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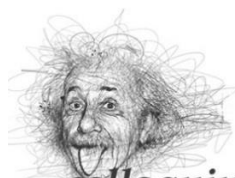
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CULTUROLOGY

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RESEARCH OF MODERN FEATURES OF CULTURAL DEVELOPMENT MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS

Abstract.

The quality of education, especially higher education, is determined by one of the key factors that allow countries to succeed in global competition. The main responsibility for ensuring the quality of higher education lies with higher education institutions. Strategies of educational institutions should provide the necessary cultural level of education and ensure the achievement of the Sustainable Development Goals in the field of education. Given study is devoted to the analysis of the elements of the system of innovative cultural development of educational institutions and the formulation of a conceptual approach to the management of cultural development of educational institutions in modern conditions.

It is grounded that there is the need to ensure the cultural development of educational institutions in accordance with modern global trends. In given paper, the cultural development of educational institutions is proposed to be carried out on the basis of a competency-based approach that will ensure economic results. The given paper proposes a conceptual approach to the formation of a system for managing the cultural development of educational institutions, based on such key elements as: an inclusive approach with accounting of different needs, opportunities, expectations and styles of students; educational policy or program taking into account the historical heritage that influences the culture and ideology of society; academic orientation of teachers depends on their values; the cultural workload of educational institutions, which is manifested in such values as objectivity, academic freedom and respect for students and subjects; culture of scientific research.

Higher education continues its development and becomes more important to society than to individuals; therefore, there is the need of to develop professional management and leadership in developing countries. Ensuring the quality of education and the formation of an appropriate cultural environment remains a priority. Further research in the field of cultural development management in educational institutions is proposed to be carried out taking into account the need for a broad discussion of the proposed conceptual approach, as well as the expected results.

Keywords: *culture, development, management, educational institution, higher education, research.*

Problem statement in general and its connection with important scientific or practical tasks. The report of the Association of European Universities in 2010 on the results of implementing a culture of quality in higher education states that the quality of European education, including higher education, is determined by one of the key factors that will allow Europe to succeed in global competition [6, p. 23]. In 2003, at a ministerial conference in Berlin, it was stated that the main responsibility for ensuring the quality of higher education lies with higher education institutions [7]. In response to the results of the conference, a number of policy measures have been developed since then and activities have been identified to improve the quality of higher education. Among other initiatives, issues related to promoting the cultural development of educational institutions were reviewed.

According to the Global Education Monitoring Report 2020 prepared by the United Nations Educational, Scientific and Cultural Organization (UNESCO), educational strategies adopted in different

countries during the outbreak of the COVID-19 pandemic, do not promote cultural development in higher education institutions. The problem is too large for any education system to respond effectively. Restrictions on the work of educational institutions have posed unprecedented challenges to governments, teachers, professors, students and parents in providing the necessary cultural level of learning [11].

In order to continue the educational process during the global pandemic, the countries of the world, including Ukraine, have introduced various forms of online learning. However, the lack of appropriate culture and the necessary infrastructure made distance learning during COVID-19 an "imperfect replacement for classroom learning." According to the report, the level of use of educational technologies depends on the country's income. 74% of low-income countries used online methods in education, compared to 36% of low-income countries. However, none of the current decisions on continuity of education ensure compliance with the principle of "learning for all". In general, about 40% of

low-income, low-income countries failed to support those living in remote areas, under-resourced, and disadvantaged during the COVID-19 pandemic.

Meanwhile, the forced impetus for the development of distance learning, changes in education caused by COVID-19 quarantine restrictions, the strengthening of international orientation of education in Ukraine and some other reasons make cultural development in educational institutions a significant challenge for policy makers. and develops plans. Today, students who speak different languages at home, have different levels of academic ability and socioeconomic status have to be educated, which seriously hampers the provision of education, especially if the goal is to increase common achievements and, ultimately, integration into a single nation. Different countries develop different policies and apply different approaches in this regard. Meanwhile, in all cases, ensuring cultural development is one of the biggest problems facing education systems in the early twenty-first century.

Analysis of recent research and publications.

