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THEORETICAL AND EMPIRICAL MODELS OF ORGANIZATIONAL LEARNING PROCESSES IN KNOWLEDGE MANAGEMENT

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Introduction. This study undertakes a comprehensive exploration of existing instructional organizational models, spanning various disciplines within contemporary educational theory and knowledge management practice. The core objective is to propose an all-encompassing model tailored specifically to the preparation of future educational managers. This model places a significant emphasis on integrated educational strategies, further enriched by the integration of organizational learning processes in the context of knowledge management.

Aim and tasks. This study critically examines established models of organizational learning processes with the goal of developing a tailored model for training future educational managers. The goal is to equip aspiring educational managers with integrated didactic skills based on analyses of existing educational models that include concept analysis, model evaluation, and theoretical framework establishment.

Result. Organizational learning principles drive data-driven refinement, collaborative cross-disciplinary strategies, and leadership development. Sharing best practices enhances strength, whereas iterative feedback processes mitigate its limitations. This dynamic framework encourages adaptable education, fostering continuous improvement in teaching methods, curricula, and managerial training for a sustained educational evolution. Leveraging insights from existing models, the primary aim is to establish an instructional framework that seamlessly integrates a diverse range of content. Notably, the suggested model for training educational managers integrates teaching methodologies, character development, and methodological support for cultivating cultural learning skills, all underpinned by organizational learning processes within the domain of knowledge management. Furthermore, this integrated model incorporates progressive learning objectives that progressively increase in complexity and span the methodologies and resources employed to ensure effective learning outcomes based on comprehensive feature assessment techniques that gauge understanding and competencies.

Conclusions. This study navigates the landscape of models, culminating in the proposal of an integrated framework that caters to comprehensive aspiring training. This model facilitates the harmonious amalgamation of various subjects, and proficiencies introduce organizational learning processes within the domain of knowledge management. By fostering a multidisciplinary and holistic approach, this model equips future educators with the multifaceted demands of modern primary education while adequately managing knowledge within their organizational contexts.

Keywords: modeling, knowledge management, integrated teaching, organizational learning processes.

1. Introduction.

The utilization of modeling as a research method holds significant importance within the realm of scientific inquiry, encompassing not only the field of didactics as a whole but also linguodidactics specifically. This approach serves as a valuable tool for substantiating the comprehensive nature of the proposed learning process and its inherent structure, taking into account both the subject matter under study and the available organizational means for its assimilation. By employing the modeling method, it is feasible to dissect the entire learning process into interconnected segments that progressively increase in complexity. Theoretically and experimentally, this method allows the identification and exploration of potential techniques aimed at effectively mastering each of these interconnected components.

Incorporating knowledge management into the discourse on pedagogical modeling enhances the overall understanding and implementation of these educational frameworks. Knowledge management, a vital aspect of modern educational practices, involves the systematic capture, organization, sharing, and application of knowledge within an institution or context. Integrating knowledge management principles into the proposed pedagogical model can significantly enhance its effectiveness and sustainability.

2. Literature review.

Higher education is involved in many knowledge-related activities, such as knowledge creation, sharing, preservation, distribution, reuse, and learning. Knowledge management can improve administrative and academic services in higher education and reduce costs (Galgotia & Lakshmi, 2022). Colleges and universities have a great opportunity to use knowledge management strategies to support all aspects of their work, including instruction, social impact, and research. Knowledge management in higher education institutions includes knowledge development, enhancement, preservation, and protection. These institutions have the potential to develop their own knowledge management systems, as they have been pioneers in the creation and dissemination of information (Mazhar & Akhtar, 2016).

Pedagogy expands its learning paradigm beyond individual cognitive processes, encompassing dynamic interactional elements. This emphasis underscores the pivotal significance of collaborative engagement within the learning milieu. In this vein, the intricate interplay among diverse stakeholders – educators, facilitators, consultants, and the organizational framework itself – assumes central importance (Geißler, 2009; Förster, 2012). This interactional ethos extends even to the tangible underpinnings of learning, transcending the purely cognitive (Fenwick et al., 2011). Within the broader context of organizational learning and networked educational landscapes, the role of interindividual connections is magnified (Weber, 2013). Relationships stand as potential sources of positive emotional stimuli, fostering encounters and cooperative endeavors (Scharmer, 2011). A conceptual framework coined by Feld and Meisel (2010) as “constructive-appreciative dialog” encapsulates this notion adeptly. Noteworthy in the realm of organizational learning is the evolving departure from the rigid dichotomy between “teaching” and “learning”, signifying a shift towards subjectivity and recursive processes in contemporary discourse. Zech (2010) illustratively refers to the organization's journey toward self-directed learning, propelled by strategic didactic and methodological scaffolding.

Research has shown that knowledge management can be effective in higher education. For example, one study found that IT-mediated knowledge management interventions could improve administrative and academic services in higher education. Another study found that there are no significant differences in knowledge management methods in higher education institutions in different regions.

This research asserts the investigation of Cheng (2014) asserted that education should be reimagined as a knowledge-creating enterprise and argues that education is often rethought as introducing constructivist learning into education, but that this is not enough.

This makes it necessary to rethink education as a whole to create a system that truly empowers learners to create knowledge.

