THE ROLE OF SOCIAL-PSYCHOLOGICAL BARRIERS DURING THE PREPARATION OF MANAGER OF EDUCATION TO INNOVATIVE ACTIVITY IN MODERN CONDITIONS

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ABSTRACT

Innovative activity of manager of education is one of the leadingactivity nowadays, but it is necessary to implement a number of conditions, where paramount importance has the training of manager of education for innovative activity and surely can appear barriers on the way of achieving the goal.

Keywords: Manager of education, innovative activity, self-regulation of personality, barriers.

INTRODUCTION

Therefore, today there is no doubt that innovative activity should be one of the leading activity in the practice of modern managers of education, but for this it is necessary to implement a number of conditions, among which we believe is of primary importance plays the training of managers of education for innovative activity.

LITERATURE REVIEW

Sources which were base of this article were mainly Russian literature. Using facts of these literatures, the author of the article has investigated innovative activity of manager of education in detailed and expressed her opinion about them.

DISCUSSION

Main issue in this research is to study the role of social-psychological barriers in the course of preparation for manager of education to innovative activity in modern conditions. In the study of social barriers with the help of the survey, such components were used as fear of the audience, the lack of contact with learners and colleagues, negative attitude to the trainees, the impact of past experiences, lack of confidence on the part of the educational community, fear of criticism, isolation in communication, frustration about the ability of students and colleagues. The positive and negative aspects the role of social-psychological barriers were discussed by conducting social survey among persons who are based in education at different age. The results of survey were comprised.

CONCLUSION

This short research shows that in spite of social-psychological barriers, the teacher stuff has to develop his innovative activity and overcome difficults. Innovative activity of educational establishment is considered as the main condition for the modernization of the educational process and the economy, systematic maintenance and renovation of its capacity and appears to be a major factor in improving efficiency in the work of the university.

Innovative activity at universities receives the status of the main type of activity and is a prerequisite for its strategic development [2].
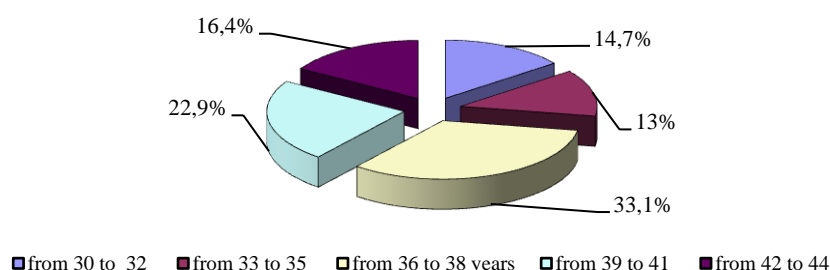
In this difficult and complex process can hardly be overestimated the leading role of organizer of innovative activity of manager of education, who is required high demands. He must act not only at the level of achieving the aim when it is possible to be a good performer and solve already formulated and assigned tasks, but also at the level of goal-setting, when the readiness of manager of education to identify and formulate development goals adequatelyreflecting the needs of pedagogical reality taking into account dynamically changing conditions, becomes necessary in his professional activity [4].

In society, there are special techniques that make people terminate innovative activity. One of the factors that shape the social barriers is ridiculing. Loss of dignity occurs when the humiliation reaches its limit and the teacher has to accept it. Another factor - is checking for social status. Both high and low statuses have their advantages and disadvantages. As a rule, the attribution to manager of education advantages or disadvantages is carried out only after determination of his status and according to it. This often reflects the deep need for self-justification, defending his own position[10].