Today, UNESCO's budget remains much lower than in 2011, when the United States cut off funding. However, the UNESCO Institute for Statistics undertakes politically and technically rigid development of new benchmarks for some indicators of the Sustainable Development Goals, in particular in education, in an attempt to set realistic but achievable goals. This is due to the fact that the World Bank (World Bank), using data from the UNESCO Institute for Statistics, proposed to reduce by 2030 the financial inability to obtain higher education by half and implement the principle of "education for all" as a new global goal in education. Such a policy, in particular, is aimed at developing various cultural aspects in education.

Domestic scientists are studying the applied aspects of cultural development management in higher education institutions. Thus, in the work of Lutkovskaya S. [16, p. 26] emphasizes the fact that Ukraine is one of the largest European countries with powerful human, natural and raw materials. Their reproduction and inexhaustible use is an important prerequisite for sustainable economic development of the country. The external, in particular, cultural environment plays an important role in the reproduction of human resources. In the work of Yaremchuk N. [12, p. 69] reveals the essence of "organizational culture" and substantiates the importance of this factor in the development of competitiveness. The researcher notes that as a result of underestimating the importance of organizational culture in the organization may not form the most favorable atmosphere, which can be characterized by the following: indifferent and irresponsible attitude to activities, conflicts and, consequently, reduced productivity, which reduces economic efficiency. In the work of Furman I. [19, p. 20] the scientific and theoretical bases of formation of organizational culture are investigated. The author outlines the degree of influence of organizational culture on the process of effective functioning of the organization and the formation of internal organizational relations. The importance of constant improvement of organizational culture is also noted.

Domestic scholars widely study the problematic aspects of cultural development in the training and professional activities of specialists in the agricultural sector of the domestic economy. In particular, Kaletnik G. and Gunko I. [15, p. 15] explore global problems and challenges facing the agricultural sector of the economy, their impact on the modern scientific and educational environment and emphasize the need to modernize the educational process as a basic component of innovation-oriented development of society. In [15, p. 16] identified the main vectors for improving the scientific and educational process, among which the decisive place is occupied by research of the latest interactive methods of professional knowledge and approaches to enhancing scientific thought and stimulating integration processes of science and education based on the formation of creative approach to solving scientific problems. scientific space, environment for the implementation and development of public speaking, controversy.

Kaletnik G., Adamchuk V., Bulgakov V. reveal some cultural aspects of training of agroengineering personnel, scientific personnel of the highest qualification on the basis of the analysis of prospects of an exit from a crisis situation in the state in the directions of personnel training, carrying out fundamental and applied scientific researches modern level, design and engineering developments to create agricultural machinery that would meet the best world counterparts [14, p. 10]. Also, Kaletnik G. an analysis of the experience of forming innovative structures taking into account the culture of quality assurance, academic culture and taking into account the principle of "education for all". The author identifies two main areas of influence of such innovation structures on sustainable local and regional development and proves that their activities have a positive impact on increasing the competitiveness of united territorial communities, districts and regions, primarily through the growth of their educational, cultural and innovative potential [13, p. 15].

In the study of the innovative strategy of ecologically sustainable development Kaletnik G. and Lutkovska S. found that the strategy of breakthrough in the field of business can provide a system of measures to accelerate growth. At the same time, it is established that the form and content of all practical business development strategies depend on specific internal and external conditions, in particular the internal and external cultural environment. It is proved that when developing breakthrough strategies of socio-economic development it is necessary to adhere to the key principles of business culture and the culture of scientific research [4, p. 92].

Berezyuk S. and Yaremchuk N. investigate the moral and ethical features of the regulation of civil servants in Ukraine. Their research found that such features emphasize the significant differences in the ways of regulating the activities of civil servants in European and Asian countries and conclude that in domestic practice it is possible to apply only certain elements of management models in these regions. In order to increase the efficiency of active employees, researchers propose

to pay special attention to the formation of an appropriate culture in the training process and compliance with business culture by employees at all levels [1].

Kolesnik T. [5, p. 30] considers some important aspects of the formation of marketing strategy in the management of rural business based on the optimization of management processes within the agricultural enterprise.