In agreement with Cheng (2014), this is the right approach to move away from the traditional model of education in which students are passive recipients of knowledge. Instead, it is necessary to create a learning environment in which students actively engage in the process of knowledge creation for further use.

Cordeiro et al. (2022) have made the comprehensive analysis revealed that each facet of knowledge management processes holds sway over diverse dimensions of organizational performance within schools. This encompassing study highlighted the substantial impact of knowledge creation on individuals within the organizational framework, as well as the intricate interplay between knowledge storage and three pivotal aspects of the Balanced Scorecard: people, internal processes, and sustainability (Cordeiro et al., 2022).

However, Ohlsson (2014) found contradictions. These contradictions manifest as dilemmas concerning inconsistent and implicit quality analyses and assessments, as conflicting views regarding collaboration and interpretations of teacher's role and as paradoxical views on managing processes regarding quality work.

Education's emphasis lies in the intended learning processes (Geißler, 2009). Intentionality is a crucial prerequisite for learning, especially in structured or designed learning processes, where it aligns with operationalizing the learning process into specific perspectives. Pedagogical methods often encompass elements, such as collaborative goal setting, content selection, and methodological choices.

In constructivist learning theory, defining learning content is no longer external but integral to the learning process itself (Arnold, 2003), rendering learning a reflexive process (Geißler, 2009). In organizational learning, intentionality, process orientation, and co-construction of content are realized through an intervention architecture (Königswieser & Exner, 2006).

3. Theoretical framework.

Higher education engages in various knowledge-related activities, including creation, sharing, preservation, distribution, and learning. Knowledge management benefits administrative services, academic functions, and cost reduction. Colleges and universities can employ knowledge management strategies to enhance instruction, social impact, and research. Pedagogy has shifted its focus from individual cognition to interactive engagement, highlighting collaborative interactions in the learning environment. Organizational learning emphasizes the departure from the rigid "teaching vs. learning" dichotomy, favoring subjectivity and recursive processes.

Knowledge management is effective in higher education, improves services, and exhibits regional consistency. Education should evolve into a knowledge-creating enterprise, empowering learners to actively participate in knowledge creation. Knowledge management processes impact organizational performance facets in schools, notably influencing knowledge creation and storage's interplay with Balanced Scorecard dimensions. Pedagogy emphasizes intended learning processes, integrating intentionality, constructivism, and organizational learning.

As evident from Figure 1, these three areas are interconnected and complement each other. Organizational learning helps employees acquire the knowledge and skills they need to perform their tasks. Knowledge management helps organizations accumulate and disseminate knowledge that can be used to improve efficiency. Pedagogy provides knowledge and tools that can be used to improve learning and teaching. Pedagogy studies the processes that lead to the acquisition of knowledge, skills, and values. Knowledge management accumulates, disseminates, and uses knowledge within an organization. Organizational learning helps employees acquire new knowledge and skills (Nykyforov et al., 2021).

Figure 1. A synergistic approach to organizational learning.

Here are some additional specific examples of how these three areas are connected.

–*Organizational training programs* are often based on research in the field of pedagogy. For example, they may use a variety of teaching methods that have been proven to be effective, such as problem-based learning and cooperative learning.

–*Knowledge management* can use technologies developed for learning and teaching. For example, organizations can use e-learning materials, social media, and other tools to disseminate knowledge and train employees.

–*Educators* can use knowledge management tools to improve learning. For example, they can use knowledge bases and other tools to access information and resources that may be useful for learning.

Overall, organizational learning, knowledge management, and pedagogy are important areas that help organizations and individuals learn and grow.

The research methods are as follows: theoretical – analysis of pedagogical, psychological, didactic literature on the research problem, which allows further theoretical substantiation of the expediency of preparing future primary school educational managers for integrated teaching of educational and foreign language speech activity; pedagogical modeling.

In order to develop a linguo-didactic model for preparing educational managers for the integrated teaching of fine arts and a foreign language to pupils as a means of instructing the main subject, it is essential to have a clear understanding of the essence and form of modeling. Modeling is a process of creating a simplified representation of a real-world system in order to better understand it. The model can be used to test different hypotheses about how the system works, and to make predictions about how it will behave in the future.

In the context of organizational learning and knowledge management, modeling can be used to:

–Understand how knowledge is created, shared, and used within an organization.

–Identify areas where knowledge management practices can be improved.

–Develop new knowledge management tools and techniques.

There are many different types of models that can be used for organizational learning and knowledge management. Some common types of models include:

1. Process models. These models depict the flow of knowledge within an organization.

2. Decision models. These models help organizations make better decisions by providing them with insights into the factors that influence decision-making.

3. Simulation models. These models can be used to test different scenarios and see how they would affect an organization. The choice of which type of model to use will depend on the specific needs of the organization. However, all models should be based on a clear understanding of the essence and form of modeling.

Scholars interpret pedagogical modeling as a process that involves creating a hierarchical structure of models, wherein a real-existing system is simulated from various perspectives and through various means. It is important to note that the simulated process itself does not physically exist; rather, it exists solely within the mind of the individual engaging in modeling. As such, a model is considered an artificially constructed entity, taking the form of a scheme, physical structures, symbolic forms, or formulas. While resembling the object of study, the model represents and reproduces, in a simpler and more generalized manner, the structure of relationships and interactions among its components.

