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**PEDAGOGICAL CONDITIONS FOR THE FORMATION OF MANAGERIAL COMPETENCIES
OF FUTURE TEACHERS THROUGH PRACTICE-ORIENTED EDUCATIONAL TASKS**

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Abstract

The relevance of the issues of the formation of future teachers' managerial competencies is due to the increased requirements for the quality of training and complication of the conditions for organizing the educational process, which determines the strengthening of requirements for professional competence and the need to prepare for a new role – a teacher-manager. When analyzing the problem, a complex of theoretical and empirical methods is used: a systematic analysis of scientific and methodological works, generalization of pedagogical experience, observation and analysis of the results of pedagogical activity, allowing the authors to consider this problem taking into account many factors that affect the process of forming the managerial competencies of future teachers.

Keywords

Teacher – Reflexive skills – Managerial competencies – Pedagogical conditions

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Introduction

The economy at the present stage of revolutionary transformations makes new increased demands on specialists and presupposes the emergence of new professions.

The Strategic Academic Leadership Program proposed by the Minister of Science and Higher Education of the Russian Federation is aimed at developing students' managerial competencies. Systemic research, teamwork, rivalry and competition will allow organizing training of personnel in higher educational institutions in such a way that they are in demand by domestic qualified high-tech employers.

Permanent changes taking place in the education system at all its levels have several global objective reasons.

Firstly, in recent years, the structure of the labor market has been fundamentally changing throughout the world. Today, this is both a skewness of employment in the service sector with the ensuing specifics of employment and the intensively changing demand for professions, when some quickly become obsolete, while others become in demand overnight, and the transition from existing universal employment to modern realities, when work is not guaranteed to anyone.

Secondly, the modern world lives in conditions of innovation, that is, constant reforms, modernization and search for the best ways of development.

Thirdly, modern market conditions turn education into an educational service, knowledge into a commodity and a modern teacher into a marketer and a successful (or not so successful) salesperson.

Fourthly, the activities of a modern teacher are regulated, among other things, by professional standards; the external assessment of the activities and results of the teacher's work is enhanced. All this inevitably leads to the formalization of their work. Changing conditions for the functioning of the sphere of education, updating the content, innovative technologies, increasing requirements for results and the complication of the educational process determine the increased requirements for professional competence and the need to prepare the future teacher for effective professional management.

Thus, the modern education system needs teachers who are able to not only explain new material and organize their activities, but also effectively manage the educational process. The teacher must have a formed readiness to fulfill a new role – a teacher-manager, who will ensure the achievement of the planned tasks within a certain time and with a minimum expenditure of resources.

Literature Review

N.V. Kuzmina, V.A.Slastenin and others singled out managerial activity as an important element of pedagogical work and emphasized the need for purposeful preparation for it¹.

¹ V. A. Slastenin; I. F. Isaev y I. N. Shianov, *Pedagogika* (Moscow: Publishing Center "Academy", 2013).

The formation of professional competence was considered in the works of such Russian scientists as E.F. Zeer, A.V. Khutorskoi, S.B. Seryakova, etc.

The problem of the formation of managerial competencies of a teacher is considered in the studies of O. Iu. Zaslavskaja, L.M. Pavlova, N.P. Shamina and others.

Competence itself, translated from Latin, is a range of issues in which a person is well aware, has knowledge and experience.

According to A.V. Khutorskoi, competence is “a certain requirement (norm) of society to the level of educational training of a student, necessary for their effective professional activity”².

Competence is viewed as an open system of knowledge, skills and abilities that are updated and supplemented in the process of solving emerging significant tasks, the need to solve which faces the person possessing competence.

According to L.N. Pavlova, pedagogical management is carried out through managerial competence. The author identifies organizational competence and managerial competence as significant components.

Analyzing pedagogical work, E.F. Zeer dwelled on the gnostic, ideological, didactic, organizational and methodological, as well as communicative and directing, prognostic, reflective, organizational and pedagogical, general professional, constructive, technological, production and operational and special blocks of professional and pedagogical competencies.

For the purposes of our study, we will adhere to the following definition of the competence of a future teacher, which is understood as a complex characteristic consisting of fundamental knowledge and acquired experience, as well as their practical implementation, due to the personality of the student. Competence is a complex personal education, which is based on values and is the key to the professional and personal growth of a student.

Some issues of the formation of managerial competencies in the framework of professional pedagogical education of students have not been sufficiently worked out, including pedagogical conditions that contribute to the effective formation of managerial competencies of future teachers at university.

Therefore, considering professional and pedagogical competencies from the point of view of the actual requirements for the level of preparedness of teachers, it is necessary to include managerial competencies.

Methods

When analyzing the problem, a complex of theoretical and empirical methods was used: a systematic analysis of scientific and methodological works, generalization of pedagogical experience, observation and analysis of the results of pedagogical activity

² A. V. Khutorskoi, *Pedagogika: uchebnikdliavuzov. Standart retego pokoleniia* (St. Petersburg: Piter, 2019).

allowing us to consider this problem taking into account many factors that affect the process of forming the managerial competencies of future teachers. The analysis of the content of the main management competencies that should be formed in a graduate of a pedagogical university based on the study of the Federal State Educational Standard of Higher Education in the direction of training Pedagogical Education (bachelor's level) was carried out in three stages. At the first stage, the main theoretical and methodological foundations for defining the problem were considered. At the second stage, the didactic possibilities of practice-oriented tasks and pedagogical conditions that increase the effectiveness of their application in the process of forming managerial competencies in future teachers were characterized. At the third stage, statistical processing of the research results was carried out determining the level of mastering by students of the managerial competencies in modern pedagogical conditions.

Results

Modern conditions for the development of world economic relations and international and domestic regulations change the view of the teacher, adding a new function –the function of management.

Federal State Educational Standard of Higher Education establishes mandatory requirements for the implementation of educational programs in areas of training³. For each area, the standard characterizes professional activities and also presents requirements for the results of mastering basic educational programs (BEP), according to which, a graduate must have a certain set of competencies. The result of the graduate's training is the acquired knowledge, abilities, skills and acquired competencies.

A bachelor studying in the direction of pedagogical education in the field of pedagogical activity is prepared to solve the following professional tasks:

- organizing the educational environment to ensure the quality of education, including with the use of information technology;
- formulating and searching for solutions to professional problems in education;
- designing the content of educational programs, taking into account the specifics of the educational process;
- constructing individualized educational trajectories of students;
- building a personal professional career.

The study of the standard in the direction of training "Pedagogical Education" leads to the conclusion that the possession of managerial competencies today has acquired special relevance for teachers. Of particular importance is the possession of such skills as reflection, self-control and self-esteem and the development of such competencies as the ability to organize joint and individual educational activities of students, in accordance with the requirements of the Federal State Educational Standard, the ability to carry out

³ FGOS VO 3 ++ (obrazo vaniyei pedagogiches kiyenauki). Available at: <http://fgosvo.ru/fgosvo/151/150/24/94>

professional activities in accordance with regulatory legal acts in the field of education and requirements pedagogical ethics, the ability to successfully interact, etc.⁴.

In practice, the following groups of managerial competencies are most often distinguished, which are necessary for a teacher: the ability to manage tasks, which includes decision-making skills and the ability to bring to completion, the ability to take responsibility; the ability to set goals; the ability to manage relationships, which includes the ability to motivate and resolve conflict situations, the ability to create a team and work in it; the ability to manage oneself, which includes empathy and stress resistance⁵.

Consequently, the managerial competencies of a teacher are characteristics that make it possible to achieve and improve the efficiency and effectiveness of educational activities. For a teacher, possession of managerial competencies determines the ability to be a manager of the educational process in its various aspects⁶.

Analysis of works on the problem showed that the managerial competence of a teacher is a combination of such components as personal (determining the level of development of managerial qualities), organizational (helping to introduce students to certain types of activities) and managerial proper (readiness and ability to implement the functions of pedagogical management).

In the Mordovia State Pedagogical Institute, special attention is paid to the formation of managerial competencies of future teachers, which is based on practice-oriented teaching of students⁷.

For this purpose, the curriculum includes the discipline "Management in Education", which focuses on the formation of managerial competencies of future teachers. During the lectures on this course, a system of knowledge on the problems of management in education is formed. Practical exercises involve the use of control tests, case analysis and solving practical problems of management in education, which helps to increase the level of training of students in the discipline "Management in Education" and create certain conditions for the formation of managerial competencies⁸.

The content of the course is aimed at the formation of the following competencies in future teachers:

⁴ I. B. Buyanova, "Assessment competency building in future physical education teachers", *Teoriya i Praktika Fizicheskoy Kultury* num 6 (2019): 8-10.

⁵ A. A. Ozerov, "Personality self-development competency building in future teachers within health physical education service. *Teoriya i Praktika Fizicheskoy Kultury* num 6 (2019): 11-13. Available at: <http://www.teoriya.ru/ru/node/10042>

⁶ N. A. Parshina, "Teaching practice to facilitate technological competence building in future physical education teachers, *Teoriya i Praktika Fizicheskoy Kultury* num 6 (2019): 19-21. Available at: <http://www.teoriya.ru/ru/node/10045>

⁷ T. I. Shukshina y Z. A. Kasko, "Demonstration of a model training session as a method of improving the didactic training of a future teacher (on the example of the All-Russian Olympiad «I am a professional») *Perspektivy Naukii Obrazovania* Vol: 41 num 5 (2019): 482-491.

⁸ N. R. Kurkina, "Management and evaluation of educational programmes in higher education based on the requirements of employers", *Modern Journal of Language Teaching Methods* Vol: 7 num 2 (2017): 167-176.

- the ability to organize joint and individual educational and educational activities of students;
- the ability to interact with social organizations and collectives and take part in self-government and management of a student collective;
- the ability to carry out professional activities in accordance with the requirements of regulatory legal acts in the field of education and the requirements of pedagogical ethics;
- the ability to successfully interact in various situations of pedagogical communication⁹.

Thus, the study of the discipline “Modern Education System in Russia” is accompanied by the definition of the role of guardianship in the management of an educational organization and consideration of problems that are solved with the help of social partnership, which contributes to the formation of the ability to interact with educational and other social organizations and collectives.

The discipline “Management of the Quality of Education” is aimed at providing theoretical and practical training of future teachers for quality management in the education system. The main issues of studying the discipline are: educational standards as the basis for ensuring the quality of education; classification of indicators of the quality of educational services: safety; indicators of the level of professionalism of employees; economic indicators of quality; accreditation indicators of the quality of educational services: the quality of the educational program, educational results; conditions for the implementation of the educational process; the quality of individual educational achievements of students, as well as monitoring the quality of education.

Practice-oriented tasks for students are proposed, where, based on the proposed statistical data for assessing the quality of educational services presented in tables, conceptual provisions and target policies of an educational institution are developed, which are aimed at improving the quality of educational services.

When studying the discipline “Marketing as a Direction of Management Activity in Education”, students are invited to develop a communication policy for an educational organization, form a methodology for developing an advertising campaign for a school (university) and organize advertising activities in it. As a result, the future teacher will develop skills in segmentation, market analysis, portfolio management of educational services, pricing and promotion of educational services on the market.

For the development of managerial competencies, the trainers are offered the discipline “Management of an Educational Organization”. In this discipline, students analyze the organizational structure of the educational organization of general education, the levels of management in this organization, the advantages and disadvantages of this structure. They study the structure of the material and educational base of the school, as well as the managerial culture of the education manager.

⁹ N. R. Kurkina, “Problems and Prospects of Using Vr – Technologies in the Process of Forming Students’ Professional Competencies”, International Journal of Applied Exercise Physiology Vol: 8 num 1 (2019): 302-309.