In the paper which was written by Pronko L., Kolesnyk T., Samborska O. based on the characteristics of national culture, the ways of organizing business relations with foreign partners are investigated. It is investigated that knowledge of certain elements of national culture and secrets of business communication of the partner country which are shown both in spiritual (language, literature, music, painting, religion), and in material (features of an economic way of life, management, production, etc.) spheres of life and activity [18, p. 55].

Also, Malik M. [17, p. 9] considers the role of social responsibility in modern transformational transformations in rural areas aimed at the development of the agricultural sector of the economy and rural areas. Social responsibility, as an element of corporate culture, is defined through a specific institutional environment, which is a set of generally accepted, social, political, legal and economic rules that define the framework of human behavior. Social responsibility is aimed at the implementation of social issues of society and to some extent provides the agricultural enterprise with an economic effect in the form of profit. The authors note that social responsibility leads to the maximum effect in the case when the company fulfills its obligations beyond the statutory limits based on moral, ethical considerations.

In the work of Shpykuliak O. and co-authors it is shown that the development of socio-economic formations and mechanisms for ensuring their functioning depends on the institutions of formally and (or) informally codified rules of conduct of economic agents. In particular, educational institutions and research institutions are part of the scheme of institutional support for the formation of intellectual capital in the economy, and are included in the list of infrastructure for the formation of intellectual capital and development and dissemination of innovations in the national economy. It is also established that the implementation of the mission of institutions in the formation of intellectual capital can lead to the creation of an innovative model of development of society and economy [20, p. 95].

The goals of the article: this research is devoted to the analysis of the elements of the system of innovative cultural development of educational institutions and the formation of a conceptual approach to the management of cultural development of educational institutions in modern conditions.

Presentation of the main research material. The importance of economic wealth in the economy as a driving force for creating demand for higher education can be illustrated by the relationship between GDP per capita and the rate of coverage of higher education. This relationship is positive and statistically significant

and at a low level of GDP per capita the population enrollment rate in higher education tends to increase significantly with a relatively small increase in GDP per capita [9, p. 34]. In practice, this may reflect an increase in household income, an increase in the middle class, an increase in the demand for higher education and a higher level of demand for practical skills in structurally changing economies. It may also reflect an increase in the financial capacity of governments to expand access to higher education. At the same time, the level of cultural development in economies with low incomes is relatively lower than in developed countries.

Educational institutions are facing constant financial pressure and shrinking state budgets, with fears that public funding may never return to pre-recession levels. At the same time, spending on higher education continues to rise. As a result, more and more organizations are looking for innovative ways to develop and maintain control over the budget, in particular taking into account cultural aspects in education.

Cultural competence in higher education is an important starting point for teaching, learning, research and leadership. At the same time, the process remains important, not the end result. From these positions, it is necessary to create a detailed map of such a process, and in this paper, certain key categories are outlined to ensure the process of formation of cultural competencies.

Meanwhile, there is currently no agreed definition of cultural competence. The definition most widely cited in research defines cultural competence as “a set of congruent behaviors, views, and policies that combine in a system, organization, or among professionals and allow that system, organization, or these professionals to work effectively in complex situations. cultural environment” [3]. A culturally competent system thus takes diversity into account, has the capacity of individuals and subsystems to conduct cultural self-assessment, takes into account the dynamics of cultural interaction, has institutionalized cultural knowledge, and develops a variety of ways to adapt to cultural diversity.

A constant learning process is necessary for the development of cultural competencies. The development of cultural competence in higher education requires managers to promote and manage an appropriate approach to the whole higher education institution, including the study of individual attitudes and practices in teaching, as well as creating and involving management, executive structures, developing policies and strategic commitments. to review and evaluate the capacity of a higher education institution to transform cultural competencies into the results of teaching, learning, research.

The development and provision of high-quality education, including culture, depends on the training of scientific and pedagogical staff on cultural competencies. In order to build a solid foundation in higher education and engage higher education students in the development and deepening of understanding of cultural competence, support from the whole higher education institution must be provided, as well as time and funding.

