



Наукові перспективи
Видавнича група

Перспективи та інновації науки



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Журнал заснований з метою розвитку наукового потенціалу та реалізації кращих традицій науки в Україні, за кордоном. Журнал висвітлює історію, теорію, механізми формування та функціонування, а, також, інноваційні питання розвитку медицини, психології, педагогіки та. Видання розраховано на науковців, викладачів, педагогів-практиків, представників органів державної влади та місцевого самоврядування, здобувачів вищої освіти, громадсько-політичних діячів.

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THE ROLE OF TRAINING IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF EDUCATION MANAGERS

Abstract. The article examines the role of training in the formation of professional competencies of education managers, which is a key factor in ensuring effective management of modern educational institutions. The relevance of professional training for education managers in the context of constant changes and challenges caused by globalisation, digitalisation and reform of the education sector is considered. The main competencies necessary for successful management activities are identified, namely: managerial, communication, leadership, innovation, financial and resource competencies, which form a set of skills and knowledge that facilitate adaptation to modern realities and effective organisation of the educational process.

The main types of training that contribute to the development of these competencies have been analysed. Among them, special attention is paid to leadership training, change management training, communication and collaboration training, as well as digital literacy training. It has been found that each of these types of training has its own specific tasks aimed at developing the relevant competencies that are an integral part of the professionalism of a modern education manager.

It was concluded that the professional development of educational managers through training programmes is an important tool for improving the quality of educational institution management, creating an innovative educational environment, and ensuring the sustainable development of the educational system. The need to develop comprehensive training programmes that combine the development of various competencies and adapt to the individual needs of managers was emphasised. Prospects for further research lie in the development of new approaches to the organisation of training, studying their effectiveness, integrating innovative technologies and adapting international experience to improve the professionalism of education managers.

Keywords: training, training programmes, professional competencies, education managers, professional development.

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РОЛЬ ТРЕНІНГІВ У ФОРМУВАННІ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ МЕНЕДЖЕРІВ ОСВІТИ

Анотація. У статті досліджено роль тренінгів у формуванні професійних компетентностей менеджерів освіти, що є ключовим фактором забезпечення ефективного управління сучасними освітніми закладами. Розглянуто актуальність професійної підготовки освітніх управлінців в умовах постійних змін та викликів, спричинених глобалізацією, цифровізацією та реформуванням освітньої сфери. Визначено основні компетентності, необхідні для успішної управлінської діяльності, а саме: управлінські, комунікативні, лідерські, інноваційні, фінансові та ресурсні компетентності, які формують комплекс навичок та знань, що сприяють адаптації до сучасних реалій та ефективній організації освітнього процесу.

Проаналізовано основні типи тренінгів, які сприяють розвитку вказаних компетентностей. Серед них особливу увагу приділено лідерським тренінгам, тренінгам з управління змінами, тренінгам з комунікації та співпраці, а також тренінгам з цифрової грамотності. Виявлено, що кожен із зазначених типів тренінгів має свої специфічні завдання, спрямовані на розвиток відповідних компетентностей, які є невід'ємною частиною професіоналізму сучасного освітнього менеджера.

Зроблено висновок, що професійний розвиток освітніх управлінців через тренінгові програми є важливим інструментом для підвищення якості управління освітніми закладами, створення інноваційного освітнього середовища та забезпечення сталого розвитку освітньої системи. Наголошено на необхідності розробки комплексних тренінгових програм, які поєднують розвиток різних компетентностей та адаптуються до індивідуальних потреб управлінців. Перспективи подальших наукових досліджень полягають у розробленні нових підходів до організації тренінгів, вивченні їхньої ефективності, інтеграції інноваційних технологій та адаптації міжнародного досвіду для підвищення професіоналізму менеджерів освіти.

Ключові слова: тренінги, тренінгові програми, професійні компетентності, менеджери освіти, професійний розвиток.

Problem Statement. In today's dynamic environment, education managers are becoming key figures responsible for the effective management of institutions and the organisation of the educational process. Given the global challenges facing education systems, in particular the integration of new technologies, inclusiveness, and international standards of education quality, there is a need for the continuous development of the professional competencies of education managers.

One of the most effective means of developing these competencies is training, which allows not only to acquire new knowledge, but also to develop the practical skills necessary to solve specific management tasks. Training programmes for education managers help to improve leadership qualities, enhance communication skills, master innovative methods of work organisation, and contribute to the effective management of educational institutions' resources.

