Problem setting. From the standpoint of traditional management the education management is the most uncontrollable field of public administration, because variables, which do not affect the sense of an educational process, are subjects to the educational management. Some scientists are confident that an educational process should turn from a process aimed at a random result into a process with a prognosticated result. Thus, an educational system with determined parameters and properties may be especially demanded.

Resistance is a force field of changes, which slows or blocks the process of making changes and is an important element of organizational environment. Resistance to making changes arises both at the organizational and at the individual level. Reasons for resistance to changes at the individual level can be: unclear goals of a change, awareness of disadvantages and underestimation of benefits, non-involvement of participants in planning and defining goals, limited communications, too high costs (emotional, intellectual, physical), inadequate remuneration, etc. In this case, strategies for overcoming the resistance include informing, stimulation, support, decision-making collegiality, personnel reshuffle and appointments, negotiations and agreements, in exceptional cases - compulsion.

Recent research and publications analysis. Numerous domestic and foreign scientists take notice of a matter of the innovations. It is worth mentioning papers of Ukrainian scholars such as V. Kremen, S. Nikolaienko, V. Hromovyi, T. Finikov, L. Parashchenko and western theoreticians of educational changes such as M. Barber, T. Kovalskyi, P. McLaren, F. Reimers, S. Sarason, T. Sergiovanni, and T. Timar.
The paper objective is to do conceptual analysis of the resistance to educational changes.

Main material presentation In the «society of rapid development» a need for innovations is most keenly reflected in an educational field. Knowledge of basics of teaching by a studying society is of great significance in different branches of human activity, i.e. public service and entrepreneurship. Moreover, dynamism of social system development actualizes not only a problem of continuous studying, but also a problem of educational changes, which provide such studying with an opportunity of becoming more effective and adjustable to requirements of a period. A teacher, an educational administrator, or a manager, which are responsible for training an organization staff, will need knowledge about the main features, functional opportunities, and mechanisms of their implementation. Since a state appears in the role of guarantor of qualitative education, it takes responsibility for timeliness of renovation in education and managerial and resource support of such ones. This stipulates formulation of a new problem for the domestic science - public administration of educational changes.

The Australian practician of educational reforms G.Stanley, using his experience in observing educational changes in the state of New South Wales, concludes that the two most important factors of successful management of educational changes, influencing the stability of their result, is a careful planning and preparation for changes and a system establishment of communications with participants of changes (overcoming the resistance, conventional perception of criticism).

These 2 factors, according to G.Stanley, are possible under such 7 conditions: 1) well-grounded reason (basis) for a change, resulting in planning; 2) definition of discrepancies between the regulatory declaration and educational target result; 3) control over expectations with respect to proposed changes; 4) careful selection of agents (representatives) of changes; 5) development of support among like-minded people from different spheres; 6) identification of those who oppose changes; 7) establishment of achievable timeframes for changes. No doubt, an issue of education
is a matter of safety for contemporary post revolutionary Ukraine. Therefore, there is a need of operative recognition of budgetary assignments for education as a so-called “protected item” of the state budget. Cost estimates of educational institutions should contain at least minimal expenditures for development and its future growth prospects.

Taking into account increasing significance of educational changes and their continuous character, the government should declare a requirement of “providing continuous innovative development of education” as a principle of the state policy in the educational field. The author understands that it is difficult to discern funds spent for general educational needs from those spent for educational changes. To develop skills of coping with educational changes, at least small-scale changes should occur (improvement of new methodical instruments, technologies, and managerial approaches). Thus, responsibility of the state education authorities (at each level) for support of educational changes should be clearly determined in the legislation. The legislation should also determine sanctions for non-compliance with the law.