

Pedagogical Conditions And Technology Of Formation Of Management Competencies Of Future Specialists Of The System Of Higher Education Institutions

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Summary

The article analyzes the main theoretical approaches to the formation of managerial competencies and establishes the degree of development of the problem. The content of the concept of "managerial competence" has been clarified, to determine the structure of managerial competencies of a future specialist in the education system and indicators of the formation of managerial competencies. The organizational and pedagogical conditions necessary for the effective process of forming the managerial competencies of future specialists are revealed. The following research methods were used in the work: theoretical (analysis of regulatory documents and scientific literature on the problem under study, comparison, generalization, modeling), empirical (diagnostics of the level of formation of managerial competencies of students of the system, questioning, observation, peer review, comparative qualitative and quantitative analysis of diagnostic results the level of formation of managerial competencies).

Keywords:

pedagogical conditions, technologies, managerial competencies, education system.

1. Introduction

Modern socio-economic conditions for the development of society put forward increased requirements for future education specialists. The formation of a personality with a high level of managerial competence, able to adapt to rapidly changing socio-economic conditions, is becoming one of the priority tasks of secondary vocational education.

To a minimum of the content and level of training of graduates, it is noted that the graduate must organize his own activities; choose typical methods and ways of performing professional tasks; evaluate their effectiveness and quality; work in a team and in a team; independently determine the tasks of professional and personal development; apply methods, means and techniques of management, business and managerial communication in commercial activities.

This fact indicates that the graduate must possess managerial competencies associated with the multi-level and variability of managerial tasks in the professional field: from the basics of entrepreneurial activity to the mechanisms for making and implementing managerial decisions, methods of managerial communication in a team. In this regard, the priority task of the institution of secondary vocational education is the formation of basic managerial competencies of students.

Representations of the concepts of "competence" and "managerial competence" are diverse. Competence can also be understood as a short behavioral description of what exactly people do for the quality performance of a particular job or a behavioral standard for the effective performance of work [1].

The analysis of the main theoretical approaches to this problem revealed the diversity of the study of the managerial competencies of a future specialist in the education system, and at the same time showed the insufficient effectiveness of the currently available mechanisms for its formation, in particular, the criteria-evaluative indicators of the level of formation of managerial competencies among college graduates, weakness of diagnostic tools for the level of formation of managerial competencies of a future specialist [10].

Hypothesis. The formation of managerial competencies of future specialists in the education system will be effective if:

identification and development of leadership qualities of students is carried out in the conditions of a personality-oriented approach, which allows students to show the position of the subject of managerial activity:

the model of formation of managerial competencies is based on the application of a communicative-activity approach, which involves the use of interactive teaching methods (business and role-playing games, solving situational problems, discussions, debates, etc.), for the specialist to demonstrate his managerial competence in the learning process;

teachers implement new professional roles (accompanying and advising students), for more effective organization of students' independent activities;

operational diagnostics and evaluation of the effectiveness of the process of forming managerial competencies is provided.

The purpose of the article: to identify, theoretically substantiate and experimentally test the effectiveness of organizational and pedagogical conditions and technologies for the formation of managerial competencies of future specialists in the education system in the process of their training.

2. Theoretical Consideration

Representations of the concepts of "competence" and "managerial competence" are diverse. Competence is defined as the ability to apply knowledge, skills and personal qualities for successful activity in a certain area. Competence can also be understood as a short behavioral description of what exactly people do for the quality performance of a particular job or a behavioral standard for the effective performance of work.

Competence, translated from the Latin *competentia*, means a range of issues in which a person is well-informed, has knowledge and experience [4].

The concept of managerial competence is narrower. Having studied a number of studies on this issue, one can understand the managerial competence of a specialist as a special type of professional competence, which is a set of measurable characteristics of a specialist, which allows him to be effective in professional activities in a competitive environment of a market economy. That is, such a personal or business quality, skill, behavior model, the possession of which helps to successfully solve a certain managerial task and achieve high results [2].

It can be noted that there is no consensus on the question of what competencies should be included in the list of managerial competencies of a specialist. The encyclopedia of practical psychology gives such examples of managerial competencies: the ability to give orders, the ability to

resolve conflicts between employees, the willingness to make decisions, focus on results, the ability to work in a team, delegation of authority, motivation of employees [3].

In well-known works, there are several groups of specialist qualities that make up management skills:

the ability to communicate on a formal and informal basis and effectively influence colleagues who are equal in position;

the ability to demonstrate the qualities of a leader necessary in communicating with subordinates;

ability to navigate in conflict situations and the ability to resolve them;

the ability to receive and process the necessary information, evaluate, compare, assimilate it;

ability to make decisions in uncertain situations;

the ability to manage one's time, distribute work among subordinates, give them the necessary authority, and promptly make organizational decisions;

the ability to show the business qualities of an entrepreneur: set long-term goals, use favorable opportunities, change the organizational structure of the enterprise in time;

the ability to critically assess the likely consequences of their decisions, to learn from their mistakes.

If we return to the concept of "managerial competence", we can say that this is such a skill, a model of behavior. Let us also turn to the concept of "function". The Explanatory Dictionary of the defines a function as a duty, a range of activities. Thus, to determine the list of managerial competencies, we will be based on management functions.

By planning we mean the definition of the future desired state of the control object, that is, the goal, and those actions (measures) that need to be carried out in order to move from the current state to the desired one. Under the organization - the placement of elements of the control object, the definition of material and informational links between departments, as well as with objects of the external environment.

Control is a comparison of the actual state of the control object with the planned one, the identification of discrepancies, their assessment and regulation of the control object in order to eliminate a significant discrepancy. Moreover, the author identifies four elements that make up the control function: setting control standards; measurement (accounting) of results; comparison of actually achieved results with established standards; if necessary, correct deviations [5].

An analysis of the literature confirms that there is no single vision of what quantity and content of managerial competencies is optimal and sufficient for the formation of a competent specialist in the field of management. One can notice a number of functions that stand out as the main ones by all authors without exception. These functions include planning, organization, motivation and control. The opinions of the authors are divided on the content of the planning function.

It seems appropriate to follow the example of the authors and highlight the setting of goals and objectives as a separate management function, a goal-setting function. In addition, it is worth noting that many authors limit the control function to assessing the compliance of the results obtained with the set goals, losing sight of another important step: correcting deviations. This stage (elimination of deviations) as the fourth stage of the control function.

It is known that management as a sequential series of operations or functions, which are divided into six groups:

Technical operations - production, manufacturing, processing;

Commercial operations - purchase, sale, exchange;

Financial operations - capital raising and management;

Security operations - protection of property and person;

Accounting operations - balance sheet, costs, statistics;

Administrative operations - foresight, organization, command, coordination and control.

Administration is only one of the six operations-functions with which management is obliged to ensure the normal course of production. Administration occupies a special place in management.

Let's take a closer look at administrative functions.

Foresight is the study of the future, the definition of a program of action, it covers the previous five operations. Paying attention to the fact that in order to develop an effective program of action, the leader must have: the ability to manage people, activity, moral courage, sufficient stamina, the necessary competence in this field of activity.

Organization - providing the enterprise with materials, capital, personnel. Two aspects stand out here - material and social, i.e. provided with all the necessary material resources, the personnel must be socially able to perform the task.

Management - puts into action the personnel of the enterprise, after the creation of a social organism. This is the task of management. The goal of management is to get the most benefit from employees. In all areas of production activity, management is the most important element of work that requires certain qualities [6-7].

Coordination aims to give each element of the social organism the opportunity to perform its part of the work in interaction with other elements, i.e. link and unite all actions and all efforts.

Control - it is necessary to ensure that everything happens according to the established rules and given orders. It is required to note shortcomings and errors so that they can be corrected and prevented from recurring in the future. The controller must be: competent, have a sense of duty, have an independent position in relation to the controlled object, be reasonable and tactful.

Control must be effective, i.e. carried out in a timely manner and have practical consequences; if violations are ignored, such control will be ineffective.

Thus, the five functions listed above became the basis of the administrative doctrine and the basis for all subsequent authors on the problems of the management process.

General functions reflect the technological process (sequence of actions, methods and means of their implementation) of managing a social object.