Another important factor determining the social protection is the personification which uses mechanisms of projection and identification, when their own negative impulses and inclinations are carried out on the readiness of manager of education, who for some reasons turned out to be the most suitable for this purpose. In this case a manager -innovator is assigned with negative traitsas: an upstart, a brawler who has not enough knowledge, skills, etc. Manager of education must realize, experience psychological barriers and get rid of complexes that prevent the realization of innovative activity[5]. Standardization of behavior and inner peace of education manager is accompanied by the fact that in its activities increasingly prominent places occupy regulatory provisions. In the minds is accumulating more impersonal ready samples of teaching activity. This leads to the fact that the manager of education can fit in the educational community, while reducing the level of creativity[7]. On the other hand, the development of society requires from manager of education innovative behavior [8]. These provisions are supported by the results of our study. It turned out that the results of our survey education managers face numerous facts of constraints for innovative activity.

In its turn, the survey was conducted on a prearranged procedure - Questionnaire study of the socio-psychological barriers of manager of education in conditions of innovative activity of higher educational institution, which was developed by modification, standardization of tests, questionnaires on severity of psychological barriers in educational activities developed by N.T.Gordetskaya[15,11].

During the modification was carried out clarification of the proposed statements, as well as enhanced diagnostic scales with relevant issues. In order to adequately apply practical application of this methodology has been made its standardization, for which 293 managers of education were involved, aged from 30 to 44 years (mean age 36.5 years), experienced in professional (management) activities from 3 to 14 years (average length of service was 4.3 years) who are realizing innovative activity in terms of the educational environment of higher educationestablishments (Fig. 1, 2).

16,4%   14,7%

22,9%   13%

33,1%

☐ from 30 to 32 ■ from 33 to 35 ☐ from 36 to 38 years ☐ from 39 to 41 ■ from 42 to 44

Fig.1 Characteristics of the sample study of innovative activity of the manager of education by age (n = 293)

22,9%   30,4%

21,4%   25,3%

☐ from 3 to 5 years ■ from 6 to 8 ☐ from 9 to 11 ☐ from 12 to 14
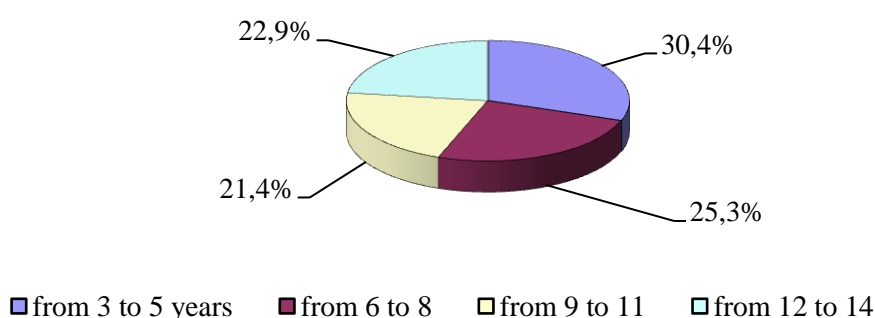
Fig.2 Characteristics of the sample study of innovative activity of the manager of education by experience of managing activity (n = 293)

Standardization involves uniformity of procedures and evaluation of the performance of technique. In order to ensure such uniformity of conditions of survey, we have developed relevant guidance, instructions on carrying out method. At the same time, in psycho-diagnostics were accepted and formulated three basic requirements for conducting the survey (test) with respect to the procedures of standardization [1].

- Following the procedure of standardization in even the most minor detail;
- Registration of any non-standard conditions of survey, no matter how secondary it may seem;
- Interpretation of the results of the survey with regard to the conditions of survey.

The next important step of standardization of method is to determine the norms. As you know, psycho diagnostic techniques do not have a pre-defined standards of success or failure in performance, response, individual performance are evaluated in comparison with indicators obtained by other[8]. In this regard standardization of methodic was carried out by holding it on a large representative sample of the type of test for which the survey is intended. Relatively according to standardization sample was produced elaboration of norms, indicating not only the average level of performance, but also its relative variation above and below the average. It is possible to determine the position of the respondent with respect to standardization sample. In this case, the initial total score, calculated by the key, is not a measure that can be diagnostically interpreted. Application of test standards is based on the transference of received points from the "raw" scale in "standard" i.e. "standardization of test scores."[174]. It can be done by using special methods of mathematical statistics. In the

standardization (normalization) of the resulting amount of points we have used the most common "Scale of stan" proposed by R. Cattell [5], in calculation of which was made the following main derivatives: arithmetic average; standard deviation; asymmetry; kurtosis. Thus, the arithmetic mean was calculated from the formula[318]:

$$M = C/n$$

where M –is arithmetic average;
C –istotal number of points by the respondents;
 n –isthe number of respondents.