The relevance of this topic is due to the need to ensure high-quality management in the educational sphere through the development of professional competencies of managers, which directly affects the success of educational reforms and the stable development of educational institutions. In the context of globalisation, rapid changes in the labour market and demands on higher education, the continuous development and improvement of the professional skills of education managers is extremely important.

Analysis of Recent Research and Publications. The issue of professional training for education managers and their training is quite widely covered in scientific research. Scientists from different countries have addressed this issue, studying various aspects of managerial competencies and methods for their development. S. Schneider pays particular attention to the development of leadership skills and managerial effectiveness in the context of educational institutions. D. Kotter focuses on leadership and innovation, which are particularly important for effective management in educational institutions. S. Goncharenko emphasises the formation of professional competencies of managers in the field of education, in particular through the introduction of innovative teaching methods and training approaches. I. Kochergin explores issues of management in education, particularly in the context of the adaptation and development of educational technologies, as well as the role of training in the development of managerial competencies. L. Kharchenko explores the concept of education management, the organisation of the educational process and the training of teaching staff, emphasising the importance of improving the qualifications of managers.

Unresolved Aspects of the Problem. Despite the large number of studies on this issue, further analysis is needed to determine the role of training in the context of developing the professional competencies of education managers and to characterise the effectiveness of specific types of training in the development of individual competencies, particularly in a changing educational environment.

The purpose of the article is to determine the role of training in the development of key competencies of modern education managers and to justify

effective types of training for education managers that contribute to the improvement of their professional competence in the context of modern challenges in education.

The purpose of this article is to analyse the importance of professional training for education managers and the role of competencies in effective management of the educational process, to identify the key competencies necessary for successful management activities in modern educational institutions, and to describe the main types of training for educational managers that contribute to the development of managerial, communication, leadership, innovative and financial competencies.

Presentation of the Main Material. The professional training of education managers is a key factor determining the efficiency and effectiveness of educational institutions. Today's challenges require education managers to have not only knowledge in the field of pedagogy, but also a high level of managerial, organisational, communication and leadership competencies. In the context of constant changes in society, technology and the economy, professional training is becoming particularly important for ensuring a high-quality educational process and the sustainable development of educational institutions.

High-quality training of managers allows them to develop important competencies for planning, organising and controlling educational activities. It also helps them master the methods of managing personnel, finances and material resources necessary to achieve the strategic goals of the institution.

Education managers must be prepared to respond quickly to social, technological and political changes. Professional training develops skills for adapting the educational process to new conditions, introducing modern technologies and teaching methods, and implementing effective strategies to overcome new challenges.

One of the important aspects of such training is the ability to improve the quality of education. Managers master advanced approaches to assessing the effectiveness of education, integrate modern methodologies and use resources to maximum benefit to achieve their goals.

Particular attention is paid to the development of communication and leadership skills. This enables managers to collaborate effectively with teachers, students, parents and other participants in the educational process. They learn to negotiate, resolve conflicts and motivate teams to achieve common goals.

In conditions of uncertainty, rapid change and crisis situations, such as martial law or a pandemic, professional training provides tools for crisis management, strategic planning and decision-making in difficult circumstances.

Well-organised training for educational institution managers helps to shape a strategic vision for the institution's development, take into account labour market needs and introduce innovative approaches to the educational process.

Thus, professional training for education managers ensures their ability to effectively manage an educational institution, adapt it to modern challenges and promote sustainable development, while maintaining the high quality of the educational process.

The importance of professional training for education managers lies not only in acquiring theoretical knowledge, but also in developing the practical skills and abilities necessary for effectively solving management tasks in educational institutions. This process is aimed at developing competencies that enable managers to adapt flexibly to dynamic changes in the educational environment, manage resources effectively, and implement innovative approaches to the organisation of the educational process.

In the context of rapid changes, such as technological progress, globalisation of education and growing competition, professional training must be focused on contemporary challenges. Education managers must possess not only classic management skills, but also new skills, including crisis management, strategic planning, digital literacy, and the ability to work with large amounts of information.

In addition, modern education managers must be communicatively competent and able to create a favourable atmosphere for cooperation between all stakeholders. It is particularly important to develop leadership qualities that inspire the team to achieve high results and contribute to the realisation of common goals. Therefore, identifying and developing the competencies of a modern education manager is one of the key stages of professional training.

