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PROFESSIONAL COMPETENCE OF THE PRINCIPAL'S OF EDUCATIONAL INSTITUTIONS AS A COMPLEX OF KNOWLEDGE, ABILITIES AND SKILLS

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ПРОФЕСІЙНА КОМПЕТЕНТНІСТЬ КЕРІВНИКА ЗАКЛАДУ ОСВІТИ ЯК КОМПЛЕКС ЗНАНЬ, УМІНЬ І НАВИЧОК

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The article analyzes the development of managerial competence of educational institutions principals, examines the professional competence of the institution principals as an integral dynamic system, functional competencies of the principal, provides methodological recommendations for the professional growth of the educational institution principal, preparation of principals for work in school during the professional formation.

Key words: *educational space, model of leader, principle of dialogue, competence, image of leader.*

У статті здійснено аналіз формування і розвитку управлінської компетентності керівників навчальних закладів, розглянуто професійну компетентність керівників закладу як складову динамічну систему, функціональні компетентності керівника, надано методичні рекомендації щодо професійного зростання керівника навчального закладу, підготовки директорів до роботи у школі в період професійного становлення. Зазначено, що професійна компетентність керівника – це та якість його особистості, що допомагає свідомо виробляти кращий стиль керівництва на основі впровадження кращого досвіду управління знань основ наукового управління а професіоналізм сучасного керівника визначається знаннями та уміннями, що забезпечує ефективне управління закладом.

Ключові слова: *освітній простір, модель керівника, принцип діалогу, компетентність, компетентність, директор школи.*

Socio-economic conditions of development of the state, changes in education lead to pre-emptive development, modernization of education management, which provides for increasing the competence of managers at all levels. Contemporary requirements for managerial activity of the head of ZNZ are formulated in the law of Ukraine "On General Secondary Education", namely:

" The head of the general educational institution, may be occupied by a person, who is a citizen of Ukraine, has a higher pedagogical education, regardless of subordination, type and forms of ownership specialist or master, experience of pedagogical work of at least three years, successfully passed the certification of the leading personnel of education in the order established by the Ministry of Education and Science of Ukraine "(Article 24, paragraph 2) [1].

The problem of professional competence of employees attracts the attention of many scientists, because it is connected with qualitative changes, innovations. Several decades ago, people used a certain set of knowledge, skills and abilities. The rapid development of science and technology, which is accompanied by the use of information technology, migration processes require the formation of a future manager of the institution not only a set of certain knowledge, ability, skills that are the basis of specialty, but also the formation of professionally significant qualities and abilities of the individual.

Formation of managerial competence of the head of educational establishment was substantiated by V. Bezpalko, V. Bondar, L. Danylenko, H. Dmytrenko, O. Zaichenko, H. Yelnykova, L. Kalinina, V. Oliinyk, V. Pikelna, M. Potashnyk, V. Semychenko, T. Sorochan, O. Tonkonoha, P. Tretiakova, H. Fedorova, Ye. Khrykova, P. Khudomynskoyi, A. Chmil, T. Shamovata and others V. Andrieieva, H. Vasylieva, L. Artemova, A. Bondarenko, K. Bila, T. Kolodiazhna in their works revealed the specifics of management activities of the head of the educational institution. Questions of vocational training of future specialists of the educational institution studied R. Vdovychenko, Ye. Volodarska, I. Zhernoseka, Ye. Zelinska, H. Yelnikova, L. Kalinina, V. Lazariiev, V. Maslova, O. Ovcharuk. The professional competence of the principals of educational institutions has been the subject of research P.M. Shcherban. The professional competence of the managers of the institution is considered as an integral dynamic system, which consists of several components:

- knowledge of state legislation on education;
- awareness of the orders and instructions of the Ministry of Education and Science of Ukraine;
- knowledge of the law;
- knowledge of curriculum content and initial literature;
- mastering the art of management;
- The ability to encourage educators, create a supportive psychological climate;
- awareness of modern concepts of school development.

In the conditions of modernization of education, the development of new socially important roles, professional-functional knowledge and managerial skills, development of professional culture and personality of the manager himself should take place by the head of the educational establishment [2, p. 115].

The concept of competence (from the Latin. *Competentia*) - is the conformity and common achievement, a set of powers of the head, defined not only by the rules of law, but also the rules of morality. Managerial competence includes components that are interdependent, integral and that reinforce each other's existence. The professional competence of the manager is the quality of his personality, which helps to consciously develop the best leadership style based on the introduction of the best experience in managing knowledge of the basics of scientific management. Being competent means being able to implement the knowledge and experience gained. The content of the future managerial competencies of the future head of the GEI can be further examined in the example of Table 1.

Таблиця 1.

Content of managerial competence of the future head of GEI

№з/п	The content of managerial competence of the future principal of a general educational institution is	
1	Cultural competence	contains ethical, spiritual, national, multicultural, environmental, linguistic, communicative, illocutionary, linguistic, valeological, health-saving, life-giving competences
2	Scientific competence	we consider through the realization of analytical competence, competence of self-development and self-education, prognostic, research, intellectual-

		creative competence, competence of productive activity, cognitive-intellectual, andragogical, discursive competence
3	Social competence	applies organizational, corporate, life, conflict, organizational, communicative, strategic, ethno-psychological, psychological, socio-cultural, emotional-volitional, situational competencies.
4	Professional and pedagogical competence	it is realized through general industry competence, educational, subject, subject-methodical, diagnostic, educational, creative, didactic, assessment-control, functional, labor competence
5	Legal information	is based on information-communication, information, legal, ethical-legal, civic, technological competence

In the context of progressive changes in society, the importance of education is changing, the idea of the role and content of the managerial activity of the head of the educational institution is expanded. Of particular relevance is the problem of professional competence, the specificity of which is reflected in scientific and pedagogical research.

