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**Sladkykh Iryna Anatoliivna** Candidate of Pedagogic Sciences, Associate Professor of the Department "Pedagogy, foreign philology and translation" of the Semyon Kuznets Kharkiv National University of Economics, Avenue of Science, 9-A, Kharkiv, 61166, tel.: (067) 961-01-37, <https://orcid.org/0000-0003-0688-4620>

**Kozyr Olena Anatoliivna** manager, Communal institution "Preschool educational institution (nursery-kindergarten) No. 377 of the Kharkiv City Council", Amosova Street, 13-A, Kharkiv, 61171, graduate student, faculty of "International Relations and Journalism", specialty – "Management of an educational institution" of the Semyon Kuznets Kharkiv National University of Economics, Avenue of Science, 9-A, 61166, Kharkiv, tel.: (066) 711-43-19, [ehttps://orcid.org/0009-0005-9331-1434](https://orcid.org/0009-0005-9331-1434)

### **SOCIAL AND PSYCHOLOGICAL CLIMATE IN THE TEACHING STAFF OF A PRESCHOOL EDUCATION INSTITUTION: CONTROL AND SOCIO-PSYCHOLOGICAL FUNCTIONS OF MANAGEMENT IN THE SYSTEM OF THE DIRECTOR'S ACTIVITIES**

**Abstract.** The article reveals the features of the implementation of the control and socio-psychological functions of management in the managerial activities of a director aimed at creating a favorable socio-psychological climate in the teaching staff of a preschool education institution. It is noted that, considering the general decline in the mental health level of the population of Ukraine in general and educators in particular, the leading task of the manager today is to create a healthy and favorable psychological climate.

It is proven that control is the most stress-inducing management function for educators. The necessity of humanizing and democratizing the control process to prevent negative emotional phenomena among educators and to create a positive socio-psychological climate is addressed. The purpose of the article is to theoretically substantiate the relationship between the management functions of control and socio-psychological functions to create a favorable socio-psychological climate in the teaching staff of a preschool education institution.

The leading characteristic that unites the functions of motivation, the creation of a favorable microclimate, and the organization of the collective is highlighted, as well as the common indicators of control and socio-psychological functions. The components of the socio-psychological climate and the factors



influencing it according to O. Marmaza, L. Turishcheva, and N. Kolominsky are generalized.

The leading approaches to humanizing and democratizing the control procedure to create a positive socio-psychological climate are characterized. Factors hindering these processes are listed. It is concluded that the democratization of control is impossible without the psychologization of relationships and a fundamental change in the distribution of rights and responsibilities in the "manager"- "subordinate" system.

The introduction of principles of adaptive management into the system of work with teaching staff as a way to optimize the implementation of the socio-psychological functions and humanization of control by the manager is proposed. The effectiveness of this approach for creating a positive socio-psychological microclimate in an educational institution is proven.

**Keywords:** control, socio-psychological functions, socio-psychological microclimate, psychological climate, principle of egalitarianism.

**Сладких Ірина Анатоліївна** кандидат педагогічних наук, доцент кафедри педагогіки, іноземної філології та перекладу Харківського національного економічного університету імені Семена Кузнеця, просп. Науки, 9-А, м. Харків, 61166, <https://orcid.org/0000-0003-0688-4620>

**Козир Олена Анатоліївна** завідувач, Комунальний заклад «Дошкільний навчальний заклад (ясла-садок) № 377 Харківської міської ради», вул. Амосова, 13-А, м. Харків, 61171, магістрант за спеціальністю «Управління навчальним закладом», факультету «Міжнародних відносин і журналістики», Харківського національного економічного університету імені Семена Кузнеця, просп. Науки, 9-А, 61166, м. Харків, тел.:(066) 711-43-19, <https://orcid.org/0009-0005-9331-1434>

## СОЦІАЛЬНО-ПСИХОЛОГІЧНИЙ КЛІМАТ В ПЕДАГОГІЧНОМУ КОЛЕКТИВІ ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ: КОНТРОЛЬНА ТА СОЦІАЛЬНО-ПСИХОЛОГІЧНА ФУНКЦІЇ УПРАВЛІННЯ В СИСТЕМІ ДІЯЛЬНОСТІ КЕРІВНИКА

**Анотація.** У статті розкрито особливості реалізації контрольної та соціально-психологічної функцій управління в системі управлінської діяльності керівника, спрямованої на створення сприятливого соціально-психологічного клімату педагогічного колективу закладу дошкільної освіти. Звернено увагу на те, що, враховуючи загальне зниження рівня ментального здоров'я населення України взагалі та освітян зокрема, провідним завданням

керівника на сьогоднішній день є створення здорового, сприятливого психологічного клімату.