Nowadays, it is possible to apply a university-wide approach to the development of policies and programs, which will provide research and teaching staff and graduates with the means to guide in the process of forming cultural competence. Some policies relate to the professional development of staff, the establishment of cultural competence in university educational programs.

The Education Strategy of UNESCO [10] addresses the need to promote approaches to learning processes that lead to the full potential of people and ensure compliance with the different needs, abilities, expectations and styles of students. The introduction of inclusive approaches to learning involves a critical study of thinking, culture, practice and processes of learning and teaching (pedagogy). This requires the transformation of education systems in general, in particular the way in which educational institutions adapt teaching and teaching practices to meet the needs of all students with respect for cultural diversity. All stakeholders should take the form of local centers of knowledge on innovative inclusive teaching and learning practices, uphold the principles of inclusion and equity in teaching practices, and provide technical assistance to improve the content and process of learning.

To achieve the global goal of education - to provide "learning for all" - it is necessary to reconcile the interests and priorities of all stakeholders, politicians and development partners. As in any other area of public policy, the effectiveness of educational policy is determined by the political and economic environment. Properly defined technical details are only one of the important stages in the transition to new forms and methods of providing education, and reforms should also be aimed at developing the country's capacity for implementation and political economy. Politics is determined by the interaction of many factors: conflicting interests of different groups; the power that each group has to advance its own interests; formal and informal mechanisms through which conflicts are resolved and political decisions are made; historical heritage that influences the culture and ideology of society. The education policy or program may not directly benefit all participants and stakeholders in the system, and the local capacity to implement policy actions and investment objectives may be limited or concentrated in a small part of the management system and society. However, in order for reforms to be successful and strategic, their value must take various forms, taking into account the cultural characteristics of the organizations involved, be provided with material resources and broad support.

Scientific and pedagogical staff (SPS) plays an important role in supporting changes in educational institutions. It should be noted that the academic orientation of the SPS of the university in scientific activity dominates over their entrepreneurial orientation. In this case, the degree of manifestation of orientation differs depending on the value system. The greatest resistance in the SPS is caused by changes in policy and personnel management, this resistance is moderate in intensity and passive. Gkrtichan G. research confirms the positive relationship between academic orientation and the

intensity of resistance to changes in personnel policy and management based on the values of "motivation" and "reward" [8, p. 15].

The results of SPS surveys of domestic educational institutions show that of all the changes in management and personnel policy are the most important. The most important changes in management are determined by the following: optimization of the structure (creation or closure of faculties and departments); new model of management of educational programs (creation of project groups and positions of the guarantor of the educational program); strengthening the role of independent expertise in the allocation of internal grants and evaluation of results. The most significant changes in the personnel policy are: increasing the requirements for the quality of publications; attracting a wide range of domestic and foreign candidates to the competition for professorships and the introduction of new forms of contracts.

Universities are "culturally charged" organizations in which values such as objectivity, academic freedom, and respect for students and disciplines determine academic behavior and are therefore reflected in the language, symbols, and ceremonies of academic life. In recent decades, the emergence of a more competitive international market for universities is seen as a threat to core academic values, and traditional university life now focuses more on marketing than on explaining and implementing the values needed to maintain the integrity of academic work [3, p. 310]. In the new world of corporate governance, where many educational institutions are given greater autonomy in their internal affairs, successful management of academic culture may well determine whether the educational institution fully fulfills its responsibilities to society. It is possible that this will strengthen the collective processes through which the SPS of the university communicate and ensure compliance with the norms and the formation of values necessary for teaching and research.

Successful educational institutions provide significant support to SPS efforts. They can choose a variety of tactics to develop a culture of research and increase the productivity of SPS research. At the first stage of forming an effective research culture requires clear goals and effective management by the university administration and the department [2].

The culture of research requires heads of educational institutions and departments to set clear research goals and communicate them effectively. Objectives should be accompanied by a clearly defined plan for evaluating research results, as well as any relevant changes in motivation. The administration should also adjust job descriptions in terms of defining scientific results and expectations regarding the quality of teaching.