However, developed (modified) questionnaire comprises 56 statements, on each of which respondent may answer basing on two possible answers. At the same time, each response coincided with a key is estimated at 1 point, respectively, not matching estimated at 0 points. According to results of a survey of 293 respondents was obtained (total) 8936 points. Further on the above formula (1) was calculated the arithmetic mean (*M*): 8936 / 293 = 30,5.. Following necessary derivative is the standard deviation (σ - sigma), which was determined by the following formula[169]:

$$\sigma = \sqrt{\frac{\Sigma\,(B - M)^2}{n - 1}}$$

where B - is the "raw" score obtained by the respondent.
Thus the results of calculations according to formula 2.2we got index standard deviation (σ) which is equal to 9.8 points. To determine the (normal) distribution points diagnostic scales we took into account the same parameters of skewness and kurtosis which are using the following formula[313]:

$$A = \frac{\Sigma\,(x_i - \bar{x})^3}{n\sigma^3}$$

For symmetric distributions A = 0

$$E = \frac{\Sigma\,(x_i - \bar{x})^4}{n\sigma^4} - 3$$

In the distribution of normal convex E = 0.

Thus, when any causes are favorable for frequent occurrence of values which are higher or, conversely, below the average, there is formed asymmetrical distribution. In the left-side or positive, asymmetry in the distribution has more frequent lower characteristic value, and for right-handed or negative - are higher.In cases where any reasons contribute to the predominant appearance of average or close to average values, the distribution is formed with a positive kurtosis. If the distribution is dominated by extreme values, with both lower and higher values, then this distribution is characterized by a negative kurtosis and in the distribution center can be formed hollow, transforming it into a bimodal[7].

The calculation of basic derived valuations in general allowed to make the distribution of scores obtained graphically (Fig. 2.3)
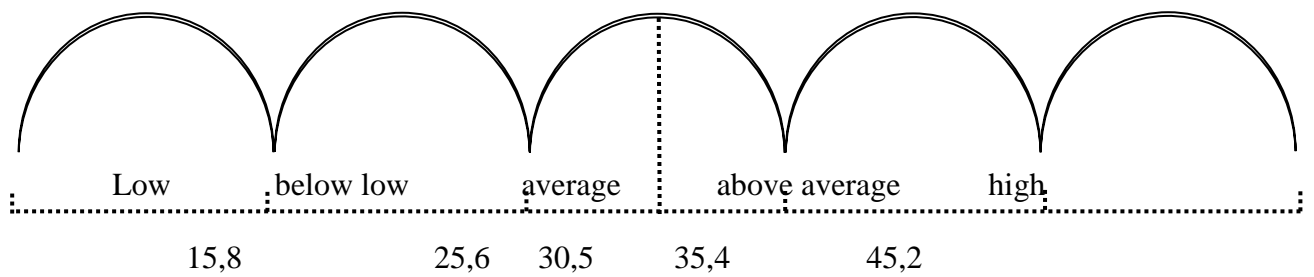
Fig.3 Points distribution methodology for assessing the innovative activity of manager of education (n = 293)

Thus, the rate of the arithmetic average has enabled us to measure the middle (the norm). Left and right segments postponed equal 0.5 standard deviation (4.9 points)further equal to 1 standard deviation (9.8 points). Right from the average value will be placed intervals of "above average" and "high" level innovative activity of the manager of education. To the left of the mean value will be placed intervals of "below average" and "low".

Thus, the use of common "Scale of stan" with regard to diagnostic scales makes it possible to standardize developed (modernized) questionnaire of the sample study of the socio-psychological barriers of the manager of education in conditions of innovative activity in higher institutions(table 1).