Доведено, що контроль є найбільш стресогенною для педагогічних працівників функцією управління. Поставлено питання щодо необхідності гуманізації та демократизації процесу контролю з метою попередження появи негативних емоційних явищ у освітян та створення позитивного соціально-психологічного клімату. Мета статті – теоретично обґрунтувати взаємозв'язок між управлінськими функціями контролю та соціально-психологічними з метою створення сприятливого соціально-психологічного клімату в педагогічному колективі закладу дошкільної освіти.

Виділено провідну характеристику, що об'єднує функції мотивації, створення сприятливого мікроклімату, організацію колективу, а також спільні показники контрольної та соціально-психологічних функцій. Узагальнено складові соціально-психологічного клімату та фактори, що на нього впливають за О. Мармазою, Л. Туріщевою, Н. Коломінським.

Надано характеристику провідним підходам щодо гуманізації та демократизації процедури контролю з метою створення позитивного соціально-психологічного клімату. Перелічено фактори, що гальмують ці процеси.

Зроблено висновок про те, що демократизація контролю неможлива без психологізації стосунків, докорінної зміни способів розподілу прав та обов'язків в системі «керівник»-«підлеглий».

Запропоновано упровадження в систему роботи з педагогічними кадрами принципів адаптивного управління як способу оптимізації реалізації керівником соціально-психологічних функцій та гуманізації контролю. Доведено ефективність цього підходу для створення позитивного соціально-психологічного мікроклімату в закладі освіти.

**Ключові слова:** контроль, соціально-психологічні функції, соціально-психологічний мікроклімат, психологічний клімат, принцип егалітарності.

**Problem Statement.** The functioning of a preschool education institution reflects the changes occurring in our country. Complex socio-economic, spiritual, and political conditions caused by the full-scale military invasion of the aggressor country have led to negative phenomena in the educational environment: the transfer of the educational process to a remote mode in several regions of our country; an increase in the workload on educators due to the individualization and differentiation of work with children to overcome educational losses; difficulties in adapting programs to online work conditions and planning different types and forms of activities with pupils; and mistakes in establishing partnership interaction



with parents. Combined, these factors negatively affect the level of activity and efficiency of educational staff.

The educational process is further complicated by the fact that although its participants are in different conditions, they all, without exception, require psychological support to overcome post-traumatic disorders caused by prolonged stress, anxiety disorders, and depression. Educators, pupils, and their families experience a complex psychological state related to the general situation in the country and the events they have witnessed. These states vary, and each has their unique war experience.

Today, educators have become more emotionally sensitive and vulnerable, with an increasing mental load. Under such circumstances, neuroses, stress, failure, and high levels of anxiety are often observed in managers and their subordinates. It becomes clear that a priority is the ability of a preschool education institution manager to create a favorable socio-psychological climate in the team, so that every educator feels protected and emotionally comfortable.

The socio-psychological functions of management act as a driving force, enabling the manager of a preschool education institution to create conditions for forming the most important and necessary skills and abilities for productive work (including working with large amounts of information) and properties of each team member, motivating the teaching staff to productive activities, etc.

As a rule, the psychological climate of a preschool education institution is determined by the relationships that have developed between the manager and the teaching staff. The nature of these relationships largely depends on the assessment of each other's personality and activities. At the core of such assessment is always the function of control, which in its implementation process is undoubtedly the most stress-inducing for educators. A. Mescon noted that "for many people, control primarily means restriction (like a leash for a dog), coercion, lack of responsibility, etc. – in general, everything that is directly opposite to our notion of personal freedom" [4, p. 80].

