

DEVELOPMENT OF EDUCATION MANAGER'S PROFESSIONALISM

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Abstract: Modernization processes in the sphere of modern Russian education actualize the need to train education managers capable of professional management of innovative development of educational systems. The existing continuous pedagogical education in Russia does not provide for systematic training of education managers to manage the development of educational systems (headteachers, their deputies, methodologists, specialists of education management bodies). Additional

professional education (institutions of advanced training and retraining of teachers) partially tries to solve this problem, but the level of this training cannot be sufficient in connection with the new challenges of modernization of education and the development of innovative management technologies. The constantly changing municipal educational space of the region, accompanied by growing needs for the expansion of educational services, makes new demands on educational

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institutions not only in the preparation of graduates in new specialties, but also in the training of education managers capable of designing innovative development of the educational system. The content foundation of the development system of education manager's professionalism are: creative development of the theory and experience of domestic pedagogical culture, understanding of traditions and prospects of development of the education system; predicting, designing and implementing innovative changes in the training of education managers to innovations in specific educational institutions.

Keywords: educational systems, educational organizations, educational services, education manager, management culture.

Introduction

The authoritarian style of education management that was developed for many decades led to the fact that the teacher, and especially the head of educational organizations, is not ready to take into account the ongoing social changes in society and in

488
education in a timely manner and coordinate their activities accordingly. A modern education manager should be able to navigate the prospects of harmonization of domestic modernization directions of education development with international practice [1-9].

The processes of modernization, restructuring and optimization of domestic education require education managers to analyze the educational process, choose the optimal strategy and tactics for the development of an educational organization, offer and develop individual educational trajectories to students, be responsible for management decