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RATIONAL DECISION MAKING AND INTERNATIONAL EDUCATIONAL MANAGEMENT

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Abstract. *In modern conditions, certain leadership and managerial qualities have to be possessed by graduate and will allow realize creative potential in practical activities successfully. The variability of professionally important qualities of specialists in the social field is related to the complexity and diversity of the functions they perform in the conditions of interaction with different contingents in constantly changing social and professional conditions of activity. The purpose and tasks of the highlighted research are characterized by the manifestation of managerial competence as the basis of the professional activity of a social specialist which is determined by the peculiarities of awareness of the behavior and activity of people in the organization and is part of the sphere of work culture, the culture of professional management activity. Thus, the aim of research is the development of professional managerial skills and thinking, especially intuition as a component of rational and intuitive decision making in context of Educational Management. For achievement the aim with tasks, the set of complementary methods was applied: theoretical methods (analysis, synthesis, comparison, generalization) were used to find out the state of the problem. Thus, according to research it is obvious that Management is a component of professional competence and requires the identification of effective pedagogical approaches aimed at supporting and developing managerial and leadership positions. A professional leaders, among other positive qualities, have to possess desision-making skills, be able to work in a team, be adapted to changes and social challenges, have the ability to influence other in the direction of achieving a defined goal.*

Keywords: *special course, leadership, management, intuition, specialist in the fied of social education.*

Introduction. The dynamism of social processes determines new strategic directions for restructuring the educational management process in higher professional schools in context of future specialists' formation in the field of social knowledge. They need to have all the professional and personal leadership qualities required by this profession, be a person in the full sense of this concept and, moreover, an active person who provide their development continuously. Therefore, in

modern conditions, certain leadership and managerial qualities have to be possessed by graduate and will allow realize creative potential in practical activities successfully. The variability of professionally important qualities (Suprun, 2023) of specialists in the social field is related to the complexity and diversity of the functions they perform in the conditions of interaction with different contingents in constantly changing social and professional conditions of activity. One of the main qualities is the

ability to combine different aspects of activity to achieve overall success, based on the rational and intuitive decision-making (Lauren, 2022; Suprun, 2023).

Scientists declare, that in order to bring the educational management systems of European countries closer, the following steps have to be taken: harmonize education level systems, adopt an education system based on educational levels, create a European system credit units, as well as to introduce such a concept as «European area of higher education» (Suprun, 2018). Higher education in Ukraine should ensure the training of specialists who could compete with graduates of prestigious foreign universities (Sheremet, 2022; Suprun, 2023).

Analysis of scientific works devoted to the problem. In the researches of modern socialists, psychologists and educators, the problem of Rational Decision Making in context of International Educational Management is delighted in the process of training (O. Romanovskiy, D. Suprun), in extracurricular work (N. Semchenko), in social activities (M. Lukashevich, O. Snisarenko, L. Snitsar, R. Sopivnyk). Let's mention Intuition decision-making as a concept that has been studied across various disciplines, such as management (Lauren, 2022), sociology, psychology, and philosophy (Hodgkinson, 2003; Sinclair&Ashkanasy, 2005; Dane & Prat, 2009; Hogarth, 2010), neuroscience (LeDoux, 1996; Barais et al., 2015; Craig, 2002; Damasio, 1999), behavioral sciences (Hodgkinson et al., 2008), parapsychology (Radin, 2017), medicine, and health sciences (Glatzer et al., 2020) engineering (Cash & Maier, 2021).

It has been established by R. Sopivnyk and D. Suprun that effective leadership in student age is provided by such features as the ability to self-discovery, self-assertion, pronounced independence, the ability to self-

determination, the desire for collectivity, public activity etc. Thus, it's age for open ability for development of rational and Intuitive Decision Making.

The purpose and tasks of the highlighted research are characterized by the manifestation of managerial competence as the basis of the professional activity of a social specialist which is determined by the peculiarities of awareness of the behavior and activity of people in the organization and is part of the sphere of work culture, the culture of professional management activity. Thus, **the aim** of research is the development of professional managerial skills and thinking, specially intuition as a component of rational and intuitive decision making in context of Educational Management (Suprun, 2023).

Methods. For achievement the aim with tasks, the set of complementary methods was applied: theoretical methods: (analysis, synthesis, comparison, generalization) were used to find out the state of the problem; empirical (direct and indirect observation, standardized questionnaire survey, semi-standardized individual interviews), psychodiagnostic methods and research techniques; statistical analysis (Suprun, 2023).

Presenting main material. A person with developed management skills is usually called a strong personality. It is determined by the presence of intellectual energy and the focus on the realization of this energy in the management sphere. A psychologist must possess the necessary willpower, be purposeful and ready to constantly make the necessary efforts. Leadership can be defined as a person's ability to influence individuals and groups of people to motivate them to work towards achieving goals that make the management process more effective (Sheremet, 2022; Suprun, 2018).

Leadership and management skills reflect the degree of a professionalist's desire to dominate in situation. They

determine success, effectiveness of management behavior and management decisions in complex, non-standard situations, for which there are no typical techniques. A professional person cannot think about success in his professional activity if he does not have self-confidence, that is, a well-founded belief in his ability to perform tasks. So, this person is characterized by self-control and a critical attitude towards own personality, an unbiased assessment of capabilities and behavior. He identifies his own mistakes, analyzes causes and takes measures to eliminate them (Sheremet, 2022; Suprun, 2019).

The leadership position largely determines the success and effectiveness of the group's life activities, the psychological climate and the nature of interpersonal relationships in the team. Thus, professional leader who are able to influence the processes of self-organization of the team, bring together the personal and collective interests of the group members, and also more fully reflect the interests and needs of the team in external interaction (Suprun, 2019). The specificity of future professional activity requires students to identify and develop their own managerial qualities. Therefore, such pedagogical conditions should be created in the process of educational management system, which would contribute to the future specialist's recognition of his own leadership qualities, their development and implementation in the process of life. Management is a component of professional competence and requires the identification of effective pedagogical approaches aimed at supporting and developing managerial and leadership positions (Sheremet, 2022).

A professional leaders, among other positive qualities, have to possess decision-making skills, be able to work in a team, be adapted to changes and social challenges, including foreign language

competence; have the ability to influence other in the direction of achieving a defined goal, making them not «subordinates», but co-executives (Suprun, 2023).

Let's focus on decisionmaking ability, specially on styles. Thus, general decision-making style (GDMS, Scott and Bruce, 1995) proposes rational, avoidant, intuitive, dependent, and spontaneous styles. Rational style bases on logical decisions by searching information; intuitive style depends on hunches or feelings; dependent style is related with searching advice from others; avoidant style means hesitating to decide; spontaneous style indicates quick decisions (Lauren, 2022).

Following these studies intuition is a complex, integrated, multi-dimensional and multi-disciplinary concept (Lauren, 2022). The main features of intuition are unconscious, spontaneous inferential or slow decision making process based on holistic abstract or big picture (holistic), experience-learned heuristics, affective and emotional feelings, body impulses and moods, perception without awareness, environmental influences by people as well as the capability for pre-cognition based on hunches (Launer et al., 2020b, 2022). According to The Approach by Launer and Cetin (2023) who combine various theories and approaches from different fields, combine or divide styles from different studies, add new styles which is not much mentioned before, and test styles for finding a comprehensive valid and reliable instrument. Scientists named and propose twelve types of styles as Analytic, Planning, Knowing, Holistic Unconscious, Spontaneous, Heuristic, Slow Unconscious, Emotions, Body Impulses, Moods, Anticipation, and Support by Others. These style need to coordinate and correlate with Learning Styles according to international educational management (Lauren, 2022).

It is important to note that the

psychological aspects of international educational project management can vary across cultures and regions. For example, in another European countries there may be different cultural values that influence how managers interact with their employees, such as the importance of personal relationships and respect for hierarchy. In addition, the business environment, such as the legal and regulatory framework, can be different also have influence to the psychological aspects of management (Suprun, 2023).

Therefore, in order to understand the psychological aspects of educational management, it is necessary to examine the specific cultural, social and economic factors that shape management practices in the country (Suprun, 2023).

Comparison of psychological aspects of educational management in Ukraine and European countries (Spain, Italy, Germany, Czech republic etc.) Ukraine have different social, cultural and economic contexts that affect the psychological aspects of educational management, which influence on:

1. Learning style. An important aspect of the design, development and delivery of learning is the role of individual differences between learners in terms of their learning styles.

