

PRE-SCHOOLS TEACHER'S MANAGEMENT COMPETENCE COMPONENTS

The need in pre-schools teachers' managerial competence is predetermined by new trends in information society, related to the scientific knowledge accumulation and to the need to find effective mechanisms for their transmission and use.

In terms of pre-school education modernization, a wide variation of existing education programs and training for children, renewing the basic components of preschool education, are increasingly urgent task of improving the educational process management in pre-schools. Target arrangements are changing and, accordingly, changes in educational systems and management methods take place.

The educational process in pre-school is controlled by a dynamic system consisting of interconnected elements providing focused, phased and planned activities of teachers to organize educational interactions, achieving educational goals-results.

Management relationships are defined by the dynamic, and that is why only qualified specialists can resolve many problematic situations arising in educational institutions. However, research shows that modern pre-schools directors have difficulties with management arrangements, cannot build advanced planning for the individual and joint activities of the teaching staff - academic, educational, research, experimental etc.; to organize an attractive educational environment, using advanced innovative technologies. Moreover, the overall success of the educational institutions, including pre-schools, depends on the level of professional competence and professional skills of the teaching staff.

Improvements in Higher Pedagogical School require corresponding changes in professional and educational training of future pre-school teacher. In terms of the education modernization, the transition from theory to practice requires from the teacher of the educational institution the preparedness to organize not only the educational and technical, but also the managerial work.

The works of L. Artemova, J. Beha, A. Hluzman, S. Honcharenko, I. Zyzyun, N. Mikhailenko, L. Pozdnyak, V. Slastonina were devoted to the study on the educational process in higher education institutions, defining the most effective ways of training future professionals, including preschool education system.

The relevance of managerial competence development for preschool teachers in modern education system is defined by requirements of modern society to professionals in early childhood education; by the rapid development of society and innovative technology training and education for preschool children; by the need to ensure a high level of training and retraining for teachers and heads of educational institutions; by the need for a systematic approach to the problem of man-

agerial competence for teachers in system of continuous education; by scientific support in the implementation process for the competence approach in the degree system of preschool education; activation of the management competence role as a special type of professional competence relevant to the modernization of the modern pedagogical education.

Taking into account the level of scrutiny and urgency of the problem, purpose of the article is the scientific justification for the features of management competence (concept, features, functions, components) as the special value in educational activities.

The key idea is a systematic, environmental and competency approaches to developing and implementing of the models and methods for preschool teachers management competence.

Implementation of a systemic approach provides a systematic understanding of the world, the desire for a holistic comprehension of the studied phenomenon. In implementing a systematic approach, the components, which are relatively independent, are not considered separately, but in relationship and motion; and the events in life are considered as a system that has own laws of functioning and its special structure.

Environmental approach is a theoretical and methodological basis for educational activities, provides the creation of special management environment for the development of pedagogical process subjects, ensuring such basic procedures: environment creation, filling niches, environment inversion aimed at the recovery of environment understanding. System of actions and environment should turn it into a means of complex targeted exposure on personality. Environment reveals particular opportunities for the development teacher's individuality, provides opportunities co-existential status: co-communication, collaboration and cooperation with other people, competition, empathy.

The studies of professional teacher education reflect the diversity of professional competence types for the future preschool teacher, and the essence of teachers' professional competence is defined.

The combination of teacher professional competence types is constantly updated today. The source for this are the features of students training in pedagogical high school educational institution (V. Vvedensky, J. Zymnya, N. Kuzmina, L. Khoruzha).

Development of preschool teachers management competence from the standpoint of the competence approach is seen as the formation and implementation of theoretical knowledge, practical skills and ways of organizing educational activities in pre-school and the experience of emotional and value attitude to subjects, meets the modern needs and requirements of post-industrial society to educator's personality.

