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## **RESULTS OF THE EXPERT EVALUATION OF THE EFFECTIVENESS OF THE MANAGEMENT MODEL OF THE DEVELOPMENT OF THE CREATIVE POTENTIAL OF TEACHERS AS A SELF-ESTEEM OF THE MANAGER COMPETENCE**

**T. V. Koroid\***

*This article deals with the organization and results of expert evaluation of the management model of the creative potential of Ukrainian language and literature teachers in the context of non-formal education, reflects its certain level by independent experts and an experimental group. The topical issues of results of expert evaluation have been disclosed. It was noted that qualitative management of development of creative potential of teachers in modern society during wartime is one of the main tasks of the same society. The focus is on the concept of "professional competence". A professional leader is able to find compromises, changes him/herself, changing the environment. It was noted that the success and effectiveness of the development of the creative potential of teachers of education institutions depends directly on the competence of the individual manager, his/her professional level, facilitating the use of pedagogical innovations, enhance the role of knowledge in all areas of activity.*

*The management model of development of creative potential of teachers is the ability to determine the strategy of development of the institution, the organization of its effective activity through the implementation of new approaches and activity system. It proves urgency of introduction of a management model of development of creative potential of teachers in education institutions. In the context of quality management this development depends on the judicious combination of the self-actualization of the individual, his/her free choice, respect and understanding, the competence and willingness of the management itself to renew their knowledge, readiness to life-long learning.*

*The main management model of development of creative potential of teachers is motivation, attitude to obtaining new knowledge and awareness of the changes taking place in Ukraine, because the society begins to realize that the teacher is an agent of change, a means of organizing intellectual cooperation among all members of the education process.*

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**Keywords:** *management model, SMART-, SWOT-, PEST- analysis, methodological approaches, laws and patterns, subjects and objects, agents of change, reputation, positioning.*

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## РЕЗУЛЬТАТИ ЕКСПЕРТНОГО ОЦІНЮВАННЯ ЕФЕКТИВНОСТІ МОДЕЛІ УПРАВЛІННЯ РОЗВИТКОМ ТВОРЧОГО ПОТЕНЦІАЛУ ВЧИТЕЛІВ ЯК САМООЦІНКА КОМПЕТЕНТНОСТІ КЕРІВНИКА

Т. В. Короїд

У цій статті висвітлено організацію її результати експертного оцінювання моделі управління розвитком творчого потенціалу вчителів української мови і літератури в умовах неформальної освіти, відображено її визначений рівень незалежними експертами її експериментальною групою. Розкрито актуальні питання щодо результатів експертного оцінювання. Зазначено, що якісне управління розвитком творчого потенціалу вчителів у сучасному суспільстві за воєнні часи є одним із основних завдань цього ж самого суспільства. Зосереджено увагу на понятті "професійна компетентність". Керівник-професіонал уміє знаходити компроміси, змінюється сам, змінюючи навколишнє середовище. Зазначено, що успішність і результативність розвитку творчого потенціалу вчителів закладів освіти прямо пропорційно залежить від компетентності особистості управлінця, його фахового рівня, що сприяє застосуванню педагогічних інновацій, підвищує роль знань у всіх сферах діяльності.

Модель управління розвитком творчого потенціалу вчителів – то вміння визначати стратегію розвитку свого закладу, організацію його ефективної діяльності через реалізацію нових підходів і систему роботи. Доведено актуальність впровадження моделі управління розвитком творчого потенціалу вчителів у закладах освіти. У контексті якісного управління цей розвиток залежить від розумного поєднання самоактуалізації особистості, її вільного вибору, поваги її розуміння, компетентності її бажання самого керівництва оновлювати свої знання, учитися протягом життя.

Головне, модель управління розвитком творчого потенціалу вчителів – то мотивація, ставлення до отримання нових знань і усвідомлення змін, що відбуваються в Україні, тому як суспільство починає усвідомлювати, що вчитель є агентом змін, засобом організації розумової співпраці між усіма членами освітнього процесу.

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**Ключові слова:** модель управління, SMART-, SWOT-, PEST- аналіз, методологічні підходи, закони її закономірності, суб'єкти її об'єкти, агенти змін, репутація, позиціонування.