Interpretation of the results of the survey

№	Denomination	Intensity				
		low	Below low	average	Above average	high
1.	Social barriers	0-3	4-6	7-9	10-12	13-14
2.	Barriers of crisis	0-5	6-7	8-9	10-11	12-13
3.	Barrier of creativity	0-2	3-4	5-6	7-8	9-15
4.	Barriers of innovations	0-4	5-6	7-8	9-10	11-14
	Socio-psychological barriers	0-15	16-25	26-35	36-45	46-56

Determination of reliability of the developed questionnaire was carried out by "retest" (20 days) on the total sample studies (n = 293), followed by correlation analysis of the results (Tab. 2).

The obtained results of the correlation analysis confirm satisfactory reliability of developed questionnaire of the sample study of social and psychological barriers to manager of education in conditions of innovative activity of higher education.

According to the results of the survey, interviews and subsequent analysis we have a diverse and differentiated picture of the lock, as well as stimulation of innovation. Individual managers of education note that the institution created the conditions for creative work, the administration supports their searches, encourages, well-disposed attitude of colleagues can be noticed.

**Table 2: Results of correlative analysis of socio-psychological study of managers of education (n=293)**

№	Denomination of scales of comparison	Coefficient of correlation Spearman R when $p<0,05$
1	Results of first questionnaire on the scale "Social barriers "|results of retest on the scale of "social barriers"	0,72
2	Results of first questionnaire on the scale "barriers of crisis "|results of retest on the scale of "barriers of crisis"	0,75
3	Results of first questionnaire on the scale "barriers of creativity" |results of retest on the scale of " barriers of creativity"	0,73
4	Results of first questionnaire on the scale "innovation barriers "|results of retest on the scale of "innovation barriers"	0,76

Expanding the boundaries of creativity of managers of education occurs when the pedagogical community does not impose specific algorithms of activity, does not stop the innovation process by criticizing or convictions, and sometimes lack of attention, lack of participation or simply ignoring.

Conducted research sampling managers of education (n = 293) with a variety of experience show that the expression of social barriers to innovative activity in terms of experience is not the same. To facilitate the interpretation of this pattern, the total sample of research managers of education was divided into four conventional groups:

- The first group - 3 to 5 years of work experience;
- The second group - 6 to 8 years of work experience;
- The third group - from 9 to 11 years of work experience;
- The fourth group - from 12 to 14 years of experience.

The findings suggest that age-i.e. with an increase in length of service, social barriers do not disappear, they are more intense in the fourth group of managers education - with the experience of 12 to 14 years relatively to managers of education of first, second and third groups - with the experience of 3 to 11 years (Fig. 2.4).
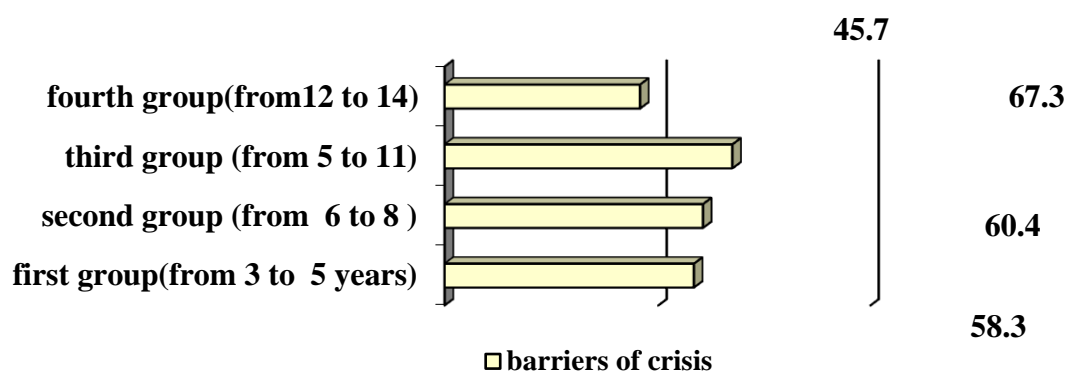
Fig.4 Average statistical data of intensity of social barrier of manager of education in %

We can assume that the problem of communication, co-operation with different social groups with age is more and more exacerbated, acquires significance and relevance. Probably occurs rethinking and reorientation of education manager on mastering instructional techniques dialogical forms of communication on self-awareness and other subjects of communication. On the other hand, the accumulation of certain stereotypes and increase of emotional barriers, neurotic states leads to difficulties in communication with people.

