

Theoretical Foundations of Management of the Education System: Optimization of the Complex of Organizational and Pedagogical Conditions for Effective Management

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Summary

The manuscript defines the organizational conditions of effective management, the actions of the team to implement the concept of marketing management using the tools of pedagogical and strategic management. The purpose of the study is to determine the methodological and managerial provisions relating to the organizational conditions for improving the efficiency of pedagogical activities, and the development of the mechanism of education management. Due to this, results are achieved - indicators, because in our study they will be indicators of managerial effectiveness: "organizational" function by building new organizational structures; improving the functions of "analytical activities and planning" by enriching management with economic and gnostic methods, analytical activities with the mandatory inclusion of financial activities, self-analysis of all participants, widespread use of licensed automated systems; synthesis of educational, economic, social results

Keywords:

Innovative teaching, Higher education, Teaching technology, Information Technology.

1. Introduction

Against the background of the spread of market relations, the role of an educated person who ensures the effective development of the production environment is changing significantly. Socio-economic processes taking place in society and directly related to preschool education are pushing for a rethinking and improvement of management methods. In connection with the creation of the necessary organizational and pedagogical conditions that contribute to organizational, economic and pedagogical efficiency of management and allow, on the one hand, to build a modern organizational and economic mechanism of education, and on the other - to improve the pedagogical process. but also to protect and promote the health and development of

students. for the most part, domestic and international experience in the functioning of the education system clearly confirms the need and importance of improving the organizational and economic mechanism in this area. The process of this mechanism should be carried out taking into account specific historical conditions. So since the early 90's in the renewal of Soviet education were key positions - the protection and promotion of health of students (both physical and mental), humanization of goals and principles of educational work with students, emancipation of living conditions and health. Work in educational institutions, ensuring continuity between all spheres of social development, radical change in the nature of teacher training, conditions for financing education and restructuring the management system. Currently, these positions continue to improve. Examining the dynamics of network development, it should be noted that it has undergone significant changes, which are characterized primarily by a variety of organizational and pedagogical conditions. There are different organizational and pedagogical conditions throughout the network is largely due to differences in setting goals and objectives of management, the implementation of a multifaceted set of leading management functions, changing societal requirements for the education system. When we started our research, we sought to see in the existing scientific approaches the integrity of the organizational and pedagogical conditions of effective management.

It is observed that in the literature on the management of the educational institution we have not seen the integrity of the organizational and pedagogical conditions of effective management in modern socio-economic trends, which is important for us.

Analyzing the literary, educational and scientific sources allows us to conclude that in the management cycle can not be a single established hierarchy of functions. In different

conditions of the organization's existence, a certain management function may become a priority. Therefore, the sources studied by us, summarizing the experience of effective management of educational institutions in different conditions, do not fully consider the components of effective management, revealing only a one-way approach. Conducting research, we approached the need to create such a theoretically verified holistic set of organizational and pedagogical conditions of management, which will be the key to effective management in modern socio-economic trends. The situation helped to more narrowly define the problem of our study: to identify the components of a holistic set of organizational and pedagogical conditions that can simultaneously achieve organizational, economic and pedagogical efficiency.

One of the purposes of this article is to identify, determine the methodological and managerial provisions relating to the organizational conditions for improving the effectiveness of teaching, and further verify the effectiveness of management of educational institutions, due to the various values of efficiency.

2. Theoretical Consideration

As an independent science, management originates in such a field as production. As the regions of Ukraine differ in socio-economic environment, the methodological provisions should take into account the existing conditions in education management, methodological support of educational and pedagogical process, mobilization of organizational and technical potential of the area for effective organizational, managerial, pedagogical work and state control functions. The process of providing favorable organizational and managerial requirements for training takes into account the preconditions of organizational imbalance in the use of managerial work, due to factors of transition to the market management period, which are temporary.

Today, there is no area of activity that does not pay special attention to management. They have different approaches to the definition of "management" in different works of scientists, primarily differing in the objectives of management and clarification of management functions. In our study, we will structure them by type of science. The procedural approach to management is seen as a process that is a set of continuous interrelated activities (actions and operations). The activities of the head, based on the division and cooperation of managerial work, characterized by heterogeneity, certainty, complexity and stability, are called management functions. Each function is also a process, because it, in turn, consists of a number of interrelated actions. The systems approach as a scientific methodology uses, on the one hand, a more general and, on the other hand, a more rigorous understanding of the term "system". Objects of analysis and managerial influence are considered

not in themselves, not in isolation, but in connection with many other objects and phenomena. Therefore, there is a need to clarify the concept of "system". (from the Greek.) - a whole consisting of parts, connection - a community of elements that are in relationships or relationships with each other, have a certain integrity, unity [9] The concept of "system" in a special sense - it is used as a set of specific objects, the existence or duration of which are interrelated due to certain circumstances. The most characteristic features of the system are the complexity of the object, its integrity, the ability to usually break into subsystems, to be, as a rule, an element of a higher order system, to form a special unity with the environment. The organization each part of the system interacts with others in the process of transmission and regulation of information, the purpose of which is to preserve both themselves and other parts of the system. All objects, parts (subsystems) function in time, space, develop as a whole. The study of isolated parts cannot give proper information about the system. The system as a whole is divided, consists of elements; properties that depend on their belonging to a particular system, and the properties of the system are reduced to the properties of its elements [3]. The elements of the system are in complex relationships and interactions, from which it is necessary to identify the most important, defining for the system, as they say, "system-forming connection". All elements of the system are autonomous due to its inherent properties, but the realization of the potential of each of the elements becomes possible in the presence of all other elements. The ideal idea of the relationship between goal and result is a "system-forming factor". The set of elements and connections gives an idea of the structure of the objects of the system [1]. Our research is marketing management - an interdisciplinary approach to management through the study of pedagogical and economic theories in order to find common components for effective management [1]. Marketing management - a system of market orientation of the company. The emergence of marketing management is closely linked to the emergence of exchange and the emergence of the market. Marketing is working with the market to make exchanges that aim to meet human needs and wants. Marketing is a set of measures in the field of research of marketing activities of the enterprise to study all the factors that affect the process of production and promotion of goods and services from producer to consumer. The task of marketing activities for product research is to determine market needs for new products (services), improvement or modernization of existing ones. When conducting marketing research to find the most effective ways to promote products on the market, the company's management determines which system of incentives will most effectively manage the process, which is a function of marketing management [1, 2, 6, 9]. All of the above goals and functions of marketing management are product or service oriented. In addition to this area of marketing, there

is marketing focused on the consumer, to meet his needs and requirements [5-7]. The goals of marketing management are considered in the following aspects: achieving the highest possible high consumption; reaching the maximum Marketing management and its goals are considered in the following aspects: achieving the highest possible high consumption; achieving maximum customer satisfaction; providing the widest possible choice. Marketing management is the analysis, planning, implementation, control over the implementation of measures to achieve the goals of the organization [9]. Marketing management is only one of the market management systems, it develops a strategy of market research and active influence on consumer demand. The key word in marketing management is strategy. Vocabulary definition of strategy presents it as the art of leadership planning based on correct, far-reaching predictions [3]. "The strategy, as a global project, has a temporary procedural character. This is long-term planning of the goal based on forecasting the nature of development and changes in the object of planning. The strategy provides for the definition of actors, their preparation and distribution to the relevant tasks, as well as the development of methods, techniques, organizational forms that ensure the implementation of goals "[5]. The following strategies are distinguished in marketing management: a) preservation, 2) change, 3) development, 4) prevention. In general, the strategy, having a time parameter, develops long-term planning for the implementation of the purpose of the activity, taking into account the forecast of changes in the nature of the development of the planning object.

As pedagogical activity has a creative character, the use of administrative regulations governing the activity is of limited importance, and the development of creative research is crucial. The basis of the development of creative research is scientific and methodological work. It uses a variety of research forms to improve the personality and activities of teachers, and becomes the basis for the development of the pedagogical system of the school by making changes in the content and organization of the educational process, because it takes into account the potential of the team.

Structuring of managerial actions on definition of subjects of activity and development of methods, methods, organizational forms providing realization of the purposes by certain subjects [4]. Develops such marketing tools as knowledge management, development of new organizational capabilities, identifying the development and use of resources and capabilities of the enterprise through strategic management [6]. Strategic management is a scientific strategy in the form of a concept. In recent works on the economics of the turn of the 20th and 21st centuries, Peter Drucker, Robert Grant, Graysons, Boris Leibinsky,