4. Aim and tasks.

The aim of this study is to critically examine the established models utilized in the organizational learning process across different disciplines within didactical theory and practice. Furthermore, it aims to formulate a distinctive structure for a proposed model specifically tailored to prepare prospective educational managers for their comprehensive educational efforts. To achieve this overarching goal, the study addresses several key tasks.

Firstly, it delves into an in-depth analysis of the fundamental essence underlying the concepts of "modeling" and "model," aiming to provide a comprehensive understanding of their significance within the educational context. By elucidating these concepts, the article establishes a solid foundation for the subsequent discussions on model construction.

Secondly, the study explores and evaluates various models of pedagogical activity that have gained recognition and credibility in educational settings. Through a critical examination of these models, the study aims to identify the most valid and effective approaches to didactical practice, thereby informing the development of the proposed model for preparing future educational managers.

Lastly, the study sets out to establish the theoretical framework and structure of the proposed model specifically designed to equip aspiring primary school educational managers with the necessary knowledge and skills for their integrated learning activities.

By delineating the theoretical underpinnings of this model, the article aims to provide a comprehensive blueprint that outlines the essential components, principles, and strategies required for the successful preparation of future educational managers.

This study embarks on a comprehensive analysis of existing models in learning theory and practice. Its ultimate aim is to construct a unique model catered to the specific needs of preparing prospective educational managers for their multifaceted organizational and managerial roles. The tasks at hand involve examining the core concepts of modeling, evaluating established models of didactical activity, and determining the theoretical structure of the proposed model.

5. Results.

The average financial outlay per student in Ukrainian higher education institutions, backed by government funding, experienced a substantial escalation from 29,1416 Ukrainian hryvnias (UAH) in 2016 to 59,840 UAH by 2020. This pronounced increment was the result of a confluence of intricate factors, with economic considerations at the forefront. These considerations encompassed not only the surge in student enrollment, but also the diversification of academic disciplines and specialized fields on offer, coupled with a marked enhancement in both the caliber and quantity of academic personnel. Furthermore, this financial growth was intrinsically tied to investments in material and technical infrastructure, spanning utilities and energy resources, aimed at enriching the educational experience.

Within the contours of this evolving landscape, one could discern the intricate interplay of economic dynamics that led to the observed shifts. The increase in the student populace, while reflecting on the growing desire for advanced education, exerted pressure on available resources and necessitated corresponding investments to maintain the quality of instruction.

The expansion of academic offerings not only responded to the diverse aspirations of students but also had economic implications, influencing resource allocation and the overall financial structure of educational institutions.

It is noteworthy that in 2018, a significant 41% of higher education establishments exhibited a financial bandwidth ranging from 30,000 to 40,000 UAH per student. However, as the educational landscape evolved, by the year 2020, a seismic transformation became evident, with a dominant 55% of higher education institutions reflecting an altered economic paradigm, manifesting in average costs spanning 40,000 to 60,000 UAH per student (Ministry of Education and Science of Ukraine, 2021).

In conclusion, the trajectory of financial expenditures in Ukrainian higher education institutions unveils a complex tapestry woven with economic intricacies. The surge in costs was underpinned by a multifaceted interplay of economic factors, from increased student numbers to academic expansion and infrastructure enhancement, collectively shaping the evolving landscape of higher education in Ukraine (Ministry of Education and Science of Ukraine, 2021).

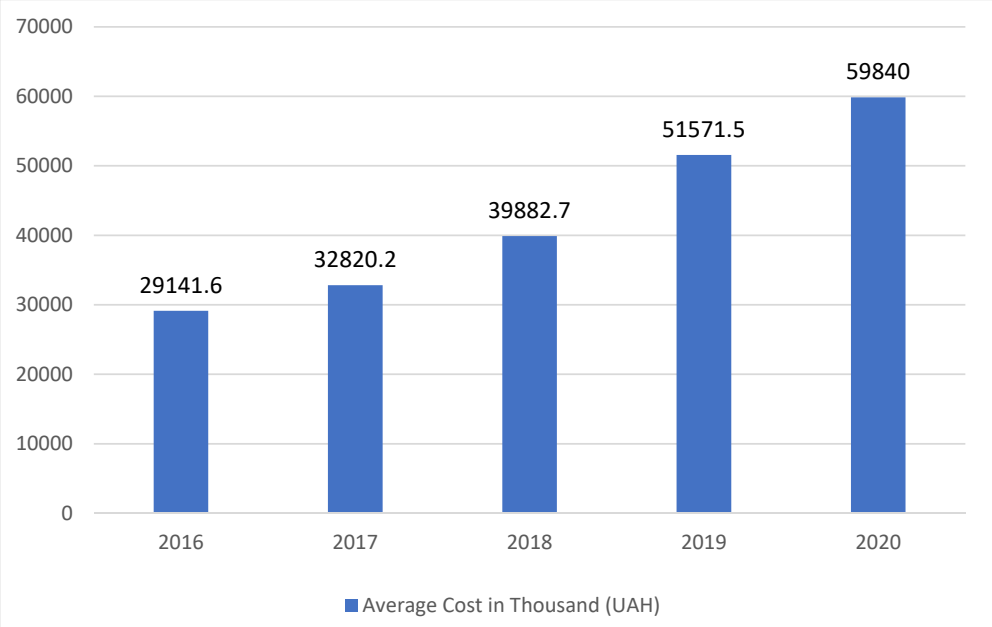

Figure 2. Average cost of preparing one government-funded student in Ukrainian higher education institutions from 2016 to 2020.

Source: based on Ministry of Education and Science of Ukraine (2021).

According to the budget program's specifications, the primary indicator of effectiveness for workforce development directions is the average cost of educating a single higher education recipient (postgraduate, doctoral student, student as presented in the context). Between 2016 and 2020, the average cost of educating one student (as presented) doubled from 29141.6 UAH to 59840 UAH. This metric depends on student enrollment and funding volumes. The annual average of students studying under the state order decreased over this period from 376716.8 individuals to 266011.8 individuals (due to changing demographic circumstances and reduced state-funded admissions). Funding volume increased during this period as social standards, tariffs for utilities and energy carriers rose annually, and labor remuneration conditions changed – these costs constituting over 90 percent of total expenditures (Ministry of Education and Science of Ukraine, 2021).

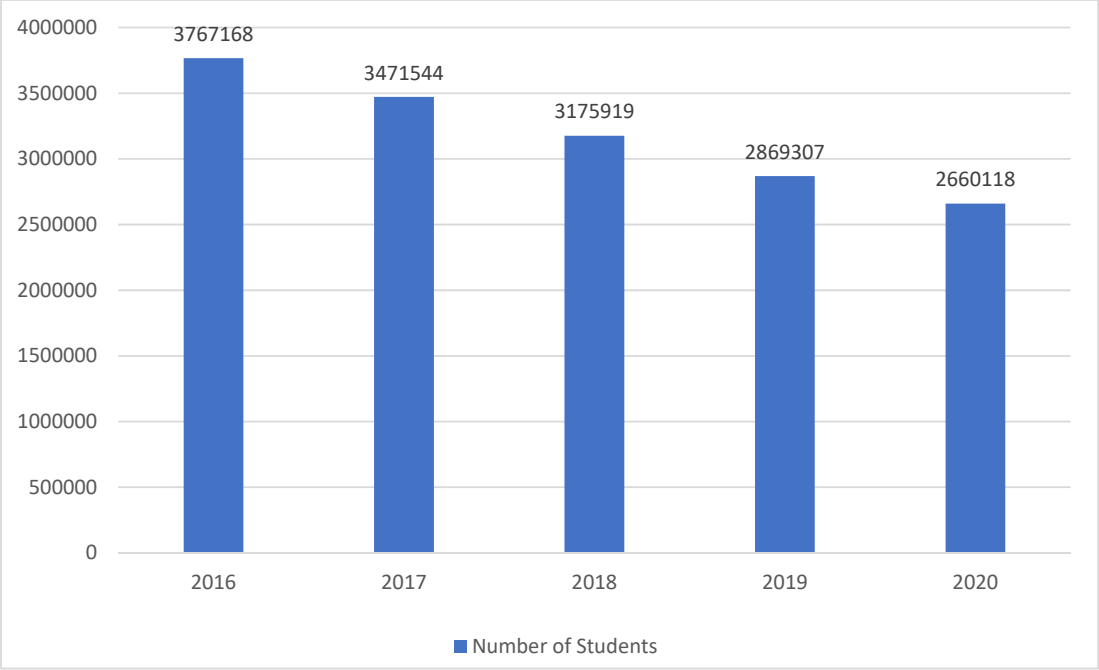

Figure 3. Number of students' higher education recipient in Ukraine from 2016 to 2020.

Source: based on based on Ministry of Education and Science of Ukraine (2021).

The escalation of tuition fees in Ukraine has exhibited a nearly twofold surge between the years 2016 and 2023. This financial upsurge can be attributed to an array of economic determinants, prominently including:

– The expenses associated with sustenance, accommodation, and transportation within Ukraine have undergone substantial inflation in recent years, precipitating a concomitant decline in household earnings. As a corollary, families are finding it increasingly onerous to afford higher education for their offspring.

– The mounting desire for advanced education. A burgeoning cohort of students are aspiring for tertiary education, fostering an upswing in competition for enrollment slots at universities. Consequently, academic institutions have found themselves impelled to elevate tuition charges to uphold the caliber of their educational offerings.

– The dwindling allocation of government funds for tertiary education. The Ukrainian government's progressive cutbacks in funding for higher learning over the past few years have prompted universities to augment tuition fees, aiming to offset the resultant revenue shortfall.

– The influence of the COVID-19 pandemic. The global pandemic's far-reaching repercussions on the economic landscape have been punctuated by job retrenchments and wage truncations, engendering a scenario where families are grappling with diminished financial resources to finance their children's college education.

– The protracted war that has beset Ukraine has spawned a humanitarian quagmire, with a substantial populace displaced from their abodes. As a direct consequence, university admissions have experienced a decline, given that numerous students are hampered by their inability to attend classes or to meet the financial obligations of tuition.

Elevated education costs pose a formidable quandary for both students and families in Ukraine. It is of paramount significance to explore avenues that can render higher education more within reach, thereby affording all aspiring scholars an equitable opportunity to access a superlative education, irrespective of their economic circumstances.

A key characteristic of any model is its coherence, which is manifested through several distinct features: integrity, hierarchy, emergence, functionality, and synergy. Ensuring the systematic nature of a model requires adherence to didactic principles governing its organization.

These principles include visibility, certainty, objectivity, and consistency in selecting pedagogical actions aimed at achieving the intended goals of the educational activity. By considering and incorporating these principles, it becomes possible to systematize the planned pedagogical process and present it visually, capturing its dynamic nature over time. Thus, determining the purpose of constructing a model, understanding its role within the educational process, making appropriate choices regarding the components of the proposed learning process model for any educational course, adhering to didactic principles of organization, and establishing conditions for achieving a systemic model are all vital aspects to consider.

In essence, addressing these aspects is crucial in the pursuit of developing an effective linguo-didactic model to prepare educational managers. By comprehending the foundations of pedagogical modeling, embracing the significance of coherence, and integrating didactic principles into the model's construction, a well-structured and visually coherent framework of organizational learning can be created.

In this comprehensive study, it is advisable to delve into various models of didactic activity, which are considered very reasonable and relevant. In this study, these models were divided into three groups, allowing for a more systematic analysis (Table 1).

Table 1. Models of didactical activity: a systematic analysis.

Model	Description
Models for Teaching Individual Subjects	These models specifically address the teaching of individual subjects. They aim to provide effective strategies for instructing students in a particular subject area, ensuring a comprehensive understanding and mastery of the subject matter.
Models for Integrated Teaching of Individual Subjects and a Foreign Language	These models promote the integration of individual subjects with the teaching of a foreign language. They aim to create a cohesive and interconnected learning experience, where students simultaneously develop proficiency in both the core subject and a foreign language. The integration of subjects and language learning enhances students' overall understanding and linguistic competence.
Models of Training Future Educational Managers for Their Professional Activities	These models are specifically designed to prepare educational managers from diverse disciplines for their professional endeavors conducted. They emphasize the acquisition of linguistic skills and knowledge necessary for effective teaching in a multilingual context.

Source: based on Frumkina (2022).

By closely examining these models, we can uncover fundamental principles, structures, and methodologies that underpin them. This scrutiny will help us ascertain their strengths and weaknesses, facilitating the development of our proposed model for training prospective primary school educational managers. Main goal is to contribute to educational practices and enhance the quality of instruction.

I. The first cluster of models involves Martynova's (2021) comprehensive didactic model for teaching foreign languages, the researcher also emphasizes both content and procedural facets. The proposed model incorporates didactic goal setting, subject matter components, and structural-content aspects, alongside methodological actions and various teaching aids.

Ongoing assessment ensures effective outcomes. This extensively tested model enhances language proficiency among learners. Adapting the modeling method for our research, we will structure the learning process using key elements: learning objectives, content components, teaching methods, tools, and outcome assessment.

In this multidisciplinary context, knowledge management is pivotal for an effective educational environment. It involves systematic processes of capturing, organizing, sharing, and utilizing information and expertise (Arsawan et al., 2020). Knowledge management bridges learning activities, facilitating access to resources and a holistic learning experience. With diverse learning components and interdisciplinary approaches, knowledge management prevents valuable insights from remaining isolated. Instead, insights can be disseminated across disciplines, enriching the learning journey.

For teaching methods involving verbal communication and technical aspects, knowledge management guides the selection of teaching aids. Visual aids, organized in repositories, align with language learning objectives, fostering synergy between elements. Moreover, knowledge management contributes to evaluating the efficacy of the learning process beyond the mere reproduction of programmed visuals. It enables learners to articulate their understanding, providing descriptions and commentary on their objective activities. This metacognitive aspect, facilitated by effective knowledge management, promotes deeper comprehension and critical thinking skills.

Integrating knowledge management principles into learning and interdisciplinary education enhances pedagogical approaches. By effectively capturing, sharing, and applying knowledge, educators enhance the learning journey, connecting activities.

Equally important is Samoylenko et al.'s (2013) excellent model for teaching geography. The process is divided into content and learning components. The content is a shortened version of geography, which promotes competency through knowledge and skills. This contributes to cognitive activity, and requires further research. The model's teaching aspect involves teacher-student interaction. Visual aids, maps, and interactive whiteboards present information dialogically, inviting feedback. This approach boosts emotional and volitional engagement. The model includes systematic assessment and corrective strategies, enhancing skills.

Though compelling, this geography model's focus differs from our research on educational managers. While it aligns with some aspects, our unique scope requires tailored approaches.

II. Within ***the second group of models***, we delve into the realm of integrated teaching, specifically focusing on the combination of individual subjects with a foreign language. Mirkovich (2017) conducted an insightful exploration into the theory and practice of English dialogic speech among 4th-grade students (9 y. o.), employing the dramatization of authentic fairy tales as a basis. Through this research, a didactic model was developed, encompassing the convergence of two distinct learning processes: 1) the content of the fairy tales themselves, and 2) the linguistic means through which they are expressed. These processes are comprised of six fundamental links, namely learning objectives, elements of the subject of study, components of learning content, methods and means of learning, and the monitoring of learning outcomes.

The integration of learning components into a cohesive process can lead to commonality in several areas, including the alignment of learning objectives, subject elements, content components, teaching methods, teaching aids, and outcome assessment (Table 2). Such commonality can facilitate student learning by providing a coherent and consistent learning experience.

The model's core integrates knowledge management, enhancing subject content and language acquisition. Systematic strategies organize insights and resources, aligning objectives with content for effective teaching. Educators use knowledge management to curate multidimensional teaching aids – visuals, literature, culture, and language tools.

Table 2. The convergence of content and language in learning.

Aspect	Description
Commonality of learning objectives	The assimilation of each segment of the artistic work, alongside the corresponding language material is planned.
Commonality of subject elements	Fairy tales are divided into sequential parts interconnected in meaning, with appropriate language expressions selected for each segment.
Commonality of content components	English-language knowledge, skills, and abilities are acquired, enabling the perception, reproduction, and dramatization of artistic works, as well as utilizing their speech resources in real-life communication.
Commonality of teaching methods	Similar instructional actions are undertaken to master both the content of the fairy tales and the language material used to express them.
Commonality of teaching aids	The utilization of verbal techniques, tangible objects, and extralinguistic actions strengthens the comprehension of the artistic content and reinforces the linguistic form of expression.
Commonality of outcome assessment	Evaluation encompasses the growth of general educational, cognitive, and sociocultural knowledge of commonly used foreign language vocabulary, as well as the development of skills in utilizing it to address social and personal issues through dialogical communication.

This fusion cultivates art appreciation and language skills, inspiring both managers and students. The model, infused with knowledge management, encourages ongoing improvement through assessment and feedback. Educators adjust methods based on insights, supported by outcome capture, refining content, and language strategies. Within this enriched environment, students explore fairy tales, grasping cultural and linguistic nuances. Knowledge management fosters diverse perspectives, cross-cultural understanding, and language exploration. This comprehensive model synergizes subject content, language, methods, and culture, enriching learning. By systematically disseminating knowledge, it empowers educational managers and shapes culturally aware, multilingual learners. The model resonates with our objectives, aligning with outcomes. In our study, we'll adapt this approach for young learners in early language stages. Our model will differ, considering the preparation of educational managers for integrated activities.

Moreover, we recognize the merit of Baidak & Vereitina (2016) didactic model for the integrated training of future ecologists in a foreign language. The model encompasses three stages, beginning with the linguistic-professional stage where students assimilate professional and new linguistic information, including terminology, phrases, and theoretical material in both their native language and the foreign language. The second stage, known as the professional speech stage, involves the assimilation of new professional information presented in texts, which are initially comprehended through auditory means such as lectures and subsequently through visual means via reading. Additionally, this stage encompasses the reproduction and interpretation of professional texts in the foreign language. Finally, at the third stage, referred to as the professional activity stage, students develop skills in planning and utilizing acquired professional knowledge in a foreign language across standard and non-standard situations, including real-world production scenarios.

Effective integration can be further boosted by employing knowledge management tactics. This entails systematically gathering, arranging, and utilizing ecological theoretical content and foreign language resources. Educators benefit from organized materials, enabling seamless lesson planning that merges subject matter and language.

Knowledge management aids in curriculum components, supporting both professional knowledge and language proficiency acquisition.

Educators can ensure students access a wide range of resources, enhancing understanding. This repository includes articles, cases, language tools, and examples, enriching the learning experience. Moreover, knowledge management facilitates practical application by compiling exercises showcasing theoretical concepts in foreign language use (Bodnar et al., 2019). This contextual approach enhances language skills and real-world proficiency.

Outcome tracking also benefits from knowledge management, pinpointing strengths and improvement areas. Data-driven adjustments improve integration and outcomes. Integrating knowledge management enhances the integration process. It empowers educators to seamlessly merge expertise and language proficiency, fostering an enriched learning journey. While the discussed models for integrating subject and language instruction align with our framework, they lack specialized competence development. The focus of this research is shifting to this aspect as the transition to the Group III model takes place.

III. The third group of models comprises models designed to prepare prospective educational managers from various disciplines for their future professional endeavors in a foreign language. For instance, Volkova & Tarnopolsky (2013) propose a model for preparing future educators, which consists of the following five blocks:

1) *Target and motivational block*, which emphasizes the importance of cultivating a well-rounded and diverse personality. In this block, professional knowledge, skills, and abilities serve as the foundation for self-realization and personal growth within the professional sphere, ultimately fostering competitiveness.

2) *Theoretical and methodological bloc*k, which advocates for the implementation of interactive learning technologies and their seamless integration into both academic and extracurricular activities. This block also emphasizes the recognition of students as active and equal participants in the educational process.

3) *Content-technological block*, which entails adhering to state standards of higher education and incorporating professional orientation. It emphasizes the inclusion of core values, norms, and standards of professional practice.