It should also be noted that social barriers in professional activities are updated in the first group of managers of education, where in the first place performs the problem of establishing contact with the staff, trainees, participation in the education community, the assimilation of the norms and values of the teaching staff. According to the results of conversations, communication difficulties of young managers of education are manifested in the following:

- in the establishment of contact with the teaching staff;
- establishing contact with the trainees, the formation of treatment as a respected teacher, mainly because of the problems of establishing a discipline;
- awareness of the new social role, assumption of the role of "competent adviser and assistant" in contacts with the staff, the establishment of optimal relations with experienced colleagues and the administration;
- In the experience of their incompetence.

In the study of social barriers with the help of the survey were used such components as fear of the audience, the lack of contact with learners and colleagues, negative attitude to the trainees, the impact of past experiences, lack of confidence on the part of the educational community, fear of criticism, isolation in communication, frustration about the ability of students and colleagues. The findings suggest that the majority of managers of education have difficulty in establishing the contact with the trainees, colleagues and the administration, the severity of this index in the first group is much higher. According to the results of the interviews, most unfavorable contacts are uncomfortable with the administration and parents of students. Heavy is estimated by education managers are communicative situations such as - talk to solve problems that arise, including the introduction of innovations, which are somehow deviation from the norm that often leads to criticism of the methods and techniques of work of the manager of education. That is why the managers of all education experienced groups have a need to be "invisible". Fear of criticism is dominant in the first group of managers of education and in the second group, in which the attention of teachers more centrally on the barriers of creativity and communication.

Blocking of innovative activity is realized through demonstration of distrust, doubt about the professionalism of manager of education. In the study, this feature is expressed quite intensively. Among the characteristics of the individual and communicative behaviors that managers perceive education as an obstacle in establishing contacts with them, studied is called:

- Isolation;
- Shyness;
- Self-doubt;
- The fear of making a mistake, to be misunderstood;
- Lack of freedom to express themselves, which is particularly acutethe worry of young managers of education.

Overprotection from colleagues and administration, the strict regulation blocks innovation already at the stage of purposes. Managers of education with the experience of 12 to 14 years (the fourth group) are also concentrated on these challenges. They note that their actions are often different from those in the pedagogical community norms, values and attitudes. In the view of the study participants think that communication difficulties are related to personal characteristics of the manager of education, such as:

- Self-doubt;
- Shyness;
- Isolation;
- Unsociable character;
- Dependence on external circumstances and assessments (including the negative attitude to learners, colleagues);
- Lack of faith in the possibility of the students;
- Lack of self-control and self-regulation.

These features often create the preconditions for the emergence of social barriers. The findings suggest that managers of education of all experienced groups, without exception, according to seniority have strong innovative stereotypes, in particular:

- A reference to the absence of the necessary conditions;
- Find weaknesses innovations;
- Reference to the prohibitions leadership.

Generalizing social barriers to innovation management education, it should be noted also the other reasons that cause most of the resistance of teachers managers innovations:
- managers of education does not explain the reasons for the changes; mystery and ambiguity generate uncertainty and anxiety; fear of the unknown can configure teacher hostility to any innovations;

- Managers of education did not participate in the design and planning for the implementation of innovations;
- Ignoring the collective traditions and customary to work style;
- Subjective bias towards innovation, a sense of threat, loss of status;
- An increase in workload;
- The initiator of the introduction of innovations is not respected and trusted.