and the scientific concept of strategic management necessary for our study have already been developed. For example, Robert Grant clarifies strategies as the main functions of management: 1) strategy as reinforcement of decisions, 2) strategy as a mechanism of coordination, 3) strategy as a goal [9]. "Strategic management is dedicated to management aimed at the most effective management activities. The difference between strategy and planning is that it is not a detailed plan of instructions, it is a unifying theme that ensures consistency and sets the general direction of actions and decisions. "Strategy as a Coordination Mechanism" [2] "In addition, Robert Grant recommends not applying the rules of strategy formulation or the rules of its implementation separately, as taught in many textbooks on strategy. He proposes an integrated approach and believes that these issues cannot be considered in isolation from each other. "A strategy formulated without regard to its implementation is likely to be destructive and vicious. At the same time, it is through practical implementation that strategies are born and adapted "[6]. The concept of strategic management, developed by Peter Drucker, Robert Grant, Grayson, Boris Leibinsky, already has established concepts, schemes, methods that are extremely useful for effective management. He plays many roles in the organization. He is able to see the opportunities and clearly see the direction and flexibility needed for an objective assessment of resources. Strategy-based management decisions are primarily about external rather than internal issues. The system of strategic planning provides a balance between planning and randomness, it has methods that allow you to manage randomness [6]. The secret of success of management decisions within the strategy is its easy adaptation, flexibility, integration. Initially a planned strategy, in the process of work it turns into an implemented strategy, and then it turns into an unexpected strategy. . An unexpected strategy is a decision that arises as a result of complex processes during which the subjects of management interpret the planned strategy and adapt it to changing external circumstances. Therefore, the strategy serves here as a goal, and as a reinforcement of decisions, and as an assessment of the existing effectiveness of coordination of management activities.

The strategy serves here as a goal, and as a reinforcement of decisions, and as an assessment of the existing effectiveness of coordination of management activities. Management efficiency is associated with various aspects of the organization: achieving the goal and approaching the maximum result [1], the effectiveness of the management mechanism and the completeness of management functions, rational use of resources and optimization of processes in the organization. The latter are, in particular, the availability of its own strategic development program, inclusion in common information networks, the nature of relationships in the system "manager - team", the level of professional

competence of employees, material and financial base and more.

Management of science in the education system is defined as a significant, conscious and purposeful influence of subjects of different levels on all its links in order to ensure the younger generations, their harmonious development based on the general laws of society, objective laws. educational process [8]. Management of education systems, we came to such concepts as: education, educational and management processes. The meaning of the word "education" is interpreted as: 1) obtaining systematic knowledge and skills, learning, enlightenment, 2) a set of knowledge gained as a result of learning [4, 7, 9]. In our study, we will consider "education" in a broad sense, ie learning, education and development. Researchers of modern approaches to education give us an understanding of the phenomenon of "education" as "opportunities for the realization of personality in culture." To make this possibility a reality, work is underway to determine the strategy of education itself [6]. The concept of "education" is defined in pedagogy as "a holistic process of learning and education of the individual, ensuring its development" [3]. Education as: the process and result of students mastering the system of scientific knowledge and cognitive skills, the formation on their basis of worldview, moral and other qualities of the individual, the development of his creative powers and abilities [4]; socially organized process with the constant transfer of the next socially significant experience to previous generations, which is the formation of personality in accordance with the genetic program and the socialization of personality [6]; purposeful process of upbringing and education in the interests of humanity, society, state, accompanied by the statement of students' achievement of educational levels established by the state [6]. In all these definitions the word "process" is mentioned. It is important to understand that the dynamics of socio-economic change in recent decades has led to the importance of a clear differentiation of these processes in the management of the education system: educational and managerial.

In the management process, there are many definitions. For many years, economic theory has been defined as a continuous and purposeful process of influencing a group of people in order to organize and coordinate their activities in the production process, in order to achieve the best results at the lowest cost. "In modern conditions, characterized by humanization, democratization of governance, the governance process in terms of management of social systems is seen as a nonlinear interactive multifunctional activity of participants in the social process, equally interested in obtaining high results. activities of the organization, as well as in the preservation and development of those involved in this process, people, their relationships and unique subjectivity "[3]. More often in the second half