The relevance of the problem of updating approaches to control implementation is undeniable, given such phenomena as changes in the tasks and content of the activities of modern preschool education institutions at the present time, the need to form a value system of the team, and the desire to maintain a positive image not only of the educational institution as a whole but also of each educator. Therefore, the role of the preschool education institution manager in integrating and coordinating efforts to democratize and humanize control to create a favorable socio-psychological climate in the team is of great importance. Statistical data provided by O. Marmaza indicate that the productivity of educators' work fluctuates within 22% depending on their mood [3, p. 146].

**Analysis of Recent Research and publications.** Among domestic scientists who have made a significant contribution to the development of the problem of the psychologization of management and the creation of a positive socio-psychological climate in the teaching staff are N. Kolominsky, V. Mushynsky, M. Obozov, V. Sukhomlinsky, L. Turishcheva, and G. Shchokin.

The general problems of implementing the control function of management were studied by O. Kuzmin, O. Marmaza, V. Maslov, and M. Mescon. The problem of democratizing control in their scientific research was investigated by T. Desyatov, O. Kobernik, B. Tevlin, and N. Chepurna.

The analysis of the scientific works of these authors allows us to conclude that they are mainly dedicated to the implementation of leading principles and methods of interrelated management functions: control and the socio-psychological function of the manager.

Today, there are no clearly formulated approaches to creating a positive microclimate in the teaching staff of a preschool education institution through the democratization of the control procedure.

There is an urgent need to reduce the level of excessive tension in the subjects of control (preschool educators), to overcome the feeling of oppression and emptiness after its completion, given the general decline in the mental health level of Ukrainians in general, and educators in particular.

**Purpose of the article:** Theoretically substantiate the relationship between the management functions of control and socio-psychological functions to create a favorable socio-psychological climate in the teaching staff of a preschool education institution.

In accordance with the research purpose, the following tasks were formulated:

1. Define the key concepts of the research: "control"; "socio-psychological management function"; "psychological climate of the teaching staff".
2. Reveal the relationship between the control and socio-psychological management functions.
3. Analyze the interdependence between the democratization and humanization of control and the creation and maintenance of a favorable socio-psychological climate in the team.

**Research methods and methodologies.** The methodological basis of our research is the cultural aspect of educational institution management (L. Danilenko, B. Kern, N. Ostroverkhova, K. Handy); theories of human behavior, for example, the concept of Hersey and Blanchard (K. Davis, A. Maslow, J. Newstrom); content theories of motivation (S. Bernard, F. Herzberg, A. Maslow, D. McClelland) and process theories (V. Vroom, Porter-Lawler); parametric model



of a healthy, favorable socio-psychological climate in an educational institution by N. Kolominsky.

The theoretical basis of the research consisted of works dedicated to the issue of democratization and humanization of control considered by (M. Woodcock, O. Humeniuk, L. Karamushka, V. Kryzhko, M. Obozov, V. Smolovik, B. Tevlin, L. Turishcheva, D. Francis, G. Shchokin).

The issue of democratizing control and its humanization to create a positive socio-psychological climate in the team, although thoroughly studied, does not have a clear scientific basis today and requires further research.

**Presentation of the main material.** At the present stage, the manager of a preschool education institution must take on the role of a "social architect," implementing such socio-psychological management functions in their professional activities: organization of the team, motivation, creation of a favorable microclimate. All these functions are united by the fact that the basis of educators' behavior lies in basic values: beliefs, a system of spiritual priorities, social norms, rules of conduct, people's attitudes toward themselves and others, which are conditioned by their psychological state in a particular team.

Each member of the teaching staff is characterized by the social status they occupy within it. Depending on the position a teacher holds in the team, they may have more or less influence on colleagues, claiming the role of a leader, an informal authority, or, conversely, an outcast. Each member of the teaching staff receives from others their share of respect or disrespect, sympathies, and antipathies, claiming spiritual closeness. The psychological state of educators becomes the leading characteristic that defines the function of control and socio-psychological functions.