The next interesting issues for consideration is the crisis of pedagogical activity as a psychological barrier. Thus, the crises of adult describe and study various areas of science. Questions of barriers crises in professional activities were considered by various researchers. However, the general characteristics of the experience of the crisis manager education professional development that distinguish it from other types of barriers are the deep dissatisfaction with various aspects of their teaching activities, the sharpness of the contradictions that teachers feel inadequate professional introspection. Sphere of interaction with learners, subordinates- is the most problematic for the manager of education, which is in a crisis of professional development, but they are often underestimated[8].
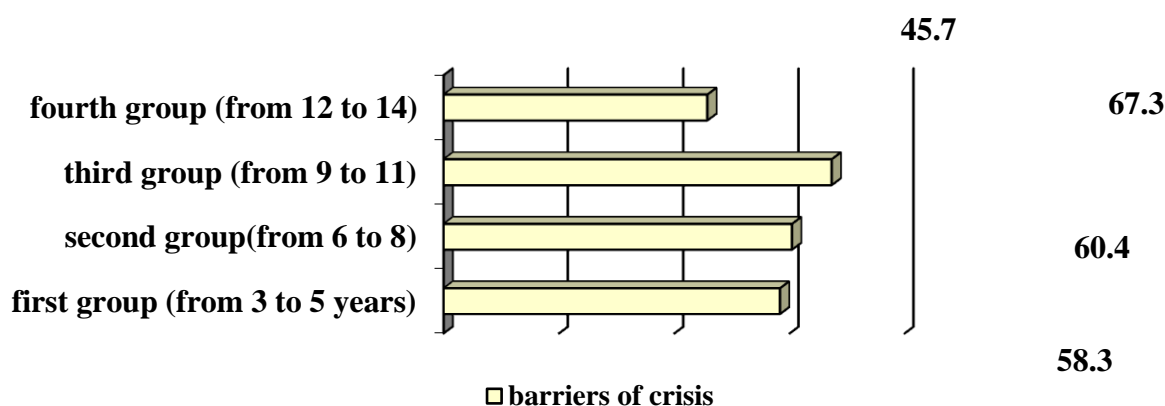
Yuri Lvov introduced the concept of "educational crisis" on the activities of the teacher with experience of 10-15 years. Symptoms of "pedagogical crisis" stand that individual teachers, at the beginning of his physical and spiritual strength and having a significant positive experience, begin to experience a deep dissatisfaction with their work. The result is a decline in the professional activity [9]. Fixation of the psychological characteristics is the crisis that is difficult to overcome. These include:

- The contradiction between the growth of scientific information and deadlines learning, as well as the framework established by the program;
- A contradiction between professional stability, a high level of craftsmanship and new pedagogical objectives;
- A contradiction between the efforts of the teacher and the results obtained;
- Contradiction between educators and innovators think that collective administration, which do not accept new ideas.
Pedagogical crisis could last for a very long time. The effective ways to overcome them are [5]:
- Expansion of communication with colleagues, trainees;
- Rejection of excessive demands and expectations of the students;
- The creation of a microclimate in the teaching staff, aimed at supporting the teacher.
Teachers of different groups are less aware about the barriers of the crisis in the professional work of the manager compared to other types of barriers. Acutely these barriers manifest themselves in professional activity by education managers of the second (6 to 8 years of experience) and the first experienced groups (3 to 5 years of experience)of managers of education . However, the barriers of crisis are less pronounced in the fourth group (12 to 14 years of experience) of managers of education .Deeper analysis requires consideration of the features of professional work of the third group (9 to 11 years of experience), where barriers of crisisare particularly pronounced (Fig. 5).