Educational institutions wishing to develop a culture of research must allocate significant resources to the preparation and support of SPSs. SPSs with minimal funding experience are likely to need training and personal support. Educational institutions can develop continuing education courses or services to support research practice, grant writing, and grant management.

These programs can be placed both in a centralized research center and in special departments.

The development of a culture of scientific research requires an open and close professional relationship between SPSs. Favorable relations between SPSs could support a successful mentoring initiative. Such mentoring is an important element in the formation of culture. Personal connections between teachers can also enhance research efforts, which are a sign of success in the development of research culture.

To bring about cultural change, administrators must be prepared to adapt the allocation of resources based on the motivation and abilities of teachers. Those NPPs who are highly motivated and low-skilled are likely to make the best use of resources for training and support. Those with low motivation are more likely to benefit most from the development of personal relationships both within their unit and within the wider academic community.

The development of a culture of research can take many years, and after installation requires regular maintenance. New research policies need to be implemented regularly over a long period of time before they are properly adopted. Once the new policy is adopted, administrators must be prepared to respond to ongoing challenges and provide financial support for research, develop partnerships with external organizations and institutions to enhance research capacity and confront institutional change.

Plans to develop a culture of research should include involving students. For example, graduate students who are involved in research practice at an early stage of study are more likely to complete their dissertations. Educational institutions can develop research skills in students on the basis of their involvement in the work of support staff in performing experiments. SPSs can also provide personalized research recommendations.

Social dynamics require from those responsible for teaching and learning in educational institutions real changes to educational practice. There are many normative concepts for ensuring "good" teaching, learning and research. Meanwhile, strategies for the systematic and effective implementation of such concepts in everyday practice are much less advanced. The lack of a systematic, theoretically sound and empirically sound change strategy carries two main dangers: the first danger arises if the development of education is reduced to the level of the course and concerns only teaching and learning methods, technologies and individual approaches to teaching and learning. In this case, development initiatives often cannot have a large-scale and long-term impact due to the lack of an appropriate cultural environment and concrete actions. The second danger arises if the development of education does not contain realistic strategies for sustainable large-scale initiatives - changes in the educational landscape of the educational institution will dominate in the field of administrative and managerial considerations.

The concept of culture in educational institutions offers a general view of their development, which (1) integrates individual, pedagogical, research and organizational aspects, but (2) takes the education of students

as a guide for all four dimensions. Thus, the culture of an educational institution as a structure can be used as a basis that takes into account different institutional levels, but does so from a pedagogical point of view. This approach can be seen as an attempt to consider the field of design of teaching, learning and research in educational institutions, integrating design processes with administrative and managerial logic.

Conclusions and prospects for further research. Higher education continues to develop and become more important to society, so in developing countries there is a need to develop professional management and leadership. Unrestrained globalization is forcing educational institutions to rethink traditional curricula and past teaching practices in order to prepare an increasingly diverse student community for the real economy.

Ensuring the quality of education and the formation of an appropriate cultural environment will continue to be a priority. This trend, due to the international mobility of students and research and teaching staff, is aimed at meeting the requirements of international standards and mutual recognition.

The role of culture in higher education as a public good continues to be fundamentally important and should be maintained. The various challenges of education are ultimately key to the well-being of modern society, but this broad role creates significant challenges and adds many new challenges. Understanding the role of culture in education in a global context is the first step towards constructively overcoming the challenges that are inevitably looming in the new economic crisis. A huge problem is the unequal distribution of human capital and financial resources, which will allow some countries to take full advantage of new opportunities, while others risk losing their positions.

The results of the study show that two aspects are important in the management of cultural development of educational institutions: the management system as the basis of any management process and the culture of teaching, teaching and research as a basis for participation in improving the quality of education at different levels.

The problem of establishing cultural competence in higher education is solved in different ways, reflecting the diversity of perspectives consistent with the concept. If the goal of a competency-based approach in higher education is for all universities to develop their cultural competence through policies and programs, then this direction should be encouraged and supported.

We also see many opportunities for further research, given that cultural development tools in educational institutions are more important for institutions and organizations than for individual actors. An inside look at the evaluation of the study indicates the need for a broad discussion of the proposed conceptual approach, as well as the expected results.

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