Competence, as it was noted by O. Hluzman, includes not only cognitive, operational and technological components, but also motivational, ethical, social, behavioral; contains learning outcomes, system values; competence so formed not only during training, but also are influenced by family, friends, work, politics, religion, etc. [3].

Prognostic competence of a future preschool teacher is based on the K. Platonov's personality structure and includes such blocks as experience (knowledge, skills), personal qualities, personality orientation, and reflection.

The modern head of the preschool is the educational process manager. He/she always acts as a management subject or object.

Formation of administrative competence of higher education students is defined by the changed requirements for higher education in the preparation of a new type of professionals, which should be the most adapted to the modernization of the education sphere.

One of the key tasks of future preschool teachers training is to develop the students' managerial competence as a prerequisite for their professional prospects and stability, predictive targeting in a wide arsenal of innovative movement, scientific developments and author schools in the preschool education system to ensure its quality, organization and effectiveness.

Managerial competence, as it is defined by N. Murovana, is the ability to plan, organize and supervise the educational process and professional activities to achieve the projected results and objectives: to specify the training and education goals; to determine the ways for gradual training and education purposes realization; to assess the level of student achievements in all activities; to use different types and methods of control; to control front, group and individual work in the classroom; to organize independent work; to identify educational problems according to the subject [4].

Scientists become more and more interested in the problem of managerial competence for the head of the modern educational institution as a significant social problem.

V. Andrushchenko considers management competence as a knowledge about the organizational structure of the institution, the ability to use regulations governing the institution activities, the ability to form strategic plans and concepts, as well as rapid decisions, etc. [1].

V. Bondar considered head's managerial competence as a part of professional competence. The scientist included a combination of knowledge, skills and ability to perform management functions in the content of management competence [2].

Analysis of modern scientific and methodological literature showed that allocation of management activities, as an independent type of professional activity of the modern educator, is possible today. Its purpose is to implement optimal management for educational process while maximizing disclosure and development of creative abilities and skills of each educational process participant.

Preschool teacher management competence can be represented as an integral multilevel professional meaningful characterization of personality and

teacher's activities based on effective professional experience; displays system level of performance management, methodological, methodical and research knowledge, skills, experience, motivation, skills and readiness for creative fulfillment in scientific, methodological and pedagogical activity as a whole, provides the best combination of professional practices teaching activity.

The main features for the development of teacher management competence is its ability to provide a valuable of goal setting in educational process, anticipatory planning, forecasting performance, corporate decision-making and reflection of management activity.

The main functions of preschool teacher management activities are information and analysis; motivational and targeting; planning and predictive; organizational and executive, regulation-correction.

The study of the state and key concepts of the above problems allowed formulating teacher managerial competence as an integrative set of professional and personal skills, operational and technological characteristics of management skills ensuring management decisions.

Based on a systematic, environmental and competency approaches, modern science identifies the key components of managerial competence:

- cognitive component - a system of management knowledge as a top professional activity; pedagogical experimentation; the means and forms of professional improvement, generalization and providing experience, as well as self-presentation;

- operational and technological - the ability to perform educational resources analysis; the ability to design goals for the educational process participants in management formulations; the ability to plan the educational process for the ultimate goal; the ability to plan, organize, conduct and analyze it; the ability to continuous professional development; possession of methods of analysis and synthesis of own experience through presentations, speeches, research papers; the ability to select the required directions and forms of professional growth,

- personal, positional and value – the awareness of the management importance as a leading human activity, based on own choices; the desire of preschool teacher to make innovation choices consciously for own professional activity; the desire to realize own creativity, developing and introducing new technologies and courses; the desire to form understanding own management activities as a unity of freedom of choice for participants in the educational process and taking responsibility for their choices, their implementation capacity at the maximum level; the possibility to make a worthy contribution to the common cause of education; the desire of preschool institution head to share professional findings and to present achievements for the use of their colleagues; teacher's awareness of the importance of these skills for own professional growth.

