А., Рябова, З. В., Кравченко, Г. Ю. та Почуєва О. О., 2019. *Педагогічний консалтинг: навчальний посібник*. Луцьк: Терен.
- Бусел, В. Т., ред., 2005, *Великий тлумачний словник сучасної української мови*, К.: Ірпінь: ВТФ "Перун"
- Гапоненко, А. Л. та Панкрухин, А. П., 2008. *Стратегическое управление: учебник для вузов*. М.: Омега-Л.
- Держспоживстандарт України, 2009. ДСТУ ISO 9001:2009 *Системи управління якістю: Вимоги*. Київ: Держспоживстандарт України.
- Друкер, Питер Ф., 2004. *Енциклопедія менеджмента*. Переклад з англійської. М.: Издательский дом "Вильямс".
- Сльникова, Г. В, Борова, Т. А., Рябова, З. В. та ін., 2017. *Адаптивне управління: міжгалузеві зв'язки, науково-прикладний аспект: кол. монографія*. Х.: Мачулін.
- Сльникова, Г. В., 1999. *Наукові основи розвитку управління загальною середньою освітою в регіоні*. Монографія. К.: ДАККО.
- Верховна Рада України. Законодавство України, 2020. *Закон України "Про освіту"*, [online] (Останнє оновлення 20 Квітень 2020). Доступно: <<https://zakon.rada.gov.ua/laws/show/2145-19>> [Дата звернення 12 Червень 2020].
- Верховна Рада України. Законодавство України, 2020. *Закон України "Про професійну (професійно-технічну) освіту"*, [online] (Останнє оновлення 20 Травень 2020). Доступно: <<https://zakon.rada.gov.ua/laws/show/103/98-вр>> [Дата звернення 12 Червень 2020].

Кондур, О. С., 2018. Ідейні та концептуальні засади трансформації менеджменту освіти у систему менеджменту знань. *Вісник Чернігівського національного педагогічного університету. Серія: Педагогічні науки*, 150, с. 66-69.

Лук'янова, Л., 2009. Технологія організації проектної діяльності. *Імідж сучасного педагога*, 10, с. 16-21.

Наливайко, А. П., Гребешкова, О. М., Батенко, Л. П. та ін., 2014. *Стратегічне управління знаннями підприємства*: монографія. К.: КНЕУ.

Олійник, В. В., 2009. *Менеджмент розвитку фахового зростання педагогічних працівників профтехосвіти в сучасних умовах*. К.: НАПН України, Ун-т менедж. освіти.

Островська, Г. Й., 2019. Система менеджменту знань як інструмент ефективного використання інтелектуального потенціалу підприємства. *Економічний форум*, 1, с. 104-110.

Отіч, О. М., Задорожна, Л. К., Рябова, З. В., Оліфіра, Л. М. та ін., 2018. *Нові вимоги до компетентностей керівників шкіл в Україні: посіб. для слухачів закладів післядипломної педагогічної освіти, керівників закладів загальної середньої освіти, здобувачів вищої освіти за спеціалізаціями "Управління навчальним закладом" та "Управління проектами"*, 5, с. 63-74.

Рябова, З. В., 2013. *Наукові основи маркетингового управління в освіті*. Монографія. К.: Педагогічна думка.

Рябова, З. В., Єрмоленко, А. Б., Махinya, Т. А. та ін., 2017. *Проектний менеджмент для інноваційного розвитку освітніх організацій України: навч. посіб. для підготовки магістрів за спеціалізаціями "Управління навчальним закладом" та "Управління проектами", підвищення кваліфікації слухачів, керівників навчальних закладів*. К.: НАПН України, ДВНЗ "Ун-т менедж. освіти"; КультурКонтакт Австрія.

Newton, R., 2008. *The Project Manager's Book of Checklists. Everything you need to complete a project successfully, smoothly and on time*. Harlow: Pearson

## Translation & Transliteration

Borova, T. A., Riabova, Z. V., Kravchenko, H. Yu. ta Pochuieva O. O., 2019. *Pedahohichnyi konsaltnyh: navchalnyi posibnyk* [Pedagogical consulting: textbook]. Lutsk: Teren, [in Ukrainian].