The discipline “Financial Management in Educational Organizations” is aimed at studying the financial mechanism in education, regulatory financing of the education system, analysis of extra-budgetary income of educational organizations, as well as planning the financial and economic activities of educational institutions. Mastering this discipline will allow the future teacher to form a readiness for leadership in various parts of the education system at the present stage. The importance of completing such tasks will be increased if, as a result, with their help, some patterns and a certain algorithm of actions are determined, which will be the final stage in the formation of managerial competencies. Thus, the study of the discipline “Management in Education” helps future teachers in the implementation of effective forms of self-government and joint management in educational institutions within the framework of the current legislation and in accordance with the prospects for the development of the education system.

The analysis of the problem made it possible to determine some pedagogical conditions that are effective in terms of the formation of managerial competencies:

- organization of such conditions that facilitate the acquisition of the necessary knowledge and skills;
- consolidation of managerial competencies that contribute to effective pedagogical activity in the course of performing practice-oriented tasks;
- organization of interaction between participants in the educational process;
- discussion of the theory using the existing experience of students, widespread use in the educational process of practice-oriented forms of work with students: exercises, business and imitation games, cases, questionnaires, design of managerial competencies in future pedagogical activities;
- inclusion of students in the joint definition of goals, planning, forecasting, reflection, performance evaluation.

Based on the results of the questionnaire survey, in which 366 respondents were involved, it was revealed that students highly appreciate the level of formation of their managerial competencies. It was proposed to assess the level of competence formation on a 5-point scale, where 1 point meant the minimum value and 5 – the maximum value.

Competencies	Scaling (points)					Averagesc ore
	1	2	3	4	5	
is able to organize joint and individual educational and educational activities of students	2%	3%	15%	44%	36%	4.1
is able to organize the interaction with public and educational organizations, children's groups and parents (legal representatives), to participate in self-government and management of the school collective to solve the problems of professional activity	0%	0,5%	9,5%	30%	60%	4.5
is able to carry out professional activities in accordance with normative legal acts in the field of education and the norms of	0%	4%	9%	30%	57%	4.4

professional ethics						
is able to successfully interact in various situations of pedagogical communication	1%	35%	15%	41%	40%	4.17

Table 1

Assessment of the level of formation of managerial competencies by students

By faculty, the situation is represented by the following indicators (Table 2). The average score above 4 indicates a high level of formation of managerial competencies of future teachers of the Mordovia State Pedagogical Institute.

Competencies	Faculties							Average score
	Natural and technological	Foreign languages	History and law	Pedagogical and artistic education	Physics and mathematics	Physical culture	Philological	
is able to organize joint and individual educational and educational activities of students	4.0	4.5	3.8	4.0	4.0	4.4	4.1	4.1
is able to organize interaction with public and educational organizations, children's groups and parents (legal representatives), to participate in self-government and management of the school collective to solve the problems of professional activity	4.6	4.6	4.4	4.6	4.5	4.6	4.1	4.5
is able to carry out professional activities in accordance with normative legal acts in the field of education and the norms of professional ethics	4.3	4.5	4.5	4.6	4.5	4.4	4.1	4.4
is able to successfully interact in various situations of pedagogical communication	4.3	4.1	4.3	4.1	4.2	4.3	3.9	4.2

Table 2

Assessment of the level of formation of managerial competencies by students by faculties

Conclusion

Thus, in the process of theoretical and empirical research, the following conclusions can be drawn:

1. The managerial competencies of a teacher are characteristics that make it possible to achieve and improve the efficiency and effectiveness of educational activities.

2. As part of the study of the discipline “Management in Education”, practice-oriented educational tasks are presented, aimed at solving problem situations, the ability to work in a team, take responsibility and make managerial decisions in professional activities.

3. In the process of empirical research, the necessity of forming the managerial competencies of future teachers was substantiated. Statistical processing of research results was carried out.

4. In accordance with modern pedagogical conditions, there is an objective need to include practice-oriented learning assignments for the formation of managerial competencies of future teachers.

Thus, one of the promising areas for improving the training of future teachers is the formation of managerial competencies through practice-oriented educational tasks.

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