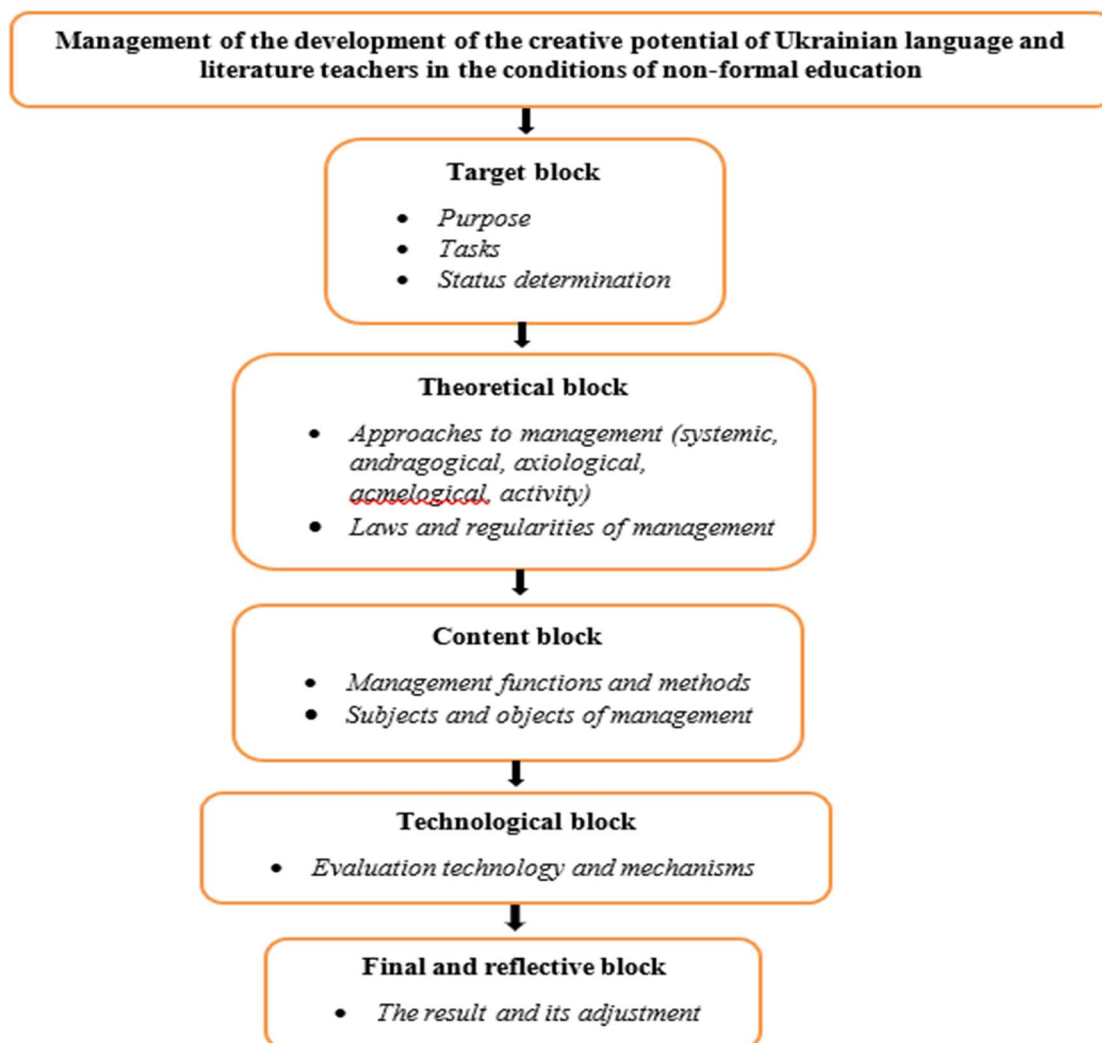
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**Introduction of the issue.** Today it is important to understand that the management model of development of creative potential of teachers is a tool of management, a holistic system which is based on the national idea, competence, effectiveness, competitiveness of the creative person in the environment of the education institution. In order to achieve results and objectives, overcome difficulties it is necessary to accelerate the acquisition of new practices, to apply the latest technologies at all levels, to obtain invaluable experience, ensuring full consideration of external and internal factors, enabling an education institution to withstand competition.

Taking this into account we understand that the creative style of pedagogical activity is the result of the style of pedagogical thinking and qualitative management of creative potential is a complex type of activity of a

manager. In this case personal activity is transformed into a collective to achieve a common, intended result through the mastered tools of the management model of the creative potential of teachers. The management quality problem defines the quality control and quality evaluation tasks, which are included in the quality management tasks and approved in the professional standard of the head of the GEI through his general competence and work functions [2].

Accordingly for the professional growth of the individual, the development of his creative potential, the management model of this development is a tool for translating knowledge and skills into daily practice of a continuous process of analysis by the subject of his activity as a component of the dynamic system, which requires systematic monitoring and adjustment (Fig. 1):



**Fig. 1. Managing the creative potential of the Ukrainian language and literature teachers in non-formal education**

Here is the identification of problems, correction of shortcomings and the possibility of theoretical determination of the result of creative activity with systematic adjustment of parameters of a certain end result and performance of the person at the exit actually on the finish line [6]. Management model of development of creative potential of teachers is useful for their self-improvement and movement with individual trajectory of development of creative potential, successful solution of problems of quality of management and organization of education process, mastering new means and methods. It is an internal and external motivator that reflects the competence of the head of the institution, its effective performance, and

the activity system. Such an innovative manager is trained to motivate teachers and stimulate them to act, developing their potential, raising the level, professional competence, and qualifications, aiming at results and success.