In today's reality, achieving a high level of professional training for education managers is impossible without a solid foundation in scientific research that analyses in detail the specifics of management activities, its key requirements and potential areas for improvement. Scientists focus on the importance of developing professional competencies that enable education managers to effectively adapt to rapid changes in the educational environment, society and technology.

According to V. Kalinin, competence characterises and determines the level of professionalism of an individual, and it is achieved through the acquisition of the necessary competencies that constitute the goal of professional training of a specialist [4, p. 8].

M. Golovan asserts that the concept of 'competence' always refers to a person, characterising their ability to perform a certain job well. [2, p. 230].

O. Kuchai notes that competence is a person's possession of the relevant competence, which encompasses their personal attitude towards it and the subject of their activity. [6, p. 45].

According to S. Leiko, competence is a quality of a person, a certain asset based on knowledge, experience, moral principles, and manifested at a critical moment through the ability to find a connection between the situation and knowledge, in making adequate decisions on urgent problems [7, p. 133].

Zh. Dasyuk emphasises that 'professional competence is the personal abilities of a specialist that enable him or her to act constructively within the framework of a particular professional competence' [3, p. 140].

According to V. Yagupov, the professional competence of a specialist is a complex integral intellectual, professional and personal formation, which is formed "in the process of professional training in higher education institutions, manifests itself,

develops and improves in professional activity, and the effectiveness of its implementation significantly depends on the types of theoretical, practical and psychological preparedness for it, personal, professional and individual psychological qualities, perception of goals, values, content and characteristics of this activity" [8, p. 6].

T. Buchynska considers professional competence to be a set of personal characteristics that manifests itself in a specific field of activity, which includes the knowledge, skills, abilities and experience of an individual, with mandatory consideration of personal, psycho-physiological and social characteristics [1, p. 231].

According to H. Kovalchuk, professional competence of a specialist includes certain components, namely: theoretical knowledge, skills and their practical application, ability to interact socially and communicate effectively, ability to solve problems independently, ability to organise one's work, personal competence, realistic self-assessment, responsibility, work culture, the ability to adapt socially and professionally, self-development, self-learning, etc. [5].

A modern head of an educational institution must not only be knowledgeable in pedagogical and managerial activities, but also be able to quickly adapt to changes and solve complex tasks, possess a wide range of competencies in order to effectively respond to the challenges of the time, integrate innovations and ensure a high level of education quality. This highlights the need to clearly define the key competencies that will serve as the basis for the effective performance of professional duties.

1. Management competencies are key to the effective performance of an educational manager, as they ensure the ability to provide strategic leadership, organise processes and adapt to changes in a dynamic educational environment. The main components of managerial competencies are:

- strategic planning, which involves the ability of an educational manager to formulate long-term goals for the development of an educational institution, taking into account its mission, values and the needs of society, to analyse external and internal factors that affect the institution's activities, identify potential threats and opportunities, develop strategies that ensure the sustainable development of the institution, improve the quality of education and competitiveness, determine priority areas of activity, ensure consistency between strategic goals and current tasks, coordinate the work of the team and involve the staff in the implementation of strategic decisions;

- the organisational skills of an educational manager include the ability to effectively organise work processes, distributing responsibilities and resources among team members, ensuring clear planning, implementation and control of management cycles, developing and implementing educational projects, ensuring their consistency with the institution's goals and high-quality implementation. implementing a systematic approach to resource management, including material, financial, human and information resources, ensuring prompt decision-making and monitoring their implementation;

- change management is an extremely important competence for a modern educational manager, which includes understanding the nature of change, its possible

impact on the educational institution and forecasting the consequences, readiness to develop and implement innovations in the activities of the educational organisation, developing plans to adapt the educational institution to new conditions, such as changes in legislation, the introduction of digital technologies or responding to socio-economic challenges, effectively overcoming resistance to change by involving the team in decision-making, conducting training and providing information about innovations.

Therefore, managerial competencies are a multifaceted component of the professional activities of educational managers. They ensure the ability not only to effectively manage processes, but also to create a strategic vision, organise resources and quickly adapt to changes in a dynamic educational environment. The development of these competencies is a prerequisite for ensuring the sustainable development and competitiveness of an educational institution.