2. Leadership desision making styles.

3. Communication. Formal approach to communication is more common in Ukraine, while an informal approach is more often used abroad.

4. Motivation. Different approaches to motivation are used in Ukraine, but financial incentives such as salaries and bonuses are generally popular. Work and career orientation are also important factors abroad, but there is also a focus on education and employee development.

5. Conflict resolution. Ukrainian management system more often use formal procedures and rules to resolve conflicts (Center for Creative Leadership,

2023).

Thus, we can say about psychological differences in Model of educational management. The model of educational management is a theoretical framework that describes personal, psychological and social factors that affect the effective management of an education. This model is based on researches in pedagogy, psychology, sociology, and other scientific disciplines that examine human behavior and social interactions (Society for Industrial and Organizational Psychology, 2023).

In particular, the model of educational management in Ukraine and other Europe may be somewhat different due to differences in cultural traditions and approaches to common management and education. In Ukrainian culture, an authoritarian style of management is quite common, when the manager makes all decisions and controls the actions of subordinates. At the same time, abroad, a democratic style of management is more common, when management treats subordinates as equals and interacts with them on an equal basis (Sheremet, 2022; Suprun, 2023).

In addition, a certain hierarchy can be observed in Ukrainian education management. In Europe, on the other hand, management and subordinates can have an equal relationship and workers can be more active in the management and educational process. Therefore, we can say that the model of educational management has peculiarities in Ukraine due to different approaches to common management, educational styles, motivational aspects, Leadership desision making styles, communication and hierarchy styles and conflicts resolution (Suprun, 2018a).

Based on the abovemention, we consider the nessesary of inclusion in the The comprehensive goal of the integrated special course "Psychology of Management in social sphere" is to

increase students' level of professional and pedagogical adaptability, managerial culture; assimilation by future specialists of the essence, regularities, principles, conditions of formation of the qualities of an active and socially competent subject of work culture; practical training of an individual to perform various functions and tasks, solving problems of professional and personal self-development. These target settings are aimed at the development of future specialists 1) a system of universal leadership and management-psychological abilities and skills that ensure the realization of a professional position (teaching oneself and adequately assessing one's capabilities, independently building ways to solve problems and difficult situations in personal and professional life, implement projects to improve one's own professional competence, personal self-realization); 2) methods of productive cooperation and communication, conflict resolution; 3) readiness for the optimal solution of managerial and professional tasks in the latest political and economic conditions (Sheremet, 2022; Suprun, 2018b).

In conclusion, the development of professional managerial skills and thinking, especially intuition as a component of rational and intuitive decision making in the context of Educational Management has great importance for providing abovementioned aspects. The specified standards are not implemented without the appropriate professional training, which should be provided to future specialists in the leading universities of the country. Thus, the actuality and perspectives for future research of professional skills development in context of international educational project management are obvious.

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РАЦІОНАЛЬНЕ ПРИЙНЯТТЯ РІШЕНЬ ТА ОСВІТНІЙ МЕНЕДЖМЕНТ

Супрун Д. М., Лаурен М.

Анотація. Доведено, що варіативність професійно важливих якостей фахівців соціальної сфери пов'язана зі складністю і різноманітністю функцій, які вони виконують в умовах взаємодії з різними контингентами в постійно мінливих соціально-професійних умовах діяльності. Мета та завдання висвітленого дослідження характеризують прояв управлінської компетентності як основи професійної діяльності. Тож, метою дослідження є розвиток професійних управлінських навичок та мислення, зокрема інтуїції як складової раціонального та інтуїтивного прийняття рішень у контексті менеджменту освіти. Для досягнення поставленої мети із завданнями було застосовано комплекс взаємодоповнюючих методів: теоретичні методи (аналіз, синтез, порівняння, узагальнення) використовувалися для з'ясування стану проблеми. За даними дослідження очевидно, що менеджмент є складовою професійної компетентності і потребує визначення ефективних педагогічних підходів, спрямованих на підтримку та розвиток управлінських та лідерських позицій. Про-

фесійні лідери, серед інших позитивних якостей, мають володіти навичками прийняття рішень, вміти працювати в команді, бути адаптованими до змін і соціальних викликів, мати здатність впливати на інших у напрямку досягнення визначеної мети.

Ключові слова: спецкурс, лідерство, менеджмент, інтуїція, фахівець у галузі соціального виховання.