Today Ukrainian education is in a state of transformation and education institutions are being reorganized for modernization. All these changes in the internal and external environment require educators to adapt and shape their own strategies. The Project of National Strategy for the Development of Education in Ukraine noted that "...quality and effectiveness of the institution activity cannot fully meet the modern needs of the individual and

society... The prestige of education and science in society remains low" [9] because the awareness of the person, the activation of his activity play an important role in making important decisions when the stimulus is transformed into motivation and vice versa, when the motivation of the person - into an external stimulus. The management model of development of creative potential of teachers is a thoughtful combination of theory and practice, knowledge and experience, skills and abilities of specialists-personalities, qualitatively fulfilling their professional duties with maximum efficiency and pedagogical skill.

**Current state of the issue.** The problems of realization of potential opportunities and realisation of personality in practice were paid attention in scientific works of G. Ball, P. Saukh, etc.

Current issues of the national education system, in particular, studies of the quality of the education process, adaptive management are presented in a monograph with the participation of G. Yelnikova, T. Borova, G. Kravchenko, Z. Ryabova, etc. [3] and [6]; general issues of training of Ukrainian language and literature teachers are devoted to the research of N. Voloshyna, I. Ziaziun, N. Pentyliuk, B. Stepashyn, V. Shuliar.

Management of the institution as an education component of the theory and practice and the quality of education are devoted to the work of G. Yelnykova, L. Karamushka, V. Maslov, Z. Ryabova, P. Saukh, S. Sysoieva, etc.; issues of management of education institutions can be seen in the works of G. Yelnykova, L. Kalinina, T. Rozhnova, G. Syrotenko, etc.; attention to the issues of strategic management in the education system in the works of the following experts, such as: G. Yelnykova, L. Karamushka, A. Marmaza, Z. Ryabova, etc.

Aspects of professional growth of teachers and development of their pedagogical skills, creativity were the subject of research by I. Ziaziun, V. Kremen, T. Rozhnova, T. Sorochan, G. Tymoshko, etc.

The study of the problem of the development of the creative potential of the individual as a pedagogical skill preceded the development of scientific research into the philosophical and cultural and social nature of the person in the context of its formation in particular V. Kremen, P. Saukh, V. Sukhomlynskyi, etc.

Some aspects of the development of the creative personality and psychological and pedagogical factors that contribute to the formation of its qualities – scientific works by O. Klepikov, I. Kucheriavyi, K. Rogers, N. Rudicheva, S. Sysoieva, etc.

Researchers define the concept of creativity as the highest form of personality activity, its activity aimed at self-development and self-realization and spiritual growth and prove that for each person this phenomenon is unique in its essence and individual on its functioning.

G. Tymoshko, R. Hmeliuk, etc., examined the general issues of managing the development of teachers' creative potential in general education.

**Outline of unresolved issues brought up in the article.** The leading methods of the pilot test are observation and survey which was carried out in a targeted manner. On the basis of a practical generalization of the experimental verification of the results of the thesis study, namely: development of a management model of the development of the creative potential of teachers – revealed the use of mastering the tools of this model, i.e. Therefore, this management model of the development of the creative potential of teachers has a positive impact on the effectiveness of the manager at a time of increasing complexity of the processes manifested through the implementation of managerial functions which are a prerequisite for the stable development of all participants in the education process. According to Professor Z. Ryabova, "...the real challenges... encourage the transformations taking place in the education system in general... provide conditions for appropriate human development... capacity which is a crucial factor for ensuring the quality,

accessibility and efficiency of activities..." [10].

P. Saukh is convinced that "today it becomes indisputable that the creation of a common European education space, besides improving the quality of education, strengthening its ability to compete with the American and Asian education systems, "implements at least two more goals..."; and another thesis of the scientist, which outlines the problems of the present is "...through education, values and world-outlook guidelines are disseminated..." [11].

Professor N. Prykhodkina gives facts about the teacher's creative activity, noting that the teacher should be prepared to be versatile and constantly professional self-improvement, as "...teacher takes on many roles...they should be ready to cooperate... and also... when it comes to replacing the school" [8]. V. Sukhomlynskyi regarded creativity as an activity in which the spiritual world of the person is revealed.

In psychology, the concept of creativity is associated with the qualities of the person as a focus on the possibilities of the person, her creative potential. The term of creativity (from Lats. creativo - creation) in psychology and pedagogy appeared later. This is the creative potential manifested in innovative transformations such as in thinking, feelings, communication, knowledge, activities.

As you can see the development of creative potential and creative activity are inseparable. Let's pay attention to the concept of "creativity" as the highest form of personal activity and "potential" as means, reserves, realized for achievement of the goal or possibilities and make a conclusion about the concept of "creative potential".

Therefore, the concept of "creative potential of the person" as the personal potential the components of which are personal properties and qualities ensuring the ability of this person to act as a subject of creative activity.