2. Communication competencies are an integral part of the professional profile of a modern educational manager. They ensure effective interaction with all participants in the educational process and stakeholders, contribute to building trusting relationships and creating a positive image of the educational institution. The main aspects of these competencies are:

- effective communication, which involves the ability to build constructive dialogue with different audiences, including teachers, students, parents and government officials, the ability to provide feedback, which is key to taking into account the needs and expectations of all participants in the educational process, interpersonal conflict management skills to achieve mutual understanding and support teamwork;

- presentation skills, including the ability to present information clearly, structurally and accessibly during meetings, conferences or other public events, the ability to adapt the style and content of a presentation to the needs and level of preparation of the audience, and the effective use of visual and technical aids to enhance the impact of the presentation;

- media literacy, which includes knowledge and practical skills in working with modern digital platforms, social networks and mass media, using these tools to inform, engage audiences, disseminate the educational institution's best practices and shape its positive image, the ability to develop and implement communication strategies aimed at increasing the institution's visibility and strengthening its reputation.

Developed communication skills enable educational managers to create a favourable environment for the exchange of ideas, maintain transparency in decision-making, and foster an atmosphere of trust and mutual respect within the team.

3. Leadership competencies determine a manager's ability not only to make decisions, but also to lead a team, inspire them to achieve common goals, and maintain a high level of motivation within the team. The main components of leadership competencies are:

- motivation and inspiration, which involves creating conditions for the development of a productive working atmosphere that encourages all participants in

the educational process to achieve common goals, correctly assessing the needs of the team, and the ability to create an environment where each team member feels supported and understood by management;

- leadership in uncertain conditions, which includes the ability to make important decisions quickly and effectively even in conditions of limited information and high stress, readiness to lead a team through difficult situations while remaining calm and focused on achieving goals, ensuring confidence in one's actions and decisions, possessing a high level of adaptability, the ability to respond flexibly to changes in the external environment and quickly adjust strategies and approaches;

- team development, which means supporting and encouraging the professional development of each team member, providing opportunities for learning, career growth and self-improvement, creating a supportive atmosphere where everyone feels supported and has the opportunity to openly express their opinion.

Thus, leadership competencies include the ability not only to effectively organise and motivate a team, but also to be prepared to make important decisions in difficult circumstances, to continuously support the professional development of the team, and to create an atmosphere of trust and mutual respect, which is the basis for the effective functioning of an educational institution.

4. Innovative competencies determine the ability of an educational manager to use the latest technologies, methods and approaches to improve the educational process and management functions. The main aspects of innovative competencies are:

- Integration of new technologies involves the ability to implement modern technologies that improve educational and management processes, use digital tools and platforms to organise distance learning, online courses, and educational resources that provide access to knowledge and promote flexibility in the learning process. implementing systems for automating the monitoring and evaluation of the effectiveness of the educational process, managing academic and administrative staff, financial management and other aspects of the institution's activities, possessing the skills to use social media and other communication platforms to facilitate effective communication between participants in the educational process;

- innovative thinking, which means a willingness to continuously introduce new ideas, approaches and tools for the development of the educational process (gamification, project-based learning, the use of artificial intelligence for personalised learning, and other methods that promote interactive learning), the ability to implement flexible learning models that allow students to choose the pace and form of learning themselves, integrating technologies for more effective assimilation of material;

- integration of international practices, which involves the ability to analyse international educational practices and adapt them to the conditions of a particular institution, taking into account cultural, social and economic characteristics, the ability to establish partnerships with other educational institutions and international organisations for the exchange of experience, participate in joint projects and initiatives, which allows for the introduction of new methods and approaches,

understanding the importance of globalisation of the educational process and the implementation of international standards of education quality, which allows for preparing applicants to work in an international environment and contributes to the recognition of diplomas abroad.

Thus, the innovative competencies of an educational manager include the ability to actively use the latest technologies in teaching and management, the ability to adapt innovative methods and practices for the development of the educational process, as well as effectively integrate international standards and practices to improve the quality of education at all levels.

5. Financial and resource competencies determine the effective use of available resources and ensure the stable financial condition of the educational institution, which in turn allows for the implementation of development strategies.