The analysis of scientific literature provides an opportunity to identify other common characteristics of the above-mentioned functions to justify the theoretical and methodological foundations of managing the process of creating a positive socio-psychological climate in the teaching staff of a preschool education institution by the manager, to search for modern approaches to the psychologization of management activities, conceptual provisions, principles that contribute to the development of subject-subject relations, preparing all members of the teaching staff for productive interaction and cooperation with increased attention to the "human" factor.

Table 1.

**Commonalities between socio-psychological function and control function**

Socio-Psychological Functions	Control Function
1. Organization of the preschool educational institution team – coordination and alignment of actions among all participants in the educational process, which contributes to high effectiveness of collective efforts [3, p.119].	Ensuring stability, optimal functioning of the educational institution, and elevating it to a higher qualitative level [4, p.78].
Common aspect: improving the quality of the operation of the preschool educational institution	
2. Motivation – a system of interrelated and subordinate motives of a person's activities that determine their behavior [2, p.158]. Motivation is the process of encouraging oneself or others to engage in activities aimed at achieving personal goals and the goals of the educational institution [3, p.131].	Stimulating function of control – encouraging activity, self-education, self-development, self-control, and self-correction.
Common aspect: motivating educational staff towards self-improvement, self-education, and professional growth.	
3. Створення сприятливого мікроклімату. Соціально-психологічний клімат – притаманний певному колективу стійкий психологічний настрій, який здійснює значний вплив на взаємини людей, їх ставлення до праці та навколишнього середовища.	виховна функція контролю – формування відповідальності за визначену ланку роботи та результати діяльності.
Common aspect: a high level of effectiveness in the work of the educational staff.	

Psychological Climate. Along with the socio-psychological climate of the team, there is the psychological climate, which refers to the mood of the team, where personal and professional relationships among team members are reflected on an emotional level. This is determined by value orientations, moral norms, and interests [4, p. 146].

The psychological climate depends not only on the level of managerial competence of the leader of the preschool institution but also on the influence of macro- and micro-factors, which cannot be ignored. Macro-factors include socio-economic, spiritual, and political aspects of life in the country at a given time. These factors characterize the level of stress-inducing elements, their duration, and their impact on citizens' mental health; the specifics of the activities of education management bodies at various levels, and their leadership style.

Micro-social factors include the characteristics of the economic infrastructure, material-economic working conditions at the workplace, social support in a specific preschool institution; the specifics of formal and informal relationships among educators and their dynamics; the level of psychological compatibility among team members; and the style of team management.



O. Marmaza has identified the components of the socio-psychological climate and the factors affecting it (Table 2).

*Table 2.*

**Components of the Socio-Psychological Climate and Factors Influencing It According to O. Marmaza [4, p. 147-148].**

No	Components of the socio-psychological microclimate	Factors influencing them
1.	Degree of satisfaction with working and living conditions	Created material-economic conditions of work and social support in the specific preschool institution
2.	Degree of satisfaction with work	Level of professional skills and competence of each member of the educational staff; career growth opportunities; objective assessment of work; fair incentive system
3.	Degree of satisfaction with leadership style	Leadership style, personality of the leader
4.	Degree of satisfaction with interpersonal relationships in the team	Business and informal status in the team; acceptance of group rules, behavior norms, values; psychological compatibility of team members

L. Turishcheva identifies three main components of a positive socio-psychological climate and its characteristics (Table 3).

*Table 3.*

**Components of the Socio-Psychological Climate and Factors Influencing It According to L. Turiščeva and N. Kolominsky [5, p.54; 3, p.148].**

No	Components of the Socio-Psychological Microclimate	Factors Influencing Them	Characteristics
1.	Informal relationships within the educational team	Emotional saturation of psychological connections; prevailing emotional mood (modality); emotional response to negative phenomena	Sympathy; alignment of interests and characters; general emotional-personal sense of security for each team member; preference for an optimistic, major tone; experiences, empathy, active search for reserves to overcome negative phenomena
2.	Acceptable moral values for a particular educational team (moral aspect)	Established values; communication; attitude towards work	Team members value diligence, responsibility, discipline, and selflessness at work; politeness and mutual assistance; respectful attitude towards all team members; methodological and psychological support for young specialists
3.	Level of awareness of tasks and goals by each team member (moral aspect)	Attitude towards joint activities and work; level of public opinion	Aspiration to achieve high results in the educational process; cohesion, mutual demands, discipline; principledness

Development of the pedagogical team can be determined by the following key qualities: collectivism, cohesion, contactability, openness, organization, informativeness.

