

The Importance of Management Competence

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ABSTRACT: *The article is devoted to the definition of the concept of "managerial competence of a teacher of a professional school", the levels of managerial competence of a teacher and student are indicated.*

KEYWORD: *competence, management, pedagogy, education, leader, method.*

INTRODUCTION

One of the urgent problems of vocational education in the last decade has been the formation of managerial competence of heads of educational institutions, determining its place in the process of professional training of specialists in the system of advanced training. As our research shows, most of the interviewed heads of Kuzbass educational institutions (87% of the total number of respondents) feel the need to master managerial competence. To meet the professional needs of heads of educational institutions, it is necessary to create conditions for the purposeful formation of managerial competence of heads of educational institutions in the system of advanced training. To solve this problem, it was necessary, first of all, to reveal the essence of the concept of "managerial competence of the head of an educational institution".

MATERIALS AND METHODS

In the scientific literature, there are different approaches to the definition of this concept, which characterizes the professionalism of the head of an educational institution. It is closely related to the concepts of "competence" and "professional competence of the head of an educational institution". Let us analyze these concepts.

The concept of "competence" in the "Dictionary of Interpretation of Foreign Words" has two meanings:

- 1) possession of competence;
- 2) possession of knowledge, allowing to judge something [1, p. 247].

Competence as a field of knowledge or practice in which a given (competent) person has extensive accurate knowledge and practical experience is defined by the "Logical Dictionary-Reference" [2, p. fourteen]. If a person has the necessary competencies, then the state of his development is characterized by the term "competence".

The concept of "competence" is considered in the works of scientists: Yu.V. Vardanyan, A.A. Verbitsky, N.L. Dmitrieva, A.I. Zhuk, N.N. Koshel, A.I. Panarin, J. Raven, and others.

So, Y.V. Vardanyan believes that competence is the readiness and ability of an individual to use theoretical knowledge and practical experience to solve certain problems [3]. Another approach to the definition of this concept is seen in N.L. Dmitrieva. It considers competence as a personal quality or a set of qualities already held by him (a person) and a minimum experience in relation to activities in a given field [4].

RESULTS AND DISCUSSION

A.I. Zhuk and N.N. Koshel believe that competence is the ability not just to act, but to act effectively, "with knowledge of the matter"; A.I. Panarin emphasizes the presence of a body of knowledge, skills and readiness to practically use these skills in their work; J. Raven considers competence as a set of knowledge, skills and abilities that are manifested in an activity that is personally significant for the subject, as an ability necessary to perform a specific action in a specific subject area and includes highly specialized knowledge, ways of thinking, and also an understanding of responsibility for their actions. The concept of "ability" is defined as an individual psychological characteristic of the subject, which expresses his readiness to master various types of activities and their successful implementation. It is obvious that the manifestation of competence occurs when the subject has a certain potential, realized in practical activities, and can serve as a guarantee that the activities carried out will be effective. In other words, some authors see in this concept the presence of certain knowledge for successful activity, others believe that competence is a skill not so much in performance as in organizing and systematic understanding of all problems associated with activity, a complex system of internal psychological components and human personality traits, including knowledge, skills, experience, etc. Such two-sidedness of these definitions is connected, in our opinion, with the pedagogical and psychological components of the concept of "competence".

We consider competence from these two positions and adhere to the following interpretation of this concept: competence is a set of knowledge, skills, abilities, and experience of the subject, which are manifested in personally significant activities for him.

In accordance with the second approach, readiness is considered as a professionally significant personality trait (V.A. Krutetsky, V.A. Slastyonin, A.I. Shcherbakov, etc.), which is a combination of:

- a positive attitude to activity, determined by stable motives of activity;
- adequate requirements of professional activity to character traits, abilities, manifestations of temperament;
- necessary knowledge, skills and abilities; professionally important features of the processes of reflection and thinking [10; eleven].

From the analysis of the above interpretations of the concept of "readiness" in relation to professional activity, it follows that it can be considered in two ways: as a mental state and as a quality of a person. This interpretation of readiness appeals to us, and we will take it into account when interpreting the essence of professional competence.

At the same time, from the foregoing, we can conclude that it is wrong to associate professional competence with ability and readiness at the same time, since readiness to carry out professional activities, according to many researchers, includes the ability to do so.

So, we will consider professional competence as a set of necessary professional knowledge, skills, experience, professionally significant personal qualities and readiness for their practical application.

Let us reveal the meaning of the concept of “professional competence of the head of an educational institution”.

An analysis of the literature shows that among the many different opinions and approaches of researchers, three groups of points of view on this concept can be conventionally distinguished.

The first group includes the opinions of scientists who consider this concept from the standpoint of the traditional approach (M.V. Batrikov, I.V. Grishina, A.S. Makarenko, T.I. Shamova, S.T. Shatsky).

Soviet teachers A.S. Makarenko, S.T. Shatsky in his works indicate that the heads of educational institutions should have professional competence, namely: knowledge about modern problems of pedagogy and psychology, about the scientific foundations of school management and be able to apply this knowledge in practice [12, p. 17]. At the same time, the authors in the concept of "professional competence of the head of an educational institution" include knowledge and the ability to apply them in practice.

Thus, these authors see in the content of the concept of “professional competence of the head of an educational institution” different personal qualities that characterize the attitude to the profession.

The second group of points of view includes the opinions of Yu.V. Podzyubanova, V.S. Saprykina, V.P. Toporovsky, who believe that the main characteristic of the concept under consideration is the readiness to perform managerial functions, to solve managerial tasks of different levels of complexity.

Yu.V. Podzyubanova highlights the essential features of the concept of "professional competence of the head of the school": readiness to perform various managerial functions; professionally significant skills; personality traits that ensure the effectiveness of management activities [12, p. 162].

V.S. Saprykin connects the professional competence of the head of an educational institution with his readiness to implement such functions as analysis, planning, organization of activities, control.

V.P. Toporovsky: in the content of the professional competence of the director of a developing school, he includes the ability and ability to manage the educational process, to perform in this regard the main managerial functions: planning, analysis, organization, economic support and control [17, p. 90].

Based on the analysis of the above points of view, we can conclude that in the second group the content of the concept "professional competence of the head of an educational institution" is considered from the position of an activity approach, since its main characteristic is the activity for the implementation of specific functions. Note that both groups of opinions of scientists have in common that this content of the concept indicates belonging to the profession of a manager and is his professional and personal characteristic.

CONCLUSION

We note that these researchers consider the concepts of "professional competence of the head of an educational institution" and "managerial competence of the head of an educational institution" as two different, but interrelated, and believe that the managerial competence of the head of an educational institution is a structural component of its professional competence. The content of the concept of "managerial competence of the head of an educational institution" coincides with the content of the concept of "professional competence of the head of an educational institution" in that part where the authors talk about the readiness of the head to carry out managerial functions. That is, “professional competence of the head of an educational institution” is a broader concept than the concept of “managerial competence of the head of an educational institution”, as it includes the readiness of the head to effectively perform various types of activities, including managerial. We consider the managerial competence of the head of an educational institution as the readiness of the head to effectively carry out managerial functions based on

theoretical knowledge and practical skills, experience, individual personal qualities, a motivated desire to achieve the goal and solve the set tasks.

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