Financial management includes the ability to effectively plan, control, and use financial resources to achieve the strategic goals of the educational institution. An education manager must have the skills to draw up detailed and realistic budgets for various aspects of the educational institution's activities (training, infrastructure development, staff support, etc.). This requires the ability to forecast income and expenditure, analyse financial risks and make informed decisions on the allocation of funds. It is important to be able to effectively manage current expenses, limit unnecessary costs and optimise procurement processes. To do this, the manager must use financial analysis tools, audit expenses and make decisions that promote maximum efficiency with minimum financial losses.

In today's environment, educational institutions often face limited budgets, so an education manager must have the skills to attract additional financial resources. This can include seeking grants and government funding, attracting investment, or collaborating with private partners.

Ensuring financial transparency and accountability is also an important aspect. This includes regular reporting to governing bodies, teachers, and students, as well as preparing financial reports that demonstrate the effective use of funds.

Resource management involves the optimal use of material, human and information resources to achieve high quality in the educational process. Key components of resource management include:

- optimising the use of material resources, namely planning the procurement and maintenance of material resources, as well as developing a strategy for their long-term preservation and renewal;
- human resource management, which includes the recruitment, motivation and professional development of teaching and administrative staff, the creation of favourable conditions for effective work, and the support of continuous staff development through professional training, education and career growth;
- information resource management, which includes both the integration of modern technologies into the educational process (electronic platforms, online courses) and ensuring the smooth operation of information systems for management purposes (student databases, platforms for managing the educational process);

- coordination between resources, which means the ability to ensure integration and coordination between different resources, the ability to balance the needs of the educational process, finances, material and human resources, focusing on the overall goals and development strategy of the institution;

- planning and assessment of resource needs, which involves assessing current and future resource needs, planning their provision to achieve high-quality education, forecasting needs for new technologies, teaching materials and other equipment to support the learning process.

In general, financial and resource competencies are the basis for the stable functioning and development of an educational institution. They enable effective management of finances and resources, which in turn contributes to the successful implementation of educational initiatives and the achievement of high results in the educational process.

In summary, we can say that a modern educational manager must possess a set of competencies that allow them to effectively perform their professional duties in the face of constant changes and challenges in the modern educational environment. This set includes managerial, communication, leadership, innovation, financial, and resource competencies. Each of these aspects is an integral part of the professionalism of an educational manager, allowing them not only to organise an effective educational process, but also to adapt to new conditions, integrate modern technologies, motivate and inspire the team, ensure the effective use of resources and make informed decisions in conditions of uncertainty.

Now that we have identified the key competencies that educational managers need to develop, the next step is to determine the training programmes that will help to shape and improve them. Given the specific nature of management activities in education, it is important to determine which types of training are most effective in developing certain competencies and which ones to focus on in the training of education managers.

Training courses for education managers can vary in format and content, depending on the specific competencies that need to be developed. Identifying the main types of training is an important step in creating effective development programmes for managers in education.

The main types of training for education managers can be classified according to the goals they set for themselves, as well as the competencies that need to be developed in education managers.

Leadership training is a key tool for developing effective management skills in modern education managers. They are aimed at developing the ability to inspire and motivate staff, make strategic decisions, manage changes in the educational process, develop effective communication with teachers, students, parents and the community, and create a culture of cooperation and trust. The training covers aspects of developing a vision and strategy for an educational institution, defining key goals and ways to achieve them, managing risks, and planning long-term changes. Considerable attention

is paid to motivating the team by creating a favourable climate, encouraging professional development and stimulating a creative approach to work. Education managers also learn to make decisions in difficult situations, delegate authority, effectively distribute responsibilities and resolve conflicts within the team. Developing communication skills involves active listening, clear communication, establishing feedback, and managing different communication styles. An important aspect is leadership in times of change, which includes adapting to educational reforms, implementing innovations, supporting the team during periods of transformation, and managing stress within the team. Training is conducted using practical case studies, role-playing games, group work, coaching, and reflective practices. The expected outcomes are the development of leadership qualities, confidence in one's own management abilities, strengthening of teamwork, improvement of strategic thinking, ability to manage change, and improvement of communication skills.

