

FORMATION OF PROFESSIONAL COMPETENCE OF THE SCHOOL DIRECTOR - GUARANTEE OF SUCCESSFUL ACTIVITIES OF THE EDUCATIONAL INSTITUTION

Viktor Shulga¹, Natalia Bobkova²

¹Ph.D. (Economics), Associate Professor, Lecturer at Uman Humanities and Pedagogical College T.G. Shevchenko, e-mail: viktor_shulga@ukr.net, ORCID: <https://orcid.org/0000-0002-1977-1396>

²Methodist Teacher, Undergraduate student, Bohdan Khmelnytsky National University of Cherkassy, Deputy Director for Educational and Methodical Work of the Cherkasy Physical and Mathematical Lyceum e-mail: bobkova.nata@gmail.com, ORCID: <https://orcid.org/0000-0002-3021-163X>

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Abstract. The article analyzes the essence and principles of formation of competencies of the head of a modern educational institution in the conditions of constant reforms of the educational process in Ukraine. The aims of article to disclosure of the content of professional competence of the school principal, on the basis of which to propose a system of comprehensive measures and monitoring of the formation of professional competencies of the head of the educational institution, as well as outline the main directions of development of the professional competence of the head of the educational institution. The methodology of conducting theoretical and empirical research included: analysis and synthesis, induction and deduction, abstraction and concretization, and systematic analysis, which allowed to achieve the goal of the study. The components of the professional competence of the school principal are considered. A system of complex measures and monitoring on the formation of professional competencies of the head of the educational institution is proposed. The main directions of development of the system of formation of professional competence of the head of the educational institution are outlined.

Keywords: management of the organization, human capital, professional competence of the head, standard of education of the head of school, managerial potential.

JEL classification: I21, I28

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Introduction. Trends in the development of Ukraine on the way to a socially oriented democratic state in an information society, necessitated the deployment of innovative processes in the education system. Such activities are characterized by the development and implementation of new concepts, scientific principles, modernization of content, forms and methods of their implementation, so the head of the educational institution must constantly grow professionally. The modern head of the educational institution is obliged to have proper theoretical and practical training, to combine pedagogical practice and scientific work, vision of pedagogical problems, to have creative imagination and managerial skills of realization of innovative decisions. In other words - the high formation of managerial (professional) competence of the head.

The essence of these requirements is revealed in the normative documents of the national level: the Laws of Ukraine "On Education" [1], "On Higher Education" [2] and the National Strategy for Education Development in Ukraine for 2012 - 2021 [3]. The development of such a strategy for the development of education is due to the need for radical changes aimed at improving the quality and competitiveness of education, solving strategic challenges facing the national education system in the

new economic and sociocultural conditions, its integration into the European and world educational space.

Literature review. Many researches as domestic scientists A. Aleksyuk, I. Bekh, V. Grigory, V. Demchuk, M. Yevtukh, G. Yelnikova, I. Zyazyun, etc. are devoted to growth of level of professional competence of heads of all links and increase of administrative culture. and foreign G. Emerson, A. Fayol, F. Herzberg, A. Maslow, F. Taylor and others. [4]. In works of theoretical and methodological nature, the term "professional competence of the head of the educational institution" is interpreted quite broadly and in many ways. T. Sorochan considers this concept as the unity of psychological, theoretical and practical readiness for management in accordance with specific requirements and tasks [5]; O. Pometun - as a performance characteristic of the education of the head [4]; N. Davydova - as an integral quality of personality, which has its own structure that allows the leader in the most effective way to carry out their activities, as well as self-development and self-improvement both in the system of professional development and in the process of independent work [6]. Under such approaches, the growth of professional competence of the head of the educational institution involves: entering the specialty; mastering the norms and methods of professional activity and communication; Certification training; creativity as an individual contribution to professional experience; formation of the motivational sphere of the leader's activity.

Researchers believe that professionalism is an integral set of individual, personal and subjective activities that enable the maximum level of success to solve typical tasks for a particular activity and is considered an essential characteristic of the head of any management [7].

Aims. Disclosure of the content of professional competence of the school principal, on the basis of which to propose a system of comprehensive measures and monitoring of the formation of professional competencies of the head of the educational institution, as well as outline the main directions of development of the professional competence of the head of the educational institution.

Methods. Conducting theoretical and empirical research, the authors used such research methods as: analysis and synthesis, induction and deduction, abstraction and concretization, and systematic analysis, which allowed to achieve the goal of the study.