These aspects lead to the introduction of a management model for the development of the creative potential of teachers as an opportunity to effectively use knowledge as the ability to analyze and foresee the consequences of managerial decisions and act as subjects of creative activity. What is needed here is an active re-evaluation of values, doctrines when phantasmagoria is already a practical reality through an education revolution in education, when "... a significant aspect of our management model of the development of the creative potential of teachers is the control of awareness of the use of creative abilities and credibility in the competitiveness of the teacher and the education institution image..." [4].

**Aim of research** is to publicize the results of the expert evaluation of the effectiveness of the management model of the creative potential of teachers by carrying out a pilot test and the corresponding competence of heads of education institutions to ensure the quality of management as a necessity and requirements of society and the state.

**Results and discussion.** The leading method of expert evaluation was observation as an illustration of personality and professionalism, management, and organization. Thus, the development and qualitative management of the development of the creative potential of teachers requires the presence of two factors: the level of qualification of the individual and more significant – "competence and professionalism" manager – because of the successful organization of the education institution. Therefore, the most important in our opinion was the final formation of the experimental and control groups on the basis of their voluntary participation in the expert evaluation of the management model of the creative potential of Ukrainian language and literature teachers (Table 1).

Table 1

**Distribution of education institutions on experimental and control groups**

<b>Experimantal group</b>	<b>Control group</b>
1. Free Online School for children from Ukraine throughout Europe (Poland)	1. Glukhiv secondary school of grades I-III No.6
2. Vovchansk Professional College of the State Biotechnology University of Chuguiev district of the Kharkiv region	2. Lyceum No. 2 of the Kalyniv City Council of the Vinnytsia Region
3. Holozubynetsk lyceum of the Dunaievets City Council of the Khmelnytsky region	3. GEI "Secondary general education school No. 93" of Podilsky district of Kyiv
4. Private organization "General education institution" of the I-III grades: Kyiv lyceum "Gremium", Kyiv	4. GEI "Specialized School No. 210 of the Obolon District of Kyiv"
5. Kyiv gymnasium of Oriental languages No. 1	5. M. Ocheret Lyceum No. 23 of Zhytomyr
6. Mashivsk lyceum of the Vishniv Village Council of the Volyn region	6. Kharkiv private lyceum "School" Ranok" of Kharkiv region
7. Pogrebivsk City Council of the Kyiv region	7. Shipynetsk GEI of I-III grades of Kitsman city council of Chernivtsi region
8. G. Romanova Lyceum No. 5 of Kamianske City Council of Dnipro region	8. Specialized general school No. 2 of I-III grades with in-depth study of foreign languages in Chernihiv
9. Vasyl Kysil Kharkiv lyceum No.106 of Kharkiv City Council	9. Kodym Lyceum No. 1 of the Kodym City Council of the Podil District of the Odesa Region
10. Poltava General Education School of I-III grades No. 38 of the Poltava City Council	10. Vocational and technical school No. 22 of Velyka Lepetykha (Kherson region, Kakhovka district)
11. Center for Professional Development of Pedagogical Staff of the Dolyna City Council of Ivano-Frankivsk region	
12. Zhitomir Lyceum 8	

The creation of the pilot group made it possible to analyze and identify indicators of changes in the results of the expert evaluation on the levels of the management model of the development of teachers' creative potential. The administration of education institutions received materials on the characteristic of the management model of the development of the creative potential of teachers, technology of its usage, methodological recommendations «Introduction of a management model of development of creative potential of Ukrainian language and literature teachers in conditions of non-formal education». The members of the pedagogical staff joined the webinar within the "Education" as students of advanced training courses of the Central Institute of postgraduate education of "University of Education Management" of

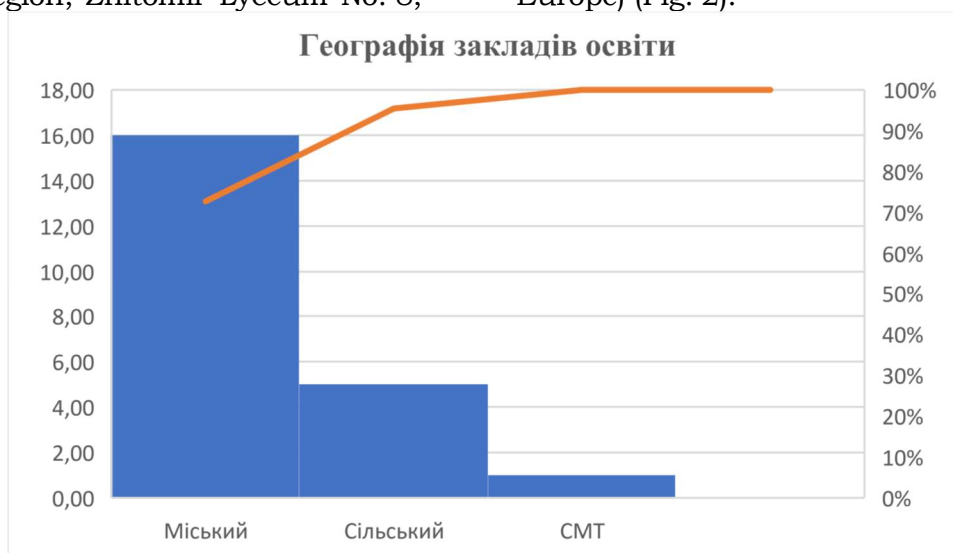
NAES of Ukraine, also familiarized with the education program of advanced training of Ukrainian language and literature teachers.