of the twentieth century and in the works of scientific educators is aware of the importance of managing the improvement of education systems, more and more common concepts such as the management process and its effectiveness. Moreover, educators consider the management process only in accordance with the educational process. It is said that this interaction will be effective if there is a purposeful exchange of information between them [5, 6]. A feature of an effective management process should be considered the transition of management to autonomy, characterized by the weakening of its vertical functions and the development of horizontal structural links with the transfer of maximum authority [10]. Another important pattern of effective management is the unity of the ultimate goals and objectives of managerial, pedagogical, family and social influence in the process of forming the student's personality [5]. This means that every administrative act must be imbued with pedagogical expediency. Recognizing the importance of the expediency of administrative acts, we again believe that each act has the nature of interaction. Such a number of subjects of management can not but interact with each other at least because each of them acts as a subject and as an object. Mutual complementarity, complementarity in relation to each other is considered to be a sign of internal interrelation, as they acquire the greatest efficiency in interaction. Teachers' research identifies the management process for education systems as an impact based on scientific principles and methods and aimed at the optimal organization of the educational process, which ensures the fullest compliance of the achieved results with the goal [5]. Many scientists use a multidimensional method in relation to education systems, the essence of which is that the research is conducted from the standpoint of applying a set of approaches to the analysis of the object as a whole. The main principle in the structure of the multidimensional method is a systems approach. It is this definition that has allowed us to move forward in our study. Opening the first task - identifying and analyzing existing theoretical approaches to "management" and identifying the specifics of the conceptual apparatus of the problem of education management, based on the identified, we set the second task - identifying and analyzing existing theoretical approaches to "effective management" and finding the specifics of conceptual apparatus of the problem of "effective management".

We will try to theoretically identify the main components involved in achieving the goal, analyze them and determine the degree of this involvement. As we noted above, with regard to education systems, it is inappropriate to talk about the effectiveness of the management process if the learning

process in this system is inefficient. When setting the goal of the study to determine the optimal conditions for effective management of educational systems, it is important to simultaneously consider the main components of both management and educational efficiency. Management of the educational process, in essence, should be focused on the education of the individual (student, teacher, school principal) today in the theory of management of educational systems is fundamental and needs not so much proof as clarification. It is believed that awareness of these ideas is very important in the study, because in the modern and previous period there were again attempts to remove education from the educational process, and all that was previously associated with it, was declared socialization. Socialization - the broadest concept in the development of personality, it involves not so much the conscious assimilation of ready-made forms and methods of social life, as the development (along with adults and peers) of their own values, their own lifestyle. Education is a system of purposeful and purposeful influences on the child's personality, the process of presenting socially significant values and patterns of behavior is one of the main ways of socialization. Self-education - a highly conscious and independent human activity to improve their personality, due to the leading personal prerequisites that mature in the process of socialization and education [1]. It is this "educational" component guarantees the success of the educational process. Educational institutions that prepare for life, where the child acts as a person and a subject of activity, should develop children in the following areas, which, in our opinion, are components of pedagogical effectiveness: the development of intelligence; development of the emotional sphere; development of resistance to stress; development of self-confidence and self-acceptance; developing a positive attitude towards the world and accepting others; development of independence, activity; development of motivation, self-actualization, self-improvement, including and learning motivation as an important element of motivation for self-development.

Management of education systems in the new socio-economic conditions is important concept of "educational service". It can be limited to a general definition, where a service is identified with a product type: a product (service) is anything that can satisfy a need or need and is offered to the market to attract attention, buy, use, consume. related to education. Distinctive features of educational services from the products of material production are characterized by: 1) The production of educational services is in the form of "consumer production", in the form of activity and does not leave a visible, material product. Educational services are intangible. They are impossible to see, touch, taste. They seem to flow

into the consumer and transform him. It is the consumption of these services that ensures the reproduction of skilled labor. 2) Educational services are inseparable from the teaching staff. Therefore, the field of education is a wide field of personal contacts between producers and consumers of services. With the growth of personalization and individualization of requests for educational services, with the complication of their range, the importance of personal contacts increases, the professionalism of teachers increases. The impossibility of their storage and transportation, the dispersal and locality of educational institutions and the market for these services are associated with the intangibility and continuity of educational services. Previous features of educational services make it difficult for consumers to assess the consumer properties of services provided. The consumer has the opportunity only indirectly to evaluate the results of educators based on the opinions of those who have already used their services, and through advertising. Summarizing the above, the growth of educational and cultural level of educators today is a necessary prerequisite for their better adaptation to rapidly changing working conditions, especially during the restructuring of the education economy.

Management of education systems in the new socio-economic environment is important concept of "educational service", can be limited to a general definition, where the service is identified with the type of product: product (service) - is everything that can meet needs or needs and offered to the market to attract attention, purchases, use, consumption. We are not interested in "everything", but in what is relevant to education. Distinctive features of educational services from products of material production are characterized: 1) Production of educational services acts in the form of "consumer production", in the form of activity and does not leave a visible, material product. Educational services are intangible. They are impossible to see, touch, taste. They seem to flow into the consumer and transform him. It is the consumption of these services that ensures the reproduction of skilled labor. 2) Educational services are inseparable from the teaching staff. Therefore, the field of education is a wide field of personal contacts between producers and consumers of services. With the growth of personalization and individualization of requests for educational services, with the complication of their range, the importance of personal contacts increases, the professionalism of teachers increases. Therefore, the impossibility of their storage and transportation, the dispersal and locality of educational institutions and the market for these services are associated with the intangibility and continuity of educational services. Features of educational services complicate the consumer's assessment of consumer properties of services provided. The consumer has the opportunity only indirectly to evaluate the results of educators based on the opinions of those who have already used their services, and through