Therefore, the analysis of psychological and educational literature on the research problem and experience in its solution allowed to clarify the concept of "management competence of future preschool teachers in modern education", its functions and components.

Preschool teacher management competence can be represented as an integral multilevel professional meaningful characterization of teacher's personality and activities, based on effective professional experience; displays system level of management performance, methodological, methodical and research knowledge, skills, experience, motivation, skills and readiness for creative fulfillment in scientific, methodological and pedagogical activity as a whole, provides best combination of professional practices in the teaching activity.

Teacher's managerial competence is a system of internal and external resources required for effective management for the educational process members in accordance with all components of the activities (objectives, principles, content, technology, etc.).

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УДК 378.4

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ПРИБЛИЖЕНИЕ СТУДЕНТОВ К ЦЕННОСТЯМ КУЛЬТУРЫ В ПРОЦЕССЕ ПРЕДМЕТНОЙ ПОДГОТОВКИ УЧИТЕЛЕЙ ТЕХНОЛОГИИ И ЭКОНОМИКИ

На современном этапе развития России одним из ведущих интересов выступает духовное становление общества. Духовное единство народа выступает как важный фактор развития России.

Данная проблема нашла отражение в Концепции национальной безопасности Российской Федерации; в программе «Стратегия сохранения и развития духовно-нравственной культуры народа России на период до 2020 года» [49]; а также в концепции «Духовно-нравственного развития и воспитания личности гражданина России» (А.Я. Данилюк, А.М. Кондаков, В.А. Тишков) [20]. Она решается на всех уровнях образования, в том числе высшего образования. Наиболее значима она в системе подготовки будущего учителя.

Проблема приобщения к ценностям культуры, как важнейшему фактору духовно-нравственного воспитания, нашла отражение в работах отечественных религиозных философов И.В. Киреевского, А.С. Хомякова, К.Н. Леонтьева, П.Д. Юркевича, В.С. Соловьева, С.Н. и Е.Н. Трубецких, В.В. Розанова и др., в трудах отечественных педагогов П.П. Блонского, С.И. Гессена, П.Ф. Каптерева, М.М. Рубинштейна, А.А. Мусина-Пушкина и др.; в современных исследованиях ученых М.А. Верба, Б.М. Неменского, Б.Т. Лихачева, В.А. Сухомлинского, В.Н. и С.Т.Шацких, А.В. Роговой; Б.Г. Ананьева, Л.С. Выготского, В.П. Зинченко, А.Н. Леонтьева, С.М. Рубинштейна, Б.М. Теплова и др.

Однако, анализ научных трудов, появившихся в последнее время, позволяет заключить, что проблема приобщения личности к ценностям культуры рассматривались с разных точек зрения, но аспект приобщения будущих учителей технологии и эко-

номики к ценностям культуры является малоизученным и не был предметом самостоятельного исследования. Вместе с тем, в практической деятельности ощущается необходимость проведения такого исследования, поскольку этот вид предметной подготовки имеет ярко выраженные специфические особенности.

В то же время по-прежнему сохраняется диспропорция в профессиональной и культурной подготовке студентов вуза, которая выражается в направленности его образовательного процесса на подготовку только учителя-предметника.

Теоретическое изучение темы и анализ реальной педагогической практики позволяет выявить несколько факторов сдерживающих приобщение будущего учителя к ценностям культуры. Среди них:

- недостаточно развитая мотивация преподавателей вуза на решение задач приобщения к ценностям культуры;

- отсутствие у преподавателей необходимых знаний приобщения к ценностям культуры средствами предметов;

- недостаточная ориентация методического аппарата учебников и учебных пособий предметной подготовки на выявление её культурологического потенциала;

- отсутствие специальной диагностико-методической литературы, которая бы позволяла преподавателям овладеть диагностическими умениями в области изучения уровня развитости ценностей культуры личности и создания условий для ее целенаправленного развития.

Разрешение названных противоречий, позволили сформулировать проблему каковы условия