45.7

fourth group (from 12 to 14)

67.3

third group (from 9 to 11)

second group(from 6 to 8)

60.4

first group (from 3 to 5 years)

58.3

□ **barriers of crisis**

Fig. 5 The average severity of the barrier of the crisis of managers of education in%

For managers, the formation of this group is characterized by high-quality performance of professional activities. Methods of its implementation have a distinctly individual character. During this period, are radically rearranged professional values and attitudes, is changed the way of the activities, is generated sustainable professional self-esteem. However, in many cases, the quality and performance of productive activity leads to the fact that the person allegedly develops his profession, increasing dissatisfaction with himself and his professional position. Managers of education feel the need for self-determination and self-organization. This creates a major obstacle to the restructuring of professional development situation.

The analysis of expression of the individual components of the barrier shows that one type of crisis that is pronounced -is the crisis of routine work. This rate greatly exceeds the others. Next component –is loneliness, it also dominates in this group. Often managers during the crisis formed the desire to withdraw it, in deepening the experience, there is a narrowing circle of contacts can increase feelings of alienation, hostility towards others, activation of egocentric attitudes, accompanied by irritability, resentment and conflict. At this time, relations of manager education with learners and colleagues are aggravated [12].

The most expressedfeeling in the period of professional of the crisis is the desire to change their profession, a sense of exhaustion of their professional capabilities. The contradictions between the desired and actual career prospects lead to the development of the crisis career. In this review the "self-concept" adjustments are made in the relations of production, changing professional development situation.

Manifestation of the barrier of crisis in professional activity is the feeling of professional incompetence arising from the manager of education, fear of making a mistake, a sense of exhaustion of his capabilities. [16] The experience of this crisis is expressed in frustration in labor organization, its content, job responsibilities, labor relations, working conditions and wages. Factor that causes professional crisis is dissatisfaction with their social and professional status, which leads to the search for new ways of doing professional work, its improvement and development[13].

One of the manifestations of the crisis is the loss of a sense of freedom of their actions, the dependence on everyday circumstances and, as a result, the backlog of life, loss of a sense of the novelty. There is a narrowing of the field of social and professional contacts, withdrawal

from active work. However, the leading factor of the professional development of the individual is the need for self-actualization, self-realization. Professional self-actualization of personality is being realizedthrough creativeness of innovative levels of performance of activities. In the activities of the manager of education appears a crisisof unrealized potential that can lead to productive way out of the crisis - the introduction of innovations to the social and professional activity and unproductive way to resolve the crisis - depression, development of other professional deformations[10].

Analysis of the literature and the results of the study suggest that the crisis of barrier is characterized by a number of features. They arise as a result of emerging contradictions and differences between the evolving needs, missed opportunities and the nature of innovation performance. For each professional group that barrier is filled with its content and is determined in individual ways of solving it. The main reasonof the appearing of a barrier of professional crisis in the early stages of professional development is the role of these objective factors:

- A change of the dominant activity;
- Changes in the social situation.
At subsequent stages the increasing role played subjective factors [4]:
- A manifestation of the need for self-assertion, the growth level of aspiration and self-esteem;
- Professional self-actualization in creativity and innovation, restructuring professional consciousness, i.e., internal conditions of personal growth are the causes of the barrier of crisis in professional activity.

Manager of education, who is experiencing a crisis of professional development barrier is not enough aware of the base or contradictions, its cause, does not see the most appropriate ways to overcome it; underestimates the most effective ways to work on himself. Therefore there is need for special procedures during the preparation that are proactive, that attract manager of education to the process of self-reflection. Overcoming barriers of crisis of professional development will contribute to rethinking education manager of the professional concept based on the study and analysis of educational reality, with the new criteria that makes a community socio-economic changes and the students themselves; a manifestation of the new opportunities for further professional development, attention and support from colleagues, administration, internal management position on self-renewal. By overcoming the crisis of professional development, manager of education can have influence on learners, teaching staff as personal influence and contribute to understanding patterns of inner growth [7].

Managers of education who are experiencing social and psychological barriers, do not enough realize reason or contradictions, causing them to not see the most appropriate ways to overcome them; underestimate the most effective ways to work on themselves. In this regard, special procedures are required in the preparation that isproactive,attracting manager of education to the process of self-reflection.

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