advertising. Summarizing the above, the growth of educational and cultural level of educators today is a necessary prerequisite for their better adaptation to rapidly changing working conditions, especially during the restructuring of the education economy. Systematic renewal of economics, pedagogy and other sciences requires appropriate knowledge, skills and psychological readiness to make decisions and act in unusual situations [8-9]. It is important to see again the goals of educational marketing as consumer-oriented marketing, which will contain the main secret of effective management of the educational institution: achieving the highest possible high consumption; achieving maximum customer satisfaction; providing the widest possible choice.

Thus, the methodological orientation of management provides a combination of favorable organizational conditions that affect the development of the most effective pedagogical systems, which inevitably have criteria for assessing the effectiveness of management. The organizational system ultimately creates an environment in which each participant fulfills specific goals, ensuring the state standard of education. The first "foundations" of market relations in the school require a rethinking of the general, familiar foundations of management. They automatically entail the need for other knowledge: knowledge of the educational environment, the educational market and the consumer needs of customers of educational services. These parameters generally represent the features of the marketing environment that determine the direction and content of a particular strategy of educational marketing and are the socio-economic conditions for effective management of educational development. Entrepreneurial activity of educational subjects determines their development. Our chosen program-targeted method of management, its interactivity leads us to the formation of pedagogical management, the rational grain of which is marketing management, which is an interdisciplinary approach to management through the study of pedagogical and economic theories to find common components for effective management. Pedagogical management strategy points us to the importance of effective coordination of management activities for the implementation of pedagogical effectiveness of education systems. Pedagogical management consists of elements, mechanisms, functions of educational marketing, the main distinguishing feature of which is the focus on the consumer. Each component of pedagogical management is the result of a forecast based on the inductive continuation of previous experience, one's own or someone else's, excluding cruelty in management and experimental impromptu, and has the flexibility to take into account the dynamics of the pedagogical process. All of the above and our research

confirm that the central concept of marketing is strategy. For our study, it is important to clarify that, first of all, we consider the strategy as the goal of both educational and managerial processes, then consider the strategy as a mechanism for coordinating activities to create optimal organizational and pedagogical conditions for effective management. , where we can see the components of pedagogical and managerial effectiveness of evaluating the results of our scientific activities. It is important to see the rational grain of economic theory that will need to be extrapolated and synthesized into the theory of education systems management. Enrich pedagogical management with techniques and methods of strategic management. The key phrase, in our opinion, "enriches" pedagogical management of strategic techniques is an integrated strategy.

For the effectiveness of the management of the education system there is a strategic management, in which there is always a constant integrity of management conditions with constant integration of strategies of this management. In our study it is important to identify the set of organizational and pedagogical conditions of effective management, the optimization of which will allow educational marketing strategies to be flexible, easily adaptable and integrated in order to achieve both organizational and economic and pedagogical efficiency. It is important to consider their tools.

Thus, the analysis of management literature in various theories allowed to formulate a working definition of management efficiency as a complex, systemic concept that includes a set of interrelated components that reflect the overall impact of management on community life. and the ratio of resources used to results.

Conclusions

Since the purpose of the educational system as a whole is the process of influencing the development of the applicant through the provision of services for its training and education, the basis for the development of organizational and managerial recommendations is the organizational position that the result of work in education is manifested in intellectual and other personal qualities. The methodological provisions allow for some restrictions due to the transition period of management. Our research has led to the fact that the set of organizational and pedagogical conditions of effective management in the current trends of modernization of the market economy and the whole economy of education must implement a constant integrity of management conditions with constant integration. achieving both organizational and economic efficiency and pedagogical efficiency: targeted pedagogical and managerial efficiency (compliance of potential opportunities and integrated strategies); resource pedagogical and managerial efficiency

(comparison in chronology of resources spent in the process of implementing coordination strategies and results obtained); results of pedagogical efficiency (development of moral, educational, cognitive and other qualities of children) for consolidation of further decisions concerning educational process; results of managerial efficiency (economic and organizational management and its technological tools) to consolidate further decisions on the management process.

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