Moreover, this block aims to provide personal meaning to acquired knowledge. The suggested learning technologies within this block encompass interactive methods such as dialogues, discussions, debates, brainstorming, and polylogue. Additionally, gaming methods such as business games and project development, as well as presentational methods that involve presenting new information and persuading listeners of its relevance and necessity, are recommended.

4) *Reflective-analytical block*, which entails formulating and solving professionally oriented problems, engaging in various analytical, evaluative, research, and practical activities. It also involves reflecting on one's own achievements in professional and personal growth, as well as receiving psychological and pedagogical support, self-diagnosis, and self-correction.

5) *Performance-evaluative block*, which focuses on assessing the outcomes of students' professional activities, encompassing both theoretical and practical aspects.

By exploring and integrating these models, we aim to develop a comprehensive framework that addresses the language needs of future educators while simultaneously fostering their subject-specific competence. Our proposed model will incorporate didactic conditions and strategies tailored to the unique requirements of preparing future educational managers for their professional activities in a foreign language.

This study focusing on the preparation of future primary school educational managers for teaching fine arts to younger students, we will examine the didactic model, which specifically addresses this particular challenge. This model is characterized by its integrated approach, as it combines artistic, teaching, educational, and creative activities into a unified pedagogical process. The first component of the model involves the development of the ability to depict the surrounding reality through various forms of painting. The second component focuses on teaching methods that enable schoolchildren to depict the world around them. These methods are based on a solid understanding of the theory and practice of fine arts, as well as the knowledge and skills required to effectively transmit this experience to children.

The third component encompasses the ability to organize an educational environment for teaching painting, taking into account the individual abilities of students. This includes selecting effective methods to enhance motivation for visual expression and teaching children how to present their drawings.

The fourth component revolves around creative activities, which involve presenting students with progressively challenging tasks. These tasks range from reproducing drawings based on originals to expressing their own unique interpretation of the surrounding reality. The development of these four types of educational activities constitutes the professional competence of future drawing educational managers. The model itself comprises a collection of teaching methods and creative activities that are integrated into the educational and creative process, aiming to cultivate a high level of professional competence among students.

An analysis of this model for preparing future primary educational managers revealed that it should include certain mandatory structural components. These components include the *subject matter*, which encompasses knowledge; *the methodological aspect*, which relates to the effective transmission of experience to younger students; and the creative element, which aims to activate creative thinking and foster students' ability to express their perception of the surrounding reality. However, this may not have sufficiently addressed the implementation of the subject's educational function. This aspect should involve programming visits to venues and encouraging students to present their observations and experiences verbally and visually.

To offer a more holistic insight into the techniques utilized for equipping future educational managers with the skills to teach, it can be delve into Krasovskaya's (2013) model of "professional training of future primary school educational managers for the introduction of innovative technologies in the field of art education". This model comprises interlinked components such as the motivational-target block, content block, activity-procedural block, and result-evaluative block.

In the context of organizational learning, this model underscores the significance of aligning instructional approaches with innovative technologies. The motivational-target block sets the groundwork for fostering an environment where educators are driven to integrate technology seamlessly into art education. The content block ensures that the curriculum embraces technology's potential, enhancing both artistic and technological skills. The activity-procedural block delves into practical methodologies, encouraging educators to master the application of innovative tools. Lastly, the result-evaluative block emphasizes ongoing assessment, promoting iterative improvements in both pedagogy and technological integration.

Through this model, organizational learning takes on a vital role in fostering educators' adaptability and competence in leveraging technological advancements to enrich art education.

The *motivational-target block* is centered on nurturing motivation and objectives in prospective educational managers. It evaluates their grasp of artistic activities, teaching methods, subject knowledge, skills, and personal and professional motivation for artistic involvement and fostering young learners.

The *content block* establishes a methodical framework of pedagogical expertise, skills, and capabilities vital across all fine arts curriculum sections. It encompasses a comprehensive grasp of the subject matter for future educational managers.

The *activity-procedural block* encompasses methodologies and means to acquire essential knowledge, skills, and abilities. Knowledge is imparted through narratives, lectures, discussions, and educational dialogues. Demonstrations, textbook utilization, illustrations, games, and didactic activities also contribute. Skill development arises from applying insights gained from narratives, lectures, and discussions, and integrating textbook content and illustrations. Role-playing enhances theoretical knowledge, with a particular focus on fine arts managers developing drawing skills and cohesive composition creation.

The *performance-evaluative block* gauges the assimilation of training content, identifying four readiness levels: primary, reproductive, productive, and artistic and creative. It aids in comparing achievements against objectives and spurs professional and pedagogical growth, self-improvement, and the integration of subjective experiences into practical and research aspects of art education. This block promotes continual advancement in education.

In the realm of organizational learning, this model underscores the importance of aligning instructional approaches with innovative technologies. The motivational-target block establishes an environment encouraging seamless integration of technology. The content block ensures curriculum embraces technology's potential, enhancing artistic and technological skills. The activity-procedural block delves into practical methodologies, encouraging mastery of innovative tools' application. Lastly, the performance-evaluative block emphasizes ongoing assessment, promoting iterative pedagogical and technological improvements. Through this model, organizational learning assumes a vital role in fostering educators' adaptability and competence in leveraging technological advancements to enrich art education.