Change management training is also extremely important for modern education managers, as the educational environment is constantly undergoing reform, innovation and adaptation to new challenges. The main goal of such training is to prepare education managers for effective planning, implementation and support of changes in educational institutions. Training participants learn to develop change strategies, taking into account the characteristics of the educational environment, the needs of those involved in the educational process, and factors that influence the success of reforms. Significant attention is paid to risk analysis and the anticipation of possible barriers that may arise during the implementation of changes. Managers acquire skills for effective communication with teachers, students, and other stakeholders in order to explain the need for change and build support for it. In addition, they learn methods for involving the team in the transformation process, which helps to strengthen the team and increase trust. As part of the training, participants also learn modern change management models, such as ADKAR, Kotter's 8-Step Model, and others, which allow them to structure the change process and reduce stress levels among participants. An important component is the development of adaptability and flexibility, which helps managers respond effectively to unpredictable situations and find innovative solutions in conditions of limited resources. The training sessions often include practical case studies where participants practise change management in simulated situations, as well as reflective practices that allow them to evaluate their own actions and identify areas for improvement. The result of such training is an increase in managers' ability to implement change with minimal resistance, motivate the team to innovate, and ensure the sustainability and effectiveness of educational institutions in a dynamic environment.

Communication and cooperation training courses are an important tool for improving the professional activities of education managers, as the successful management of an educational institution largely depends on effective interaction with teachers, students, parents, colleagues and other participants in the educational process. The main goal of such training is to develop skills for establishing constructive

communication, resolving conflicts, and creating a favourable climate for cooperation. Training participants learn to analyse communication styles, adapt them to specific situations and use effective interaction techniques. Particular attention is paid to developing active listening skills, empathy and building trusting relationships within the team. The training also covers negotiation methods aimed at achieving mutual understanding and consensus between different parties, and includes conflict management practices that reduce tension within the team and help find optimal solutions in difficult situations. Education managers develop the ability to form effective teams, engage staff in joint problem solving, and foster a culture of partnership within the educational institution. During the training sessions, participants practise skills for managing diverse groups, taking into account the individual characteristics of each participant, and learn facilitation techniques that promote effective group work on projects. Considerable attention is paid to digital tools for communication and collaboration, which enable productive interaction in remote or blended learning environments. The training sessions are based on practical exercises, role-playing games and case studies, allowing participants to consolidate their theoretical knowledge in practical activities. The result of such training is an increase in the level of communication skills, the ability to build partnerships, improved quality of interaction within the team, and strengthened overall effectiveness of the educational institution.

Digital literacy training is extremely relevant for modern education managers, as the development of digital technologies and their integration into the educational process have become key challenges of today. The main goal of such training is to develop the competencies necessary for educational institution managers to effectively use digital tools in their daily work, manage their institutions, and organise the educational process. During the training, participants learn the basics of working with information and communication technologies, learn how to work with cloud services, electronic platforms for learning management, content creation programmes, and master modern means of communication and collaboration. Considerable attention is paid to developing skills in working with large amounts of data, analysing information, and making management decisions based on digital data.

Training participants learn about tools for organising distance and blended learning, and master methods for creating interactive tasks, tests and modules that encourage students to engage in active learning. In addition, managers are taught the basics of digital security, including personal data protection, cybersecurity and confidential information management. The training also covers the effective use of social media to promote educational institutions, establish communication with the community, and maintain a positive image of the institution. The practical component of such training includes tasks aimed at applying the knowledge gained in real-life situations, simulations of working with various digital tools, and the exchange of experiences between participants. The result of digital literacy training is increased confidence in working with digital technologies, the ability to integrate them into all

aspects of educational activities, improved management efficiency, and the creation of a modern educational environment that meets the needs of the information society.

Conclusion. Professional training of education managers is a key condition for ensuring effective management of modern educational institutions, especially in conditions of dynamic changes and growing challenges. The development of a set of managerial, communication, leadership, innovation, financial and resource competencies is necessary for the implementation of the strategic objectives of educational institutions, maintaining the high quality of the educational process and adapting to new societal demands. An analysis of the main types of training, such as leadership training, change management training, communication training and digital literacy training, shows that these training formats contribute to the comprehensive development of educational managers, increase their professionalism and ability to think innovatively. Thus, a comprehensive approach to the professional development of education managers through targeted training programmes ensures the sustainable development of educational institutions, improves the quality of educational services and creates a modern, progressive educational environment that meets the needs of the information society.

Prospects for further research in this area are linked to the study of new approaches to the professional training of educational managers, in particular, with an emphasis on the integration of innovative methods and technologies into training programmes. An important area is the analysis of international experience in training educational managers and its integration into domestic practice to increase the competitiveness of educational institutions.

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