



PROFESSIONAL ACTIVITY OF THE HEAD OF A PRESCHOOL EDUCATION INSTITUTION UNDER THE CONDITIONS OF DIGITAL TRANSFORMATION OF THE EDUCATIONAL ENVIRONMENT

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Abstract

Relevance. digital technologies and artificial intelligence are transforming society, imposing new demands on the educational paradigm, especially in managerial activities; this actualizes the need to develop relevant competencies among heads of educational institutions; the integration of artificial intelligence into the management of an educational institution optimizes processes and ensures competitiveness in line with modern challenges; in preschool education, the potential of generative artificial intelligence requires managers to be flexible and adaptive in solving professional tasks.

Objective: systematization of approaches to updating the professional activities of the head of a preschool education institution using the capabilities of artificial intelligence.

Methods: theoretical analysis of the regulatory and legal framework, scientific literature, and digital resources – to clarify the state of the researched problem, identify the transformation of managerial activities under the conditions of artificial intelligence integration into education; analysis, synthesis, comparison, and generalization – to systematize the features of implementing artificial intelligence technologies into the practice of the head of a preschool education institution; survey – to assess the level of adaptability and digital competence of heads of preschool education institutions in the Zhytomyr region; graphical representations – for visual illustration, interpretation, and comparison of the survey results.

Results: a survey of heads of preschool education institutions was conducted to identify their attitudes towards artificial intelligence; the levels of professional competence and directions for developing targeted professional development programs were determined.

Conclusions: the implementation of artificial intelligence technologies in preschool education optimizes organizational and pedagogical processes, automates routine administrative tasks, reduces the specialist's workload, and increases the efficiency of managerial activities; the integration of artificial intelligence includes using the ChatGPT model for developing instructions and schedules and Google's NotebookLM as an effective tool for working with documents; the work of the head of a preschool education institution requires updating managerial tasks (strategic planning of digital education, monitoring partnership interaction data, organizing training and data protection); adaptive competence is key to coordinating processes using digital tools and artificial intelligence, ensuring a balance between traditional values and modern technologies.

Keywords: artificial intelligence, digital technologies, managerial activity, preschool education, innovative processes.

Introduction. The current stage of societal development is characterized by dynamic transformational processes in all spheres, driven by the active implementation of digital technologies and the expanding capabilities of artificial intelligence technology in various areas of human activity. The intensive improvement of algorithmic solutions and functional characteristics of artificial intelligence (AI) technology is shaping fundamentally new requirements for the educational paradigm, particularly in managerial activities. The transformation of managerial practices in education within the context of digitalization highlights the need for developing competencies in educational institution leaders that are relevant to contemporary societal challenges.

In the modern world, digitalization has ceased to be merely a trend—it has become a necessary condition for development, especially for the education sector, and it holds a special place in the work of the head of a preschool education institution (PEI).

Sources. The integration of artificial intelligence technologies into the managerial activities of educational organizations is driven by the need to optimize administrative processes and ensure competitiveness in the global digital environment. The prerequisite in Ukraine is the implementation of the "Artificial Intelligence Regulation" roadmap (Roadmap for the Regulation of Artificial Intelligence in Ukraine, 2023), the Council of Europe Framework Convention on Artificial Intelligence (hereinafter: AI), Human Rights, Democracy and the Rule of Law (Framework Convention on Artificial Intelligence and Human Rights, 2025), and the approved "Concept of Digital Hygiene for Preschool Children" (On the Approval of the Concept of Digital Hygiene for Preschool Children, 2025). These documents provide for the development of specialists' skills in working with AI. Consequently, the development of skills for the critical use of AI is a necessary component of a modern manager's digital competence, aligning with the European framework of digital competencies for educators (Digital Competence Framework for Teachers and Academic Staff, 2021).

Ukrainian and foreign scholars are actively researching the transformation of managerial practices in response to new legislative initiatives in the education sector. At the same time, this is a response to the challenges posed by the legal regime of martial law in the country (Yershova, Zakatnov, & Titova, 2022). Researchers are studying the adaptation mechanisms of educational institution leaders to the updated requirements of the management process, analyzing the effectiveness of using digital platforms to coordinate the activities of teaching staff and interact with parents and the community, as well as issues of cybersecurity and personal data protection in the e-governance system of educational institutions (Henriksen, Mishra, & Stern, 2024; Kurkan, & Çetin, 2024; Marrone, Taddeo, & Hill, 2022).

Many studies have been devoted to the adaptive capacity of the individual. For instance, H. Spencer (1998) substantiates the importance of human adaptation not only to the environment but also to the social surroundings. His monograph outlines the essence of the idea that the human mind is devoid of limitations, which ensures the most adequate adaptation of the individual to environmental conditions.

A. Giddens (1999) characterizes social adaptation through the "individual–social environment" system, as a state of adjustment or a process of adaptation (of an individual, social group, organization, community, society, etc.) to internal and external changes.

A number of scholars (Renzulli, 2020; Orsi Koch Delgado, de Azevedo Fay, Sebastiany, & Cortina Silva, 2020) note that modern educational models are changing in response to the active implementation of AI in the educational process. Adaptive technologies based on machine learning algorithms allow for the creation of personalized learning trajectories that consider the individual characteristics of the child.

Undoubtedly, current research in educational management emphasizes that the effective digitalization of the environment depends not only on the competence of educators but, first and foremost, on the digital leadership competence of the institution's head (UNESCO, 2024; UNESCO, 2025). Consequently, digital literacy and an

individual's adaptability to change become fundamental for the modern head of a preschool education institution, enabling an understanding of computer system principles, strategic management, data interpretation for managerial decision-making, critical assessment of information resources, personal data protection, integration of digital tools within the institution's environment considering age-specific characteristics, interaction with stakeholders, and more. The role of the PEI head is crucial in shaping development strategies, creating a comfortable environment, fostering professional development, and promoting community self-governance (Reipolska, 2023; Bondarenko, Hryboiedova, 2023).

The aforementioned necessitates the transformation of established concepts of educational institution management, primarily in the sphere of preschool education. The potential of artificial intelligence technologies, particularly generative AI, modifies the capabilities of an educational organization's managerial environment. Thus, in the management of a preschool institution, there arises a need to develop one's own flexibility towards dynamic transformations through the implementation of modern technologies.

Objective: To systematize approaches to updating the professional activities of the head of a preschool education institution using the capabilities of artificial intelligence. The main tasks of the research are: to conduct a comprehensive analysis of the regulatory and legal framework, scientific literature, and digital resources within the context of the researched problem; to identify the specific features of transformational processes in the managerial activities of an educational institution amid the integration of artificial intelligence; to substantiate and systematize the specific features of implementing artificial intelligence technologies into the managerial practice of the head of a preschool education institution.

Methods: theoretical analysis of the regulatory and legal framework, scientific literature, and digital resources—to ascertain the state of the problem under study, identify the transformation of managerial activities in the context of integrating artificial intelligence into education; analysis, synthesis, comparison, and generalization—to

systematize the specific features of implementing artificial intelligence technologies into the practice of the head of a preschool education institution; survey to assess the level of adaptability and digital competence of heads of preschool education institutions in the Zhytomyr region; graphical representations for visual illustration, interpretation, and comparison of the survey results.

Results and Discussion. Successful management of a preschool institution in modern conditions requires adapting record-keeping methods, creating a safe environment, fostering partnership among participants in the educational process, and supporting academic integrity (Bondarenko, & Hryboiedova, 2023). However, it should be noted that adapting to new technological opportunities requires leaders to possess not only technical knowledge but also the ability to think strategically and react quickly to changes.

Let us consider and analyze the potential of implementing digital technologies by the head of a preschool education institution, considering the dynamic transformations of the educational environment. This requires modernizing approaches to solving tasks and adapting the leader's professional activities to current contemporary challenges.

The adaptive competence of a preschool institution head is understood as the ability to effectively coordinate communication processes with all participants in educational activities using various digital tools and artificial intelligence. The development of adaptability occurs in the process of implementing pedagogical partnership, which encompasses behavioral, cognitive, and socio-emotional components (Karaevli, & Hall, 2006; Moroz, 2024). This ability of the leader is fundamental to ensuring a balance between traditional managerial values (orientation towards safety, inclusivity, the child's personal development) and the implementation of modern approaches driven by technological trends, which requires the leader to possess strategic thinking and the capacity for active network communication.

It should be noted that the implementation of artificial intelligence technologies in preschool education allows for the significant optimization of organizational and pedagogical processes. These

include: the automation of routine administrative tasks (e.g., documentation, attendance monitoring, analysis of educational data), which leads to a reduced workload for the institution's staff and improves the institution's management efficiency.

Expanding the possibilities of integrating AI into the managerial activities of a preschool education institution may include the use of the ChatGPT model. It is used for developing or updating job descriptions, daily routines, daily or

monthly report forms, descriptions of a specialist's main duties and tasks; creating class schedules; analyzing children's attendance, processing applications and reports, and more. Another practical tool for digitalizing the managerial activities of a PEI head is NotebookLM by Google (Fig. 1). Up to 50 sources (texts, PDFs, Google Docs, websites, audio recordings, or YouTube videos) can be uploaded to a single NotebookLM notebook.