So, joined the expert review of the management model of the creative potential of Ukrainian language and literature teachers, the following education institutions, which entered the experimental group, like: Free Online School for children from Ukraine across Europe, Holozubynetsk lyceum of the Dunaievets City Council of the Khmelnytsky region, Private organization "General education institution" of the I-III grades: Kyiv lyceum "Gremium", Kyiv gymnasium of Oriental languages No. 1, Vovchansk Professional College of the State Biotechnology University of Chuguiev district of the Kharkiv region, Mashivsk

lyceum of the Vishniv Village Council of the Volyn region, Pogrebivsk City Council of the Kyiv region, Vasyl Kysil Kharkiv lyceum No. 106 of Kharkiv City Council, Poltava General Education School of I-III grades No. 38 of the Poltava City Council, Center for Professional Development of Pedagogical Staff of the Dolyna City Council of Ivano-Frankivsk region, Zhitomir Lyceum No. 8,

G. Romanova Lyceum No. 5 of Kamianske City Council of Dnipro region.

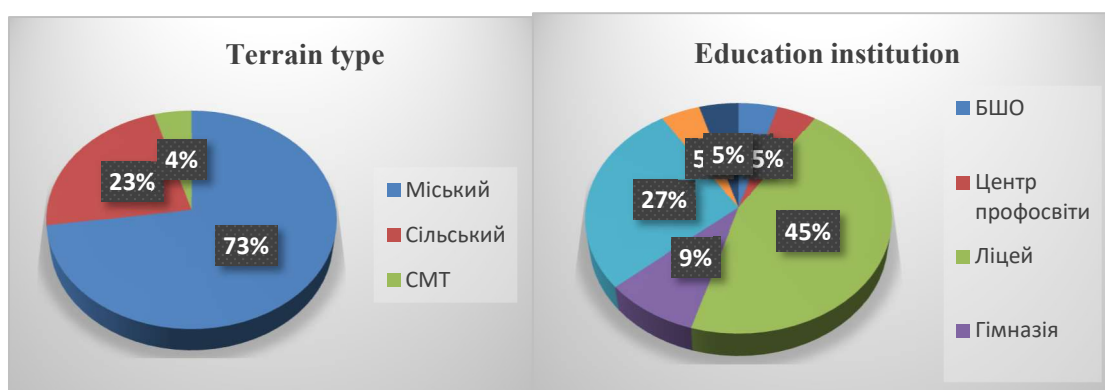
The geography of education institutions (experimental and control groups) is as follows: all regions of Ukraine and one subordinated to the Ministry of Education and Science of Poland (Free Online School for children from Ukraine throughout Europe) (Fig. 2):



**Fig. 2. Geography of education institutions of the experimental and control groups**

Regarding the types of education institutions 1 of them is from an urban-type settlement (UTS) Velyka Lepetykha (vocation school), 16 urban (1 school, 8

lyceums, 1 gymnasium, 4 GEI, 1 college, 1 vocation training centre) and 5 rural (2 lyceums, 1 gymnasium, 2 GEI) (figure 3, 4):



**Fig. 3, 4. Statistics of education institutions by types and their location regarding the experimental and control groups**

The results of the expert evaluation were tested with the statistical methods of mathematical analysis of the Pearson criterion which became an indicator of the high level of the management model of the development of the creative potential of teachers. To confirm the quality of the management model of the creative potential

of Ukrainian language and literature teachers in the context of non-formal education we applied the method of finding the arithmetic mean value using the weighting option, calculating the average weighting.

So, we have developed a management model of development of creative potential

of teachers as a step-by-step support for quality management of development of creative potential of a person and effective organization of activity of a manager as a guarantee of professional growth in the team.

Thus, the administration of the Free Online School for children from Ukraine throughout Europe considers that the technology of using our management model of the development of the creative potential of Ukrainian language and literature teachers is clearly outlined with all the necessary blocks and their content which allows managers and teachers to thoroughly approach the process of professional and personal growth. The Holozubinetz lyceum of the Dunaievets City Council of the Khmelnytsky region introduced the question of the approbation concerned managers and Ukrainian language and literature teachers to the Pedagogical Council which was held in February 2022-2023 but the administration presenting this model of development management aims to expand it to the entire staff of this education institution not limited to the management of the creative potential only of Ukrainian language and literature teachers [4].

Successful implementation of the management model of the development of the creative potential of teachers in the personal activity and education process of the education institution will encourage all participants to motivation, development of cognitive and creative abilities.