The main functions include: the formation of goals, planning, organizing actions, control, regulation.

Indeed, the sequence of common functions practically reveals the content of the management process [8].

This process begins with the formation of the goals and objectives of the activities of organizations. The set goals must be achieved. To do this, resources, actions and quantitative characteristics of the expected results must be planned to ensure the achievement of the formed goals, i.e. planning must be carried out.

Planned actions must be organizationally supported or organized: organizational structures must be developed, performers must be involved, their work coordinated in time and space, i.e. activities have been organized [11].

After the resources, actions and quantitative characteristics of the expected results are planned, the necessary actions are organizationally provided, the process of implementing the planned and organized activities begins. This process is performed not by the manager, but by his subordinates. But they can understand or do something wrong, therefore, the implementation of activities within the framework of the adopted organizational decisions requires control based on taking into account the parameters of execution (assessment of the state of work on the implementation of the production program, schedule, expenditure of funds, staffing, implementation plan).

As a result of the control, deviations from the originally planned course of work are revealed. This means that there is a need to regulate the progress of the plan, which consists in the development of additional measures aimed at eliminating deviations, or in adjusting the formed goals. The regulation function provides feedback to the management process [9-10].

Background (sometimes called auxiliary) functions or bridging processes are not some second-rate in relation to the main ones. They are very important and form the idea of management as a continuous activity, that is, they create a background for the performance of the main functions of management, they are a kind of manager's tools.

Among the background functions of Tsvetkov include the following:

- development of solutions;
- establishing communications;
- motivation of employees.

Divide management functions into two groups: general and specific.

General (basic) control functions:

- carried out in each production system and at each level of management;

- inherent in the management of any organization;
- divide the content of management activities into types of work based on the sequence of their implementation in time;
- are relatively independent and at the same time interact.

Among the general functions, we single out planning, organization of activities, coordination, regulation, motivation, control, accounting of activities, analysis of activities, decision-making and others.

Concrete (specific) management functions are the result of managerial work. Such functions include various activities that differ in purpose and method of implementation.

Specific functions do not affect all production, but certain parts of it. Each specific function of the organization's management is complex in content and includes general functions.

An example of specific management functions are: main production management, auxiliary service production management, labor and wage management, personnel management, financial management, etc.

Summing up, we will consider six management functions as optimal and sufficient: goal setting; planning; organization; motivation; the control; elimination of deviations [12].

Let us clarify that by goal-setting we mean setting a goal, that is, determining the future desired state of the object (phenomenon) under study. By planning we mean the development of actions (measures) that must be carried out in order to move from the current state to the desired one. The organization is the distribution of tasks between departments or employees, the establishment of interaction between them to achieve common goals [14]. Motivation is the process of stimulating oneself and other people to activities in order to achieve common goals. Control is a comparison of the actual state of the control object with the planned one, the identification of discrepancies, their assessment. Under the elimination of deviations we understand the regulation of the control object in order to eliminate a significant discrepancy [13].

The last two functions provide feedback. Thus, these functions represent a closed process (management cycle), reflect the types of activities included in the management process, allowing you to effectively implement management activities, i.e. represent a list of managerial competencies.

Analyzed various approaches to the concept of "competence"; clarified the concept of "management competence", which is understood as a special type of professional competence, representing a set of measured characteristics of a specialist, which allows him to be effective in his professional activities in a competitive environment of a market economy. The structure of managerial competencies of the future specialist is determined [11].

Conclusions

Thus, the structure of the managerial competence of a future specialist in the education system has been determined, it includes the following components (managerial competencies): goal setting, planning, organization, motivation, control, elimination of deviations. The content of the identified managerial competencies has been clarified.

A model for the formation of managerial competencies of future specialists in the system has been developed and experimentally tested, including target, methodological, content components, stages of formation, and results.

A criteria-evaluating apparatus and indicators of the level of formation of managerial competencies of future specialists in the education system have been developed and tested.

Theoretical significance of the study:

the content of the concept of "managerial competence" has been clarified, the structure of the managerial competence of a future specialist in the education system has been determined; a theoretical model of the personality of a teenager-leader has been developed, including personal and communicative-organizational components.

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