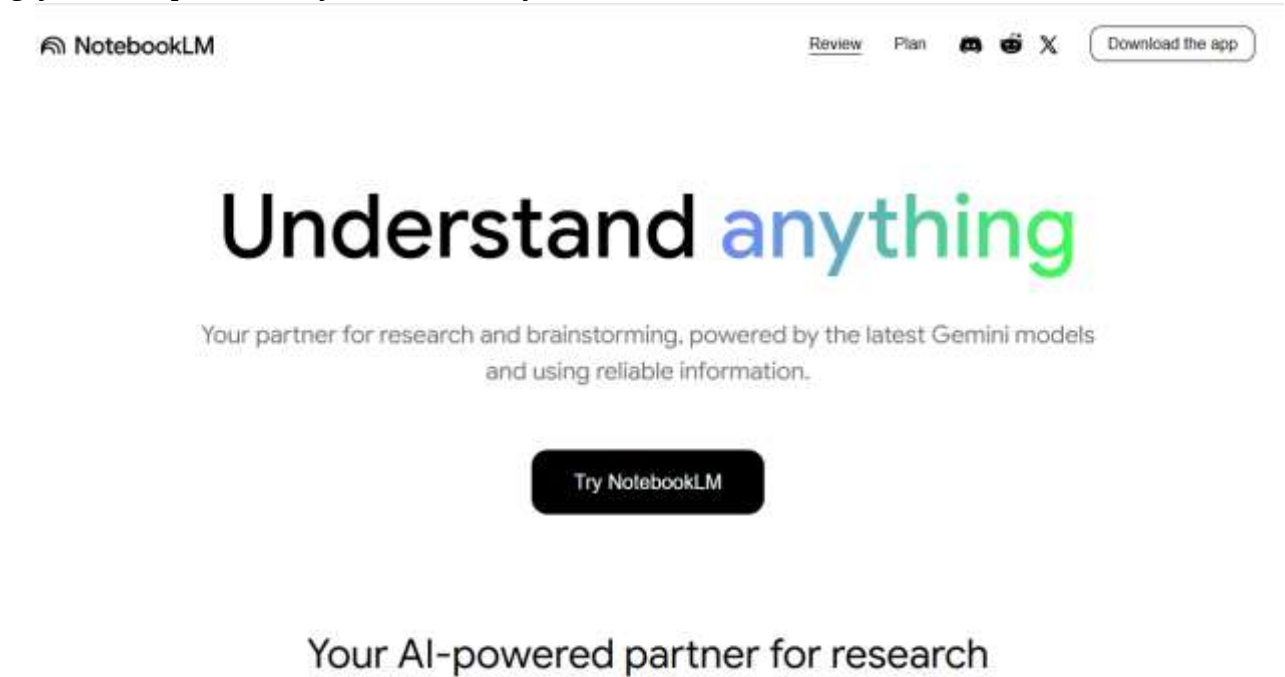


Fig. 1. Initial page of the NotebookLM environment

Note that in NotebookLM, users can create separate notebooks for different projects or topics. Each notebook functions as an isolated workspace

where documents can be uploaded and analyzed. Up to 50 documents can be added to the source list, each with a maximum length of 500,000 words (see Fig. 2).