These qualities can be cultivated in subordinates by a skilled and experienced educational institution leader during the implementation of the control function.

There are two opposing views on the possibility of democratizing and humanizing the control process. B. Tevlin believes that the democratization of control holds great potential for optimizing management [6, p. 9]. O. Marmaza emphasizes that control, by its nature, is unlikely to be democratic. Instead, it is more of a declared aspiration, a direction for improving control activities within the framework of human-centered management [4, p. 80]. However, all scholars agree that, first and foremost, it is necessary to optimize the forms, methods, and means of control by giving it a socio-psychological orientation.

Several researchers (M. Anzhievsky, O. Marmaza, D. Rummyantseva, B. Tevlin, L. Turishcheva) consider transparency the leading method for democratizing and humanizing control. Transparency (openness) of control involves timely informing educators about the purpose, tasks, content, and form of control to prevent psychological tension and create conditions for professional communication; providing free access to summarized materials based on control results; and prioritizing familiarizing those who can directly influence the outcomes of the activity with the control results. Managers should not keep their conclusions to themselves, as this diminishes their value both for the manager and the educators, turning control into a formal procedure. Transparency of control can be realized by adhering to the principle of addressing this activity in a targeted manner by the preschool education institution leader.

Transparency in control is impossible without lifting the taboo on criticism. Various aspects of the educators' activities should be discussed in a preschool institution. However, the manager should remember that every educator has the right to receive complete information about their professional activity from the manager after the control is conducted and needs an objective evaluation of their work quality. According to Robert N. Ford and F. Herzberg, success without recognition leads to frustration. Every employee should understand how important their work is for overall success [3, p. 141]. Managers should remember to praise publicly, while making remarks privately. After giving a negative evaluation, it is necessary to change the conversation topic to more neutral matters. Accumulating the discussion of shortcomings identified during control for later "public punishment" is not advisable. At the same time, a manager should separate their attitude towards a subordinate as a person and as a professional. When making remarks, managers should show tolerance, ethics, and respect for the staff.



Discussing a subordinate's shortcomings and problems with third parties is unacceptable.

Control loses its democratic characteristics if a manager relies solely on their opinions and assessments, does not allow subordinates to advise, and certainly not to contradict. Maintaining a large distance from subordinates, not listening to arguments about reasons for task non-fulfillment from the educator, while always striving to punish for any mistakes, undermines democratic control.

In communication with subordinates, managers should avoid expressions that might make educators feel defensive or unwilling to cooperate. Direct threats, according to H. Cornelius and S. Faire, induce fear, resentment, and hostility: "I hope you understand, or else...". Orders create insecurity and anxiety: "I expect you in my office immediately." Owing words destroy initiative and make subordinates cautious: "You must listen to advice more often...". Negative criticism from the manager and offensive nicknames during the review of control results: "You are not satisfied...", "This is not the first time when...", "Positive changes are almost undetectable, instead...", "I can't find the right words to describe what...". Such expressions, according to A. Maslow, deepen educators' feelings of guilt, shame, and anxiety, necessitating defensive reactions, donning masks, and posing, distancing themselves from these feelings to preserve themselves. The consequence of such factors is the emergence of numerous "artificial" negative behavioral patterns (hypocrisy, the desire to impress, cunning, deceit, etc.) [1, p. 19]. Hostility, rejection, and envy of each other's successes flourish in the collective. Under such a psychological state, it is impossible to create a favorable psychological microclimate within the pedagogical team.