We noted that the management of the development of the creative potential of teachers in particular Ukrainian language and literature teachers is also a methodological support of the school's risk tolerance system, its image and the competitiveness of the team. Developed strategies for managing the development of the creative potential of teachers thanks to effective management technologies through the presented blocks of management models for the development of their creative potential are responsible for the competitiveness of all participants in the education process (Table 2) because competence is the key to updating the content of education. D. Berliner and B. Biddle are convinced that politicians and other officials systematically change school materials according to their curricula so it should be on the side of most teachers who are independent, free, due to their altruism and competence [13].

Table 2

**Management model of the development of teachers' creative potential as a strategy for the development of an education institution**

<b>Tasks</b>	<b>Competition as a competition of professionals</b>	<b>Areas of activity</b>
1. Implementation of the management model for the development of the creative potential of Ukrainian language and literature teachers	Satisfying the needs of the consumer through the development of one's creative potential, professional growth	Assistance and coordination of activities of a motivated personality
2. Creation of favorable conditions for the self-realization of a creative personality	Freedom of thinking, choice, individual actions	International cooperation, internship, expansion of international cooperation
3. Stimulation of self-education, development of creative potential of teachers	Implementation of a management model for the development of the creative potential of teachers to achieve the highest results for both the individual and the education institution	Development by a manager or a motivated individual of an action strategy for improving competencies, teaching methods, own competitiveness, and the image of GEI



We note that the introduction of a management model of the development of the creative potential of teachers ensures competitiveness through the personal growth and improvement of each participant in the education process and quality management and leads to a high level of competition. F. von Hayek is convinced that competition is a process and that its intrinsic features are the basis of statistical analysis. "Any restriction of competition in turn effectively reduces the amount of knowledge potentially available to society. The reduction or rather the failure to acquire a certain amount of knowledge and information is expressed in losses of individuals and society as a whole" [7].

First let's define the concept of "competitor unpredictable": this is the one who does not have a definite model of behavior because the solution is unrealistic to envisage it in view of its image. In other words, the actions of a person "outside the system" when in one case they respond entirely to the activity of a partner, in another – no reaction from similarity of actions.

In this case consider competition for creative personality as a procedure for discovering and generating new knowledge on the management model of teachers' creative potential as a competition for predictability (Table 3):

Table 3

**The management model of the development of teachers' creative potential as a competition of predictability**

<b>Competitive mechanism</b>	<b>Unpredictability of competition</b>	<b>Anticipation of competition</b>	<b>Methodological approaches</b>	<b>Competition as a result</b>
Gary Hamel& C.K. Prahalad "Competing for the Future" as motivation	- strategic planning; - continuity of changes; - expansion of imagination; - revitalization of the process of personal improvement, its individual growth	- personal achievements of each member of the educational process as a result of the implementation of the management model for the development of the creative potential of teachers in the educational institution; - the possibility of quality management through studying the technology of using this management model; - unified management – all blocks of the model ensure high-quality management activity; - control as consistency of actions or influence on the subject, its effectiveness; - the quality of management and quality management leading to the quality of education	- functional approaches of F. von Hayek, J.A. Schumpeter, I. Kirzner "Law, legislation and freedom", "... after all, competitive activity is valuable and self-sufficient in itself" [6]	- unknown before; - the quality of management is aimed at developing the creative potential not only of teachers, but also of all participants in the educational process; - the management model is the advantages and desired results; predictability of the result; - key competencies for teacher-leaders, agents of change; - increase in knowledge; - cooperation; - the talent of prediction

The degree of personal growth of the teacher depends on his competitiveness and the image of the education institution. Here are the personal initiative of everyone, competence and teamwork, certain relationships and system of work in the institution. That is why we view competition as a prospect for teacher growth.

Modern scientists believe that "the adaptive processes of management are gradually spreading in different spheres of Ukrainian economy. Adaptive management in the system of modernization and reform of national education is of particular importance, carried out purposefully through the conscious introduction of changes in the

content, technology of education processes, to create and develop education space. Conscious transformation leads to evolutionary changes of those features of the system which stand the test of time and remain in demand on the ridge of modern challenges" [1].

It is known that competition has both negative and positive qualities. Seen from a virtuous perspective, fair competition ranges from personal motivation, the use of innovative technologies, effective implementation of the management model and design of society's needs to the latest forms of work and performance (table 4):

Table 4

**Comparative characteristics of competition methods  
by directions and criteria**

<b>Education</b>	<b>Economics</b>
1. Improvement of teachers' qualifications	1. Improving the quality of services
2. Innovative orientation of a competitive personality	2. An enterprise that uses advantages aimed at competitiveness
3. Education contango – implementation of a management model for the development of teachers' creative potential	3. Contango as a price premium; using strategies to profit from contango
4. Effectiveness of the activity of the education institution	4. Prices
5. Targeted planning, analysis, implementation control, updating of the regulatory framework	5. Operating costs are reduced for consumers of goods
6. Improving the quality of education	6. Product quality improvement

Analyzing this table, we can confidently assert that the management model of development of creative potential of teachers is an indicator of their competence self-orientation, ability to integrate, changes, innovation, possession of communication technologies, the ability to life-long learning. When talking about agents of change in education we consider the free choice to acquire knowledge as a factor of professional skills of teachers, reflecting their mobilization potential, of course, the consequence of which is the qualitative management of the development of creative potential and the formation of professional culture of all members of the education process. Remember that changes in education require a

competitive teacher, manager-leader, his level of formation to the appropriate complexity of action at the current stage, readiness for managerial competence. Thus, T. Sorochan notes that "...professionalism is an integrated education, a combination of competences...". In order to be realized in the activity, the authority (in this sense - competences) must be provided by the competences formed by the teacher that is the ability to perform professional activities. This is one of the arguments regarding the relationship between the concepts of "competence" and "professionalism" [12].