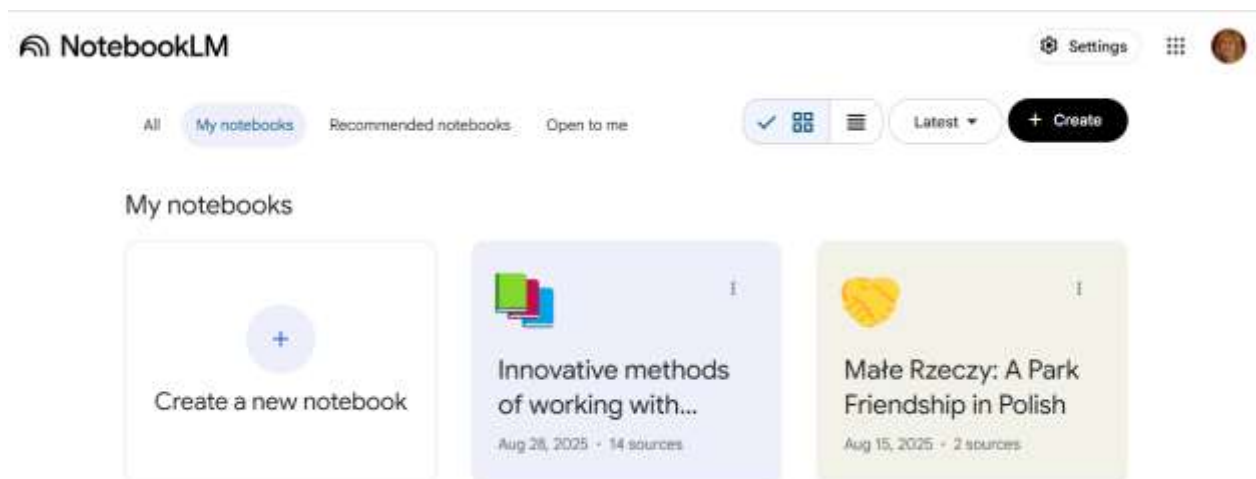


Fig. 2. Notebooks for different projects

Thus, NotebookLM provides functionality for analyzing uploaded materials, such as books, lectures, and handwritten notes, to obtain answers to specific questions with references to the source from the used list. In addition, the service allows for the creation of mind maps to visualize connections between concepts, generate study guides, short methodological guides, glossaries, and self-assessment questions based on the selected sources in the notebook. It is also possible to convert uploaded files into podcasts with two AI hosts for the auditory perception of information. There is an option to create up to three free video overviews per day with diagrams and graphics based on the sources.

Therefore, NotebookLM is a tool for a manager to optimize tasks. Working with files of various formats allows one to obtain detailed information or a list of aspects on which to focus attention. Using different formats: text, images, audio activates several channels of perception, and the brain memorizes faster.

To assess the current level of adaptability and digital competence, as well as to determine the professional development needs of heads of PEIs in the Zhytomyr region, a survey (191 respondents) was conducted (Fig. 3).

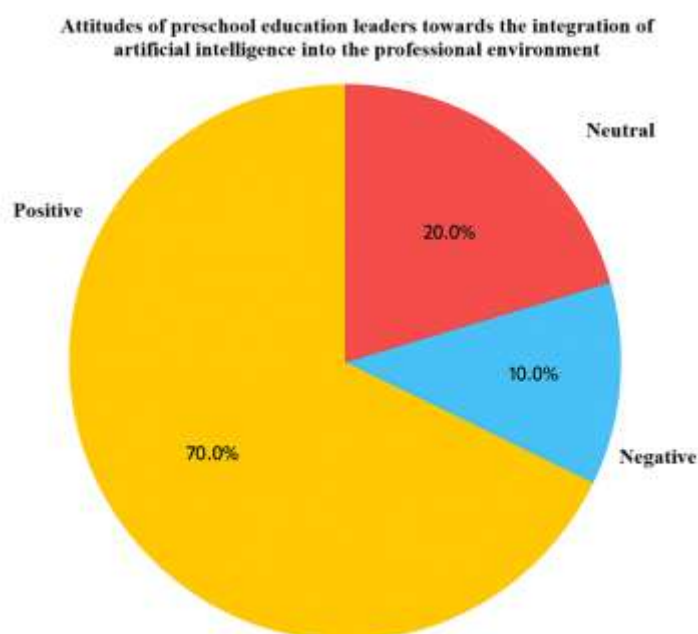


Fig. 3. Survey results regarding attitudes towards AI

The identified ratio of positive, negative, and neutral attitudes of managers towards the implementation of AI helps to understand the general mood in the professional environment and to identify potential barriers.

The results of the interviews conducted with respondents made it possible to identify which specific skills require the most development and to create targeted professional development programs.

To assess the effectiveness of professional activity, the following list of indicators demonstrating adaptability to challenges, as an important quality of a modern head of a preschool education institution, was used: the presence of an approved digitalization strategy; implementation of at least 1 (≥ 1) project per year; conducting

audits/comparative analyses of platforms; concluding agreements with stakeholders; the presence of a dashboard with key indicators of child development; regular corrective measures based on data, use of dashboards to monitor child development, educator effectiveness, and institution workload; approval of a data retention/deletion policy; absence of unauthorized data access; development and implementation of at least 3 (≥ 3) digital scenarios/year in accordance with screen time recommendations; the presence of at least ($\geq$) 80% of educators who have completed a basic digital literacy course and created their own e-portfolio; the presence of regular reports to parents, initiation of new partnerships, etc.