The next step in democratizing the control function is systematically conducting pedagogical analysis to improve its procedures. For this purpose, it is advisable to conduct in-depth planning of control objects, goals, and tasks, taking into account the opinions of the pedagogical team, members of attestation commissions, and methodical association leaders. An informal approach to control, underpinned by a deep analytical foundation, allows convincing pedagogical workers that the manager is highly interested in the results. This perception helps establish collaborative relationships between the manager and subordinates, develop common goals, which undoubtedly unites the team around a strong leader, enabling them to accept the rules, ideas, and goals of the preschool institution's activities as their own. Reducing the distance between the manager and subordinates, and the possibility to contradict the manager, does not deprive the manager of the appropriate respect level from subordinates.

Democratizing control is significantly hindered by hidden or total control and control based on distrust. T. Passerby identified three main attitudes of preschool education staff towards visits: favorable, indifferent, and unfavorable

(negative). Unfavorable attitudes are caused by the following reasons: unexpected visits (perceived as a sign of distrust in their professional activity); irregular visits to classes and other organized activities with children (creating the belief that the manager does not gain a full understanding of the quality of their work after such visits); and the lack of clearly defined goals for the visit and tasks (uncertainty causes anxiety and leads to unnecessary nervousness, reducing the effectiveness of educational activities) [5, p. 59].

Democratizing control is based on motivational and stimulating foundations and the individualization of work with educators. Under these conditions, educators who have achieved a high level of professional activity may be delegated rights and responsibilities regarding self-control. Self-control is based on trust in people and egalitarianism. According to T. Volobueva, self-control is the evaluation of one's actions based on motives and attitudes [1, p. 73]. During self-control, educators develop an effective perception of reality. They learn to see opportunities for change and improvement in their professional activities, are capable of cooperation, and more often exhibit empathy, understanding, tolerance, and patience, which are the foundation for establishing positive interpersonal relationships among the members of the pedagogical team. Self-control acknowledges the educator's right to their judgments, justification, and defense of their pedagogical positions and views, and serves as the basis for self-assessment - evaluating oneself, one's capabilities, behavior, successes, and failures in professional activities. Self-control motivates pedagogical workers to achieve better results, serving as a method of moral and material (bonuses, salary increases, career growth) stimulation. Self-control underpins cooperation within the "manager"- "subordinate" system and among colleagues.

The next step in building a positive socio-psychological climate within the team is mutual control as a factor uniting educators around a common goal. Mutual control eliminates managerial subjectivism in evaluating subordinates' actions, giving a leading role to competence, professional, and personal qualities of those who conduct the control. Under these conditions, educators develop initiative, a desire to work, and most pedagogical workers are interested in acquiring creative activity skills. A positive psychological climate is created within the pedagogical team, characterized by a significant increase in the promptness and quality of management decisions. This is related to the fact that the most competent educators, who have the most comprehensive and reliable information on a specific issue, participate in their development. Mutual control allows not only a clear distribution of functions, responsibilities, and work among employees but also ensures interconnections based on mutual respect and support.

Methodological orientation of control contributes to its democratization by coordinating the content and form of actions of the manager with the educator,



considering the subordinate's difficulties, thereby reducing physical and emotional stress on the educator. This fosters individual responsibility among each member of the pedagogical team for their work, developing self-discipline and self-education.

**Results and Discussions.** Thus, it can be concluded that the democratization and humanization of the control function of management, the effective implementation of the function of creating a favorable climate within the pedagogical team of a preschool institution, motivational and organizational functions are based on a value-normative relationship system, grounded in dignity, partnership, and constructive dialogue. Optimal consideration of the individual characteristics of each pedagogical worker ensures the implementation of co-management, cooperation, co-creation, and collegiality principles in preparing strategic decisions, solving complex problems, and developing business communication skills. A favorable socio-psychological climate in a specific pedagogical team is maintained by the developed empathy, altruism, and sympathy among all members of the pedagogical team.

**Conclusions.** To create a healthy, favorable socio-psychological climate in the preschool institution's team, the manager must adhere to the rule formulated by V. Hugo: "It is not difficult to be kind; it is difficult to be just." Implementing this statement's essence is facilitated by introducing adaptive management principles into practice, the leading idea of which is personal orientation - focusing managerial activities on the needs of each member of the pedagogical team, on developing their subjective position in personal and professional self-knowledge and self-development, seen as steps towards cooperation, forming professional consciousness and mutual assistance.

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