Busel, V. T., red., 2005. *Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy [Large explanatory dictionary of the modern Ukrainian language]*, K.: Irpin: VTF "Perun", [in Ukrainian].

Haponenko, A. L. ta Pankrukhyn, A. P., 2008. *Stratehicheskye upravlenye: uchebnyk dlia vuzov [Strategic management: a textbook for universities]*. M.: Omeha-L, [in Ukrainian].

Derzhspozhyvstandart Ukrainy, 2009. *DSTU ISO 9001:2009 Systemy upravlinnia yakistiu: vymohy [Quality management systems: Requirements]*. Kyiv: Derzhspozhyvstandart Ukrainy, [in Ukrainian].

Druker, Piter F., 2004. *Entsiklopediya menedzhmenta [Encyclopedia of Management]*. Pereklad z angl. M.: Izdatelskiy dom "Vilyams" [in Russian].

Yelnykova, H. V., Borova, T. A., Riabova, Z. V. ta in., 2017. *Adaptyvne upravlinnia: mizhhaluzevi zviazky, naukovoprykladnyi aspekt: kol. Monohrafiia [Adaptive management: intersectoral relations, scientific and applied aspect: col. monograph]*. Kh.: Machulin, [in Ukrainian].

Yelnykova, H. V., 1999. *Naukovi osnovy rozvytku upravlinnia zahalnoi serednoi osvitoiu v rehioni. Monohrafiia [Scientific bases of management development of general secondary education in the region. Monograph.]*. K.: DAKKO, [in Ukrainian].

Verkhovna Rada Ukrainy. *Zakonodavstvo Ukrainy [The Verkhovna Rada of Ukraine. The Legislation of Ukraine]. Zakon Ukrainy "Pro osvitu" [Law of Ukraine "On Education"]*, [online] (Ostannie onovlennia 20 Kviten 2020). Dostupno: <<https://zakon.rada.gov.ua/laws/show/2145-19>> [Data zvernennia 12 Cherven 2020], [in Ukrainian].

Verkhovna Rada Ukrainy. *Zakonodavstvo Ukrainy [The Verkhovna Rada of Ukraine. The Legislation of Ukraine]. Zakon Ukrainy "Pro profesiinu (profesiino-tehnicnu) osvitu" [Law of Ukraine "On vocational education"]* [online]. Dostupno: <<https://zakon.rada.gov.ua/laws/show/103/98-vr>> [Data zvernennia 12 Cherven 2020], [in Ukrainian].

Kondur, O. S., 2018. Ideini ta kontseptualni zasady transformatsii menedzhmentu osvity u systemu menedzhmentu znan. *Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu. Seriya : Pedahohichni nauky [Bulletin of Chernihiv National Pedagogical University. Series: Pedagogical Sciences]*, 150, s. 66-69, [in Ukrainian].

Lukianova, L., 2009. *Tekhnolohiia orhanizatsii proektnoi diialnosti. Imidzh suchasnoho pedahoha [Technology of project activity organization. Image of a modern teacher]*, 10, s. 16-21, [in Ukrainian].

Nalyvaiko, A. P., Hrebeshkova, O. M., Batenko, L. P. ta in., 2014. *Stratehichne upravlinnia znanniamy pidpriemstva: monohrafiia [Strategic management of enterprise knowledge: monograph]*. K.: KneU, [in Ukrainian].

Oliinyk, V. V., 2009. *Menedzhment rozvytku fakhovoho zrostannia pedahohichnykh pratsivnykiv proftekhsosvity v suchasnykh umovakh [Management of professional growth of pedagogical staff of vocational education in modern conditions]*. K.: NAPN Ukrainy, Un-t menedzh. osvity, [in Ukrainian].

Ostrowska, H. Y., 2019. *Systema menedzhmentu znan yak instrument efektyvnoho vykorystannia intelektualnoho potentsialu pidpriemstva [Knowledge management system as a tool for the effective usage of intellectual potential of the enterprise]*. Ekonomichniy forum [Economic Forum], 1, s. 104-110, [in Ukrainian].