AI is changing how we work, accelerating the design of technology use policies in educational institutions, and automating routine processes, monitoring of AI use, document management, and data visualization, which optimizes managerial activity because it provides instant access to necessary information without redundant searching, and reduces the time spent on making informed decisions without the need to reread a document in paper form.

The successful implementation of such technologies depends on the ability of the educational institution's head to adapt to changes and effectively manage innovative processes in the preschool institution, to recognize the need for adaptation to the digital era, the desire to increase the efficiency of managerial processes, reduce the administrative burden, and promote the professional development of the institution's specialists.

Thus, the digitalization of management in education is a complex process that requires a strategic approach, the development of digital competencies, and adaptation to new technologies. It is effective, but it requires addressing issues of resources, staff training, and ensuring equal access. Consequently, modern management of preschool education requires the head of the institution to possess a wide range of qualities, particularly adaptation to changes and optimization of work in the educational environment.

Conclusions. Based on the analysis of contemporary scientific works and own research, the potential of applying artificial intelligence in managerial processes, particularly in PEIs, which extend beyond the mechanical execution of standardized procedures, was systematized. The significance of adaptability in the context of digital transformation, which includes managerial variability, technological competence, and ethical awareness, was determined. The ability of the PEI head to critically rethink traditional methods regarding the effective use of technological tools to achieve specific results provides a strategic advantage through the optimization of routine operations, particularly the automation of report preparation, summarization of meeting results, identification of discrepancies in document circulation, as well as the generation of conceptual ideas for project activities and the formation of recommendations for improving managerial practice. The manager's capacity to consider multiple perspectives, including the position of the teaching staff, the parent community, and digital transformation specialists, will ensure improved development of an adaptive strategy for the institutional development of a modern preschool education institution.

The prospect for further research involves investigating the possibilities of using GeminiLive in managerial activities.

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ПРОФЕСІЙНА ДІЯЛЬНІСТЬ КЕРІВНИКА ЗАКЛАДУ ДОШКІЛЬНОЇ ОСВІТИ В УМОВАХ ЦИФРОВОЇ ТРАНСФОРМАЦІЇ ОСВІТНЬОГО СЕРЕДОВИЩА

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Реферат:

Актуальність: цифрові технології та штучний інтелект трансформують суспільство, висуваючи нові вимоги до освітньої парадигми, особливо в управлінській діяльності; це актуалізує потребу формування у керівників освітніх установ релевантних компетентностей; інтеграція штучного інтелекту в управління закладом освіти оптимізує процеси та забезпечує конкурентність відповідно сучасним викликам; у дошкільній освіті потенціал генеративного штучного інтелекту вимагає від управлінців гнучкості та адаптивності до вирішення професійних завдань.

Мета: систематизація підходів до оновлення професійної діяльності керівника закладу дошкільної освіти з використанням можливостей штучного інтелекту.

Методи: теоретичний аналіз нормативно-правової бази, наукової літератури та цифрових ресурсів – для з'ясування стану досліджуваної проблеми, виявлення трансформації управлінської діяльності в умовах інтеграції штучного інтелекту в освіту; аналіз, синтез, порівняння й узагальнення – для систематизації особливостей впровадження технологій штучного інтелекту в практику керівника закладу дошкільної освіти; опитування – для оцінювання рівня адаптивності та цифрової компетентності керівників закладів дошкільної освіти Житомирської області; графічні зображення – для наочного ілюстрування, інтерпретації та порівняння результатів опитування.

Результати: проведено опитування керівників закладів дошкільної освіти з метою виявлення їхнього ставлення до штучного інтелекту; визначено рівні професійної компетентності і напрями розроблення цільових програм професійного розвитку.

Висновки: впровадження технологій штучного інтелекту в дошкільній освіті оптимізує організаційні та педагогічні процеси, автоматизує рутинні адміністративні завдання, зменшує навантаження на фахівця та підвищує ефективність управлінської діяльності; інтеграція штучного інтелекту включає використання моделі ChatGPT для розробки інструкцій і розкладу та NotebookLM від Google як ефективного інструменту для роботи з документами; робота керівника закладу дошкільної освіти потребує оновлення управлінських завдань (стратегічне планування цифрової освіти, моніторинг даних партнерської взаємодії, організація тренінгів та захисту даних); адаптивна компетентність є ключовою для координації процесів із використанням цифрових засобів та штучного інтелекту, забезпечує баланс між традиційними цінностями та сучасними технологіями.

Ключові слова: штучний інтелект, цифрові технології, управлінська діяльність, дошкільна освіта, інноваційні процеси.

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