Results. The urgency of the issue of professional competence of the director of a modern school is determined by the needs of society in advanced education and professional and personal development of school principals - leaders of the main level of school education, as active subjects of culture, socio-historical process. These requirements are due to a set of reasons:

- changing structure of the needs of society as a whole and its social institutions;
- technical progress, which determines the need to have a complex set of knowledge, skills and abilities in professional and social activities;
- increasing information load, against which knowledge tends to become obsolete quickly;

- the need to be able to "work in a team", to show a willingness to cooperate and independently navigate in related fields;
- the need for such qualities as the ability to take responsibility, the ability to think and act independently.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) proposes to move from the classic concept of "human resources" to the concept of "human competence". This concept provides for a comprehensive consideration of human interests: the acquisition of professional competence, knowledge, skills and abilities necessary for the protection and improvement of health, cultural development, environmental protection, competitiveness in the labor market. The Concept of Education Development of Ukraine for the period 2015-2025 states that the education system should prepare people who can not only live in civil society and the rule of law, but also create them. The processes of democratization of society actualize the problem of human readiness for choice and independent, responsible action in political, economic, professional and cultural life. The development of a new economy, in which the main resource is mobile and highly skilled human capital, requires improving the quality of mass education, which is impossible without increasing flexibility, efficiency, consumer orientation of the entire education system. The quality of professional development and personal development of school leaders largely determines the nature and fate of the modernization of school education, helping to bring it into line with modern life needs of the country.

Today, management is seen as a phenomenon of the objective world, inherent in highly organized dynamic systems. Its essence is the implementation of purposeful interaction of control and managed systems on the basis of a special signaling and information program. Management is a special type of activity in the organization, necessary to formulate an idea and achieve the goal of the organization. Management of the organization is directly responsible for achieving high performance, ie achieving the goals of the organization through efficient and productive use of resources. For management to become a reality, the organization must have a certain category of people who carry out management work - leaders (managers). In Western practice, a manager is a subject of management in the organization, a professional leader who realizes that he is a representative of a particular profession, and not just an engineer or economist engaged in management. In domestic practice, special training of professional managers has just begun, so it is necessary with some caution to equate the concepts of "head of the organization" and "manager of the organization", although in reality they perform the same management activities. Training of professional managers is one of the essential conditions for reforming our society and its entry into the international space.

Features of modern school management determine the logic of the analysis of the content of professional competence of the school principal. First, in its essence and structure, the professional competence of the school principal includes components that are closely related to the main structural elements of the management process, ie it is to some extent a reflection of this process and its

transformation into key indicators of leadership (motives, knowledge, skills, habits and personal qualities).

Secondly, such competence is not just a mechanical reflection of the management process, but is closely related to the image of "I", "I - the concept" of the school principal - a set of his ideas about himself, attitudes to himself (reflection). Especially important is the relationship between the real "I" (the way the director sees himself at the moment, it seems to himself in reality) and the ideal "I" (which he set out to be, what he aspires to). The ideal "I" is a guide for personal and professional growth of the leader and his self-improvement, which includes three main interrelated components: self-knowledge, self-control and self-regulation, self-development.

Based on this, in the structure of professional competence of the head of the school in each of the main components are two groups of entities:

- a) related to the "real" management process;
- b) associated with the self-improvement of the head and, accordingly, with the possible improvement of the management process in the future.

The concept of "human competence" arises from the concept of development, which assigns the individual the role of the subject of social change and improvement, able to understand the complex dynamics of development processes and influence their course. The abilities, knowledge and skills needed by people to actively participate in different activities should also be diverse. They cover not only the sphere of material production and consumption, but also such aspects as preservation of traditions and cultural identity, quality of communications and interactions of individuals and groups, formation and development of active citizenship, creative use of leisure, ensuring and maintaining good health (moral, psychological, physical).

The concept of "competence" implies a set of physical and intellectual qualities and characteristics (properties) of man, necessary for independent and effective resolution of various life situations to create better conditions for themselves in constructive interaction with others. Thus, "competence" means the ability and willingness to interact with other people in different situations, including conflict, skills of creative mastery of intellectual and physical tools, knowledge of various aspects of human life.

The professional competence of the school principal is an integral professional and personal quality that has a complex structure and includes functionally interconnected components:

- motivational - a set of motives adequate to the goals and objectives of management;
- cognitive - a set of knowledge required for management;
- operational - a set of skills and abilities of practical problem solving;
- personal - a set of important personal qualities for management;
- reflexive - a set of abilities to anticipate, evaluate their own activities, choose a strategy of behavior.

The formation of professional competence of the head of the school is seen as a synthesis of three components: the basic (managerial) activities of the subject,

innovation (perceived from the outside or the result of their work), and the ability to responsibly choose innovation. Thus, the formation of competencies is presented as a hierarchy of three levels of holistic behavior of the school principal. The first level is the level of functioning. At this level of professional competence formation, the manager performs daily basic (managerial) activities regulated by the external regulatory framework. At this level, the manager is interested in the quality of process technology in accordance with certain standards. The second level is the level of innovation. Mastering external or developing one's own innovation presupposes the presence of motivations that motivate the leader to creativity, and the ability of the leader to determine the strategic goal of his development. The third level is the level of values. This level is a value guideline for the formation of professional competence of the leader: on the one hand, stimulates the emergence of the motive of development and development of innovations, and on the other - selects acceptable for the subject of innovation. The analysis of practice shows that only the synthesis of these three levels in the professional activity of the school head ensures the formation of his professional competence. In general, the concept of "professional competence" is considered as a dynamic, developing category, determined by the specific historical situation in which the professional activity is carried out.