By employing this model, future educational managers can acquire the necessary knowledge, skills, and abilities to effectively introduce innovative technologies in art education. The model's comprehensive framework ensures that educational managers are equipped to inspire and nurture the artistic talents of younger students while incorporating cutting-edge approaches in the field.

The model proposed by Krasovskaya (2013) represents a well-grounded and structured system that addresses the development of three essential competencies in future specialists of fine arts: subject-professional, methodological, and performance-evaluative. These competencies encompass the necessary knowledge, skills, and abilities required for successful professional activities in the field. However, it is important to note that our acceptance of this model is limited to the subject-content aspect, as it does not explicitly incorporate the integration of professional activities with the use of a foreign language.

This conclusion is based on the recognition that the formation of these competencies primarily occurs in students' native language. In their native language, students encounter similar difficulties in the acquisition of subject-specific knowledge and pedagogical skills. Although these competencies may have different nuances and meanings, they can still be integrated seamlessly within the educational community. Krasovskaya's (2013) model emphasizes native language competencies. Nevertheless, integrating foreign language proficiency is crucial to enhance professional reach. Foreign language inclusion empowers educational managers to engage globally, enabling effective communication and collaboration.

To enhance this model, infusing knowledge management principles into foreign language integration is pivotal. Organizing language resources tailored to fine arts and incorporating specialized vocabulary and cultural references enhances pedagogy. Educational managers adept in multiple languages can partake in cross-cultural dialogue and share insights and projects on an international scale.

Knowledge management augments interdisciplinary pedagogy by fostering a comprehensive knowledge repository. Educators can systematically organize diverse subject matters and enrich their learning experiences. This structured approach fosters interconnected and holistic comprehension. With the evolution of educational methods, knowledge management has offers a structured framework for sharing successful strategies. Educators can adapt based on collective insights, enrich pedagogical approaches, and drive continuous improvement.

In summary, integrating foreign language acquisition into the training of fine arts educators alongside knowledge management practices presents a powerful approach for meeting the challenges of a globalized education sector. By systematically harnessing foreign language resources, facilitating international collaboration, and enhancing the integration of diverse knowledge, this model can shape a new generation of future professionals.

The quality of skill development in an integrated learning process is influenced by overarching themes and topics that encompass a broad range of content. These integrated learning processes are based on the concept of subject integration (Martynova, 2021). Subject integration involves synthesizing subjects of the same or different types, which can form cohesive disciplinary communities, and thus be studied through monologic learning processes. Within these monologic learning processes, diverse, yet interconnected knowledge and skills are acquired and developed, contributing to a comprehensive understanding of the subject matter. Integrated learning operates with shared objectives and common assessment criteria. It culminates in versatile knowledge acquisition, fostering interconnected subject understanding and holistic skill applications. Knowledge management aids this holistic application by providing real-world examples and interdisciplinary connections, nurturing critical thinking and problem-solving skills.

Integrating knowledge management into integrated learning enhances objective alignment and comprehensive comprehension. This empowers educators and students to thrive in the interconnected educational landscape, promoting deeper understanding and multidisciplinary skills essential for real-world challenges. Creating a collaborative environment is vital for integrated learning's success. Interdisciplinary dialogue among educational managers and students fosters creativity, innovation, and appreciation for knowledge's interconnected nature. Integrated learning amalgamates diverse skills and knowledge, enriching education. Embracing integration and interdisciplinary dialogue cultivates holistic understanding, critical thinking, and readiness for real-world challenges. Integrated learning empowers lifelong learners and active societal contributors.

6. Conclusions.

Higher education engages in various knowledge-related activities including creation, sharing, preservation, distribution, and learning. Knowledge management benefits administrative services, academic functions, and cost reduction.

Higher educational institutions can employ knowledge management strategies to enhance instruction, social impact, and research. Organizational shifts its focus from individual cognition to interactive engagement, highlighting collaborative interactions in the learning environment. Knowledge management is effective in higher education, improves services, and exhibits regional consistency. Education should evolve into a knowledge-creating enterprise that empowers learners to actively participate in knowledge creation.

Knowledge management processes impact organizational performance facets, notably influencing knowledge creation and storage interplay with Balanced Scorecard dimensions. Pedagogy emphasizes intended learning processes, integrating intentionality, constructivism, and organizational learning.

The structure of the proposed model is underpinned by the concept of procedural integration, which underscores the interweaving of two distinct subject areas, one being a foreign language. This integration is founded on the understanding that the teaching and learning process should align with real-world contexts, where different subjects often intersect and complement one another.

By integrating knowledge management practices, the proposed model for preparing future educational managers can facilitate efficient transfer of expertise, best practices, and innovative teaching strategies. This can be achieved by creating knowledge repositories, collaborative platforms, and continuous professional development initiatives. These mechanisms can help educators access a wealth of accumulated knowledge, share experiences, and adapt successful approaches to evolving educational landscapes.

Furthermore, the utilization of knowledge management tools within the pedagogical model can enable ongoing refinement and adaptation based on empirical data and real-world outcomes. Educators can contribute to this knowledge ecosystem by sharing insights gained from their practical experience, thereby contributing to a dynamic cycle of improvement.

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