The problem of development of professional (managerial) competence is revealed in the scientific works of V.I. Maslova [3, p.12]. The author describes the concept of "managerial competence of the head of the school" - is awareness, knowledge, which should be understood as theoretical, technological, moral and psychological readiness of the person to perform functions in accordance with the authority.

T.M. Sorochan розглядає поняття „компетентність керівника GEI as the unity of psychological, theoretical and practical readiness for management activity in accordance with specific requirements and tasks [4]; O.I. Pometun – as a result-activity characteristic of manager's education [5]; I.A. Ziaziun – as a special type of knowledge organization that enables effective decision making [6]; L.I. Danylenko - as an integral quality of the individual, which has its structure, which allows the manager in the most effective way to carry out his activity, as well as self-development and self-improvement both in the system of training and in the process of independent work [7]. According to O. Soroka to the functional competencies of the head of the institution include the following key competencies:

- Methodological, which imply knowledge of the theory of management activity, modern practices of activity of educational institutions;
- normative (knowledge of regulatory documents);
- content (knowledge of the content of education, employee activity, orientation and implementation of educational reforms);
- Management- require the use of pedagogical experience in practice, the performance of management activities, the ability to apply personal qualities to influence the activities of the team;
- pedagogical (knowledge of theory of didactics and education, pedagogical experience);
- psychological (knowledge of psychology);
- social and legal (understanding of the laws of social interaction);
- financial and economic (the ability to carry out economic activities, to predict the plan of development of the institution) [8].

Managerial competence combines the main elements of professional competence: methodological, general theoretical, professional and technical knowledge and technological skills necessary for the quality activities of scientific and pedagogical workers, teachers, educators, staff of institutions.

These competencies give the opportunity to develop, to form the competence of the individual. The professional growth of the head of an educational institution is the first step to the development of the school. Today's school needs to increase the professionalism of all participants

in the educational process, including the director of the educational institution. The implementation of the task involves appropriate requirements for the professional competence of the head of the institution [9].

High-quality management personnel that are successfully implemented in the current environment are required for effective activity. Significant changes are needed both in the activities of the head of the educational establishment and in the system of training of managerial staff. The vocational qualification characteristic (according to H. Yelnykova) puts forward the requirements to the head of educational establishment: complete higher education, experience of pedagogical activity not less than 5 years. The head of the educational institution during the professional activity should be able to realize their knowledge, skills and personal qualities. The manager should be guided in all spheres of administrative activity, select, analyze, generalize information, design the activity of the educational institution, allocate the organizational structure, organize the activity of all structural subdivisions of the institution, manage the material and technical base.

Therefore, modern educational institutions need professionals who are able to work in the conditions of development of education, improving its quality. The professionalism of the modern manager is determined by the knowledge and skills that ensures the effective management of the institution. The head of the educational institution must have a level of professional competence that allows to change the methods of management activities, to learn new management approaches. The basic elements of professional competence of the head of the educational institution include:

- knowledge and ability to introduce the main principles of management functions, methods and principles of management;
- knowledge of management tasks;
- knowledge of the rules and norms of business communication, as well as the ability to apply them in professional activity;
- knowledge and skills that cover the field of motivation;
- knowledge and ability to form positive qualities and eliminate the shortcomings of their own activities [10].

The headmaster should be a good psychologist, be able to listen, make timely decisions, be prepared to compromise, be able to predict the situation, evaluate the work of their subordinates. The managerial activity of the head of the educational institution should be based on professionalism, the results of pedagogical diagnosis, which improves working conditions and the performance of the team.

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РОЗВИТОК ЗВ'ЯЗНОГО МОВЛЕННЯ У ШКОЛІ

Сичак І. В.

DEVELOPMENT OF COHERENT SPEECH IN SCHOOL

Sychak Iryna

У статті розкриваються особливості розвитку зв'язного мовлення у школі. Подається поняття «розвитку зв'язного мовлення» та підходи сучасних мовознавців до зазначеної теми. Акцентується увага на тому, що вчителі проводять уроки розвитку зв'язного мовлення у кожному класі. Подано види робіт з розвитку усного мовлення; основні ознаки зв'язного мовлення та цілі таких уроків.

Ключові слова: зв'язне мовлення, відгук, переказ, твір, розповідь, роздум.

The article reveals the peculiarities of the development of coherent speech in school. The concept of «development of coherent speech» and the approaches of modern linguists to this topic are presented. Emphasis is placed on the fact that the issue of human language is one of the central ones, and teachers conduct lessons in the development of coherent speech in each class. A clear sequence of students' study of different types of oral creative and independent expressions is defined in the school program in the Ukrainian language. The types of works on the development of oral speech, which influence the information of meaningful speech skills in live dialogue, are presented; the main features of coherent speech and what the development develops in oral speech and what communication skills the teacher tries to teach students. The level of students' speech skills depends on their acquisition of lexical richness of language, knowledge of language norms.

Key words: coherent speech, response, translation, work, story, reflection.

Уміння гарно говорити уже давно привернуло увагу людства. Про це свідчить такий предмет як педагогіка, у котрій запитання щодо мови людини посіло одне із центральних місць. Ідеї народної педагогіки про мову і розвиток її усного мовлення передували різним



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