The professional competence of the director includes value-motivational, prognostic, content-functional, organizational-technological elements. The value-motivational element is provided by the orientation of the head on self-development of professional qualities, his subjective position in relation to own professional competence. The prognostic element allows to ensure continuity between primary competencies and acquired in the process. The content-functional element presupposes the presence of levels of professional competence. The head of the school in the process of forming professional competence "increases" his managerial potential. Organizational and technological element includes technologies, forms of interaction (collective and mutual learning, active methods, pedagogical workshops), procedures for selecting variable educational routes, etc.

There are basic principles of organizing the formation of professional competence of managers. The principle of subjective orientation means focusing on the development of the personality of the leader. The content of education is determined primarily by its goals. If the purpose of education is the development of the leader as a subject of professional activity, then the basis of the content of education should be the mastery of the means and methods of self-education and professional self-development. Accordingly, the standard of education of the head of the school can be considered as a set of abilities, ways of behavior and activities in design, resource provision and self-analysis of management (ability to set goals, programming and planning, reflection, etc.). The principle of variability creates conditions for individually oriented learning. The content of education of school principals should help individuals to find different ways of understanding and mastering knowledge in a changing world and to expand the possibilities of a reasonable choice of a person's life and professional path. The principle of personal pedagogical interaction involves problematization as a means of activating and

becoming a subject of the student in the educational process. Personalization, that is, the rejection of role positions and the inclusion of real personal experience. Individualization - focus on the dynamics of individual development of students. The content of education of school principals should help individuals to find different ways of understanding and mastering knowledge in a changing world and to expand the possibilities of a reasonable choice of a person's life and professional path.

Discussion. The existence of a system of work on the formation of professional competence of school leaders causes positive changes in school life. Positive changes in the activities of educational institutions can be tracked by the following indicators:

- increasing the focus of the teaching staff, determining the strategy of school development (feedback from teachers; the presence of the school development program and the degree of its implementation; setting larger goals, etc.);
- increasing the rational organization of team work (improving the management system; information system; methods of leadership and control; increasing the efficiency of pedagogical councils of the school, etc.);
- improving the style and methods of management (democratization and humanization of pedagogical communication; the use of active methods in working with the team; reduction or absence of interpersonal or intergroup conflicts in the teaching staff of the school, etc.);
- improving the psychological climate in the teaching staff (feedback from teachers, students, parents; the results of psychological testing, etc.);
- improving the effectiveness of the educational process of the school.

Successful formation of professional competence of school principals is possible as a result of introduction of special system of pedagogical conditions:

- determining the content of professional training of school principals on management issues;
- taking into account the specifics of typical management situations of different categories of school principals and their modeling in the training process;
- differentiation of content and organizational forms of education for different categories of school principals;
- organization of active management interaction for the formation of the main components of professional competence.

The implementation of such pedagogical conditions became possible as a result of the use of special pedagogical tools:

- creation of a system of training courses (programs, manuals) for professional training of school principals on management issues;
- study and systematization of typical management situations of different categories of leaders, as well as their design in the process of training school principals;
- use of active methods and forms of learning (problem lectures, management workshops, "brainstorming", analysis of managerial situations, educational role-playing and business games, socio-psychological training, video training) to form the main components of professional competence.

As probable main directions of development of the system of formation of professional competence of the director can be defined:

- development of a mechanism for coordinating the activities of institutions of the system of postgraduate education of school principals of different levels in the formation of professional competence of school principals;
- research and description of the theoretical foundations of the use of educational complexes with computer support of independent work of school principals in the process of obtaining education or training in order to form their professional competence;
- development of a system for monitoring the quality of activities of institutions of the postgraduate education system of different levels in the formation of professional competence of school principals;
- improvement of the educational and methodical complex of the educational program of advanced training of school principals in the system of postgraduate education.

Conclusion. Thus, the managerial competence of the head of a secondary school is a complex characteristic of a manager-professional, which includes knowledge, skills, psychological characteristics and certain personal qualities. It is formed gradually. The growth of professionalism of managerial activity, and hence the level of managerial competence occurs: as a result of social maturity, when a person has gone through life's trials and learned to act with maximum dedication; when she has intellectual, psychological, communicative, as well as general abilities to manage; when a person has an intrinsic motivation for professional activity, when the experience of successful managers is studied and adopted and successful strategies for the development of personal qualities are modeled.

The role of the head of the educational institution in the renewal of modern school education is one of the key problems in the reform of general secondary education. Therefore, the search for ways to optimize management work, the introduction of new approaches to school management is important for modern pedagogical science. The problem of the spiritual crisis of modern society actualizes the problem of the value approach in school management. Therefore, further study of the new organizational culture of management will also enrich the theory and practice of school management.

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