Otych, O. M., Zadorozhna, L. K., Riabova, Z. V., Olifira, L. M. ta in., 2018. *Novi vymohy do kompetentnosti kerivnykiv shkil v Ukraini: posib. dlia slukhachiv zakladiv pislidyplomnoi pedahohichnoi osvity, kerivnykiv zakladiv zahalnoi serednoi osvity, zdobuvachiv vyshchoi osvity za spetsializatsiiamy "Upravlinnia navchalnym zakladom" ta "Upravlinnia proektamy" [New requirements for the competencies of school principals in Ukraine: a guide for students of postgraduate pedagogical educational institutions, heads of general educational institutions, applicants for higher education in the specializations "Educational Institution Management" and "Project Management"]*, 5, s. 63-74, [in Ukrainian].

Riabova, Z. V., 2013. *Naukovi osnovy marketynhovoho upravlinnia v osviti. Monohrafiia [Scientific bases of marketing management in education. Monograph.]*. K.: Pedahohichna dumka, [in Ukrainian].

Riabova, Z. V., Yermolenko, A. B., Makhynia, T. A. ta in., 2017. *Proektnyi menedzhment dlia innovatsiinoho rozvytku osvity orhanizatsii Ukrainy: navch. posib. dlia pidhotovky mahistriv za spetsializatsiiamy "Upravlinnia navchalnym*



zakladom" ta "Upravlinnia proektamy", pidvyshchennia kvalifikatsii slukhachiv, kerivnykiv navchalnykh zakladiv [Project management for innovative development of educational organizations of Ukraine: textbook for the preparation of masters in the specializations "Educational Institution Management" and "Project Management", advanced training of students, heads of educational institutions]. K.: NAPN Ukrainy, DVNZ "Un-t menedzh. osvity"; KulturKontakt Avstriia, [in Ukrainian].

Newton, R., 2008. *The Project Mangers Book of Checklists. Everything you need to complete a project successfully, smoothly and on time.* Harlow: Pearson, [in English].

---

УДК. 377.07:005.7/8

---

## **Управління закладом професійної (професійно-технічної) освіти як проектно-орієнтованою організацією**

**Зоя Рябова**

доктор педагогічних наук, професор г.н.с. лабораторії зарубіжних систем професійної освіти і навчання Інституту професійно-технічної освіти НАПН України

---

### **Реферат.**

*Актуальність:* визначається необхідністю переорієнтації системи управління закладом професійної (професійно-технічної) освіти на проектну основу з метою забезпечення якості надання освітніх послуг, сталого розвитку закладу освіти та його соціального трансформування шляхом формування проектного типу мислення у суб'єктів професійної (професійно-технічної) освіти.

*Мета:* описати сутність управління закладом професійної (професійно-технічної) освіти як проектно-орієнтованою організацією та охарактеризувати процес використання технології менеджменту знань для професійного розвитку персоналу закладу.

*Методи:* теоретичні методи аналізу, синтезу, класифікації та систематизації використано для визначення та узагальнення результатів наукових розвідок й формулювання основних дефініцій дослідження,

*Результати:* обґрунтовано сутність управління закладом професійної (професійно-технічної) освіти як проектно-орієнтованою організацією. Визначено зміст управління таким закладом через описання сукупності управлінських функцій з позицій проектного менеджменту. Описано організацію процесу надання освітніх послуг через реалізацію коротко- та довготривалих проектів, що сприятиме формуванню проектного типу мислення його учасників. Розкрито, що процеси управління сучасним закладом професійної (професійно-технічної) освіти в своїй основі мають концепцію розвитку людського капіталу, як основного ресурсу, що забезпечує йому необхідні конкурентні переваги на ринках освітніх послуг та праці й, взагалі, забезпечує успішність його життєдіяльності. З'ясовано, що для розвитку персоналу закладу освіти дієвим є використання технології менеджменту знань, в основі якої покладено сутність дефініції "знання організації".

*Висновки:* доведено, що управління закладом професійної (професійно-технічної) освіти як проектно-орієнтованою організацією забезпечить реалізацію задоволення потреб економіки держави у кваліфікованих і конкурентоспроможних на ринку праці робітниках, що сприятиме розвитку людського капіталу країни.

---

**Ключові слова:** управління закладом освіти, проектно-орієнтована організація, проектний менеджмент, проектний тип мислення, менеджмент знань.

---

Received: 10 May 2020

Accept: 12 June 2020