Therefore, at first glance the modern heads of education institutions meet education challenges and are able to

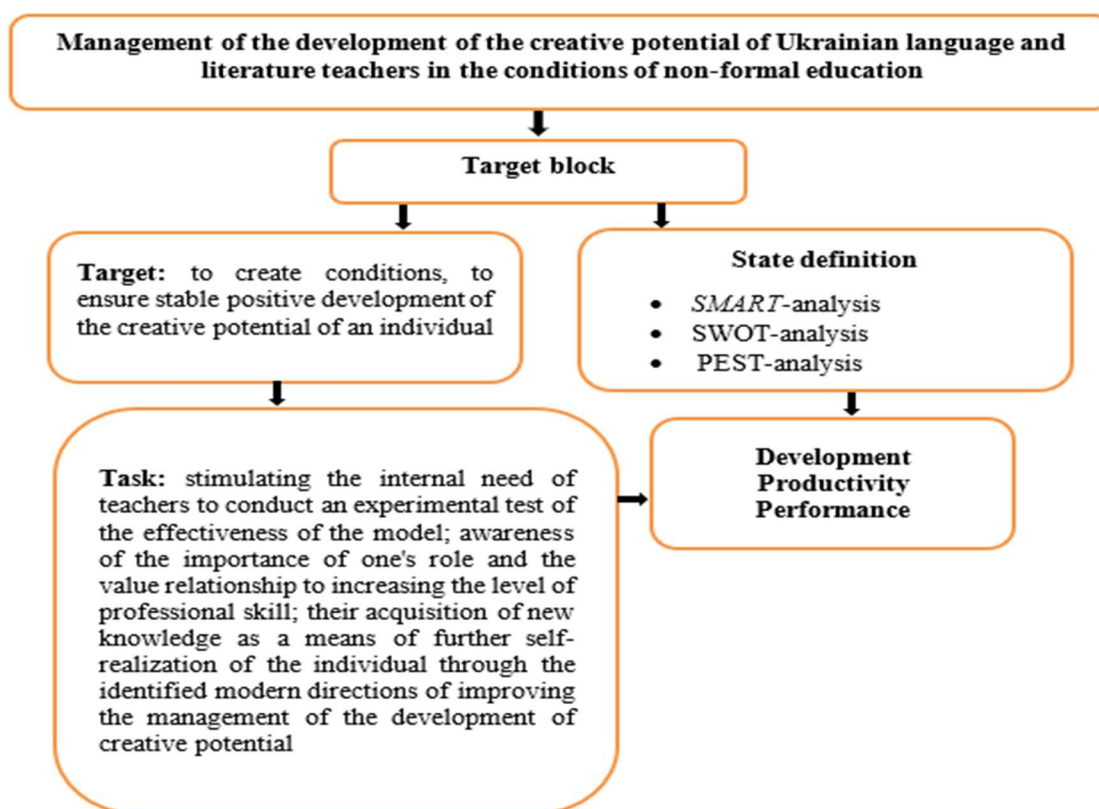
change the rules of the game in it. But expert evaluation of the governance model raises many questions about managerial competence.

The first and the main problem is the functions and methods of management, the subjects and objects of management, the skills of the administration with the management model and understanding the technology of its introduction in the school. The most challenging for managers as most noted is the third pillar of the teacher talent management model [6].

The second problem is approaches to management, laws and regularities of

management, which means constant updating of knowledge, mastery of modern technologies, because a third part of experts noted the difficulties of working with the second block named "Theoretical" of our management model.

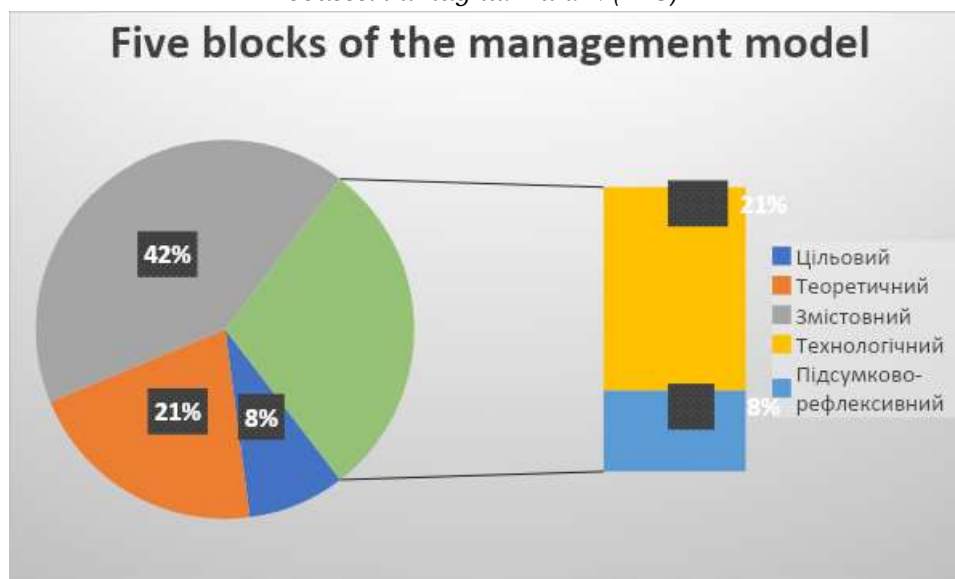
The third challenge identifies the following areas of managerial focus: setting goals and targets. Do not forget that to achieve this goal we use the following types of analysis which need to master many heads of education institutions, such as: SMART-analysis, SWOT-analysis, and PEST-analysis – determine the state (Fig. 5):



**Fig. 5. The structure of the target block for managing the development of the creative potential of Ukrainian language and literature teachers in the conditions of informal education**

Experts focused on the problem of evaluation, its technologies, mechanisms namely "Technological Block" and the use of the management model; turned their

attention to monitoring and correlation, results and their adjustment regarding the last block of our management model "Final and reflective" (Fig. 6):



**Fig. 6. Expert evaluation of blocks of the management model for the development of teachers' creative potential according to the complexity of management**

The fourth problem is the development of skills, the competence of management. Speaking about the management of the creative potential of Ukrainian language and literature teachers under the condition of non-formal education we take into account the following points such as: stylistic properties of personal activity, its "instrumental armament" through specific ways and approaches, moving forward as a desire for self-development, self-assertion. It is the driving force of the creative personality that gradually generates its competitiveness through certain skills, acquisition of competence, self-realization, and success. Therefore, an author's education program of professional development of Ukrainian language and literature teachers has been developed, it aimed at development and qualitative management of development of creative potential of teachers who are able to positively influence public development [5].

The fifth problem requires consideration of the concepts of "competence" and "individualized" as approaches and bases of development of creative potential of the competent person who is trained to analyze, to manage the growth of own personality and adjust activities in accordance with the needs of society and professional position. Confirmation of effectiveness of

individualized approach and qualitative management of development of creative potential of teachers is the importance of competence approach and activity skills with the management model of development of creative potential of teachers as an effective future implementation of professional activities of all participants in the education process.

It is known that the competence approach needs to transform the content of education which is directed to the result of the education process.

It is a qualitative result that will satisfy all participants in the education process, and it is a management model of the development of the creative potential of teachers, so necessary for the image of the education institution, its life and competence of the administration: ability to predict, act, analyze, get results and correct them. Therefore, we emphasize the inextricable link between the acquired skills in the design of the education process taking into account the individuality of the teacher, growth and professional experience through the introduction in education institutions of the management model of the creative development of teachers [5].

**Conclusions and research perspectives.** For stability, competitiveness, image of education

institutions we see the need to implement a management model of development of creative potential of teachers. It is through customization (the process of adaptation and adjustment of the product to a separate audience, united by certain features) the management model of the development of the creative potential of teachers as the effectiveness of the learning process will make education qualitative and competitive due to the competence of the manager and the system of actions of the education institution. Now in our changing time and war state the introduction of a management model of the development of the creative potential of teachers in education institutions is the initiative and effectiveness of both individual and collective, quality management of the development of the creative potential of teachers, systematic improvement of the quality and effectiveness of creative personality and self-education. Some teachers are motivated and self-fulfilling, others are not because they do not even think about how to get to the expected results that bring social benefits, social significance and prospects, forgetting about the high demands on the modern teacher which are based on the objective needs of society, the new challenges that

we all face. Modern scientists Zeliuk V. and Bilyk N. Noted that "The New Ukrainian school is waiting for a teacher capable of forming students' skills of independent scientific knowledge of the world, self-education and self-realization of the person. Such a teacher should be a researcher, determine the strategy of their own development and self-development, constantly, consistently and continuously improve" [3]. It is clear that without formation of values and competences of the administrator of any level and qualitatively new ideas about the education process it is impossible to develop the creative potential and intellectual abilities of all participants in the education process, because the management decision is a direct, personal result of the manager's efforts. Creation of conditions for positive dynamics of development of creative potential of Ukrainian language and literature teachers, competence, quality management of this development relate to the introduction of the management model of the development of the creative potential of teachers in education institutions as an indicator of the success of development of all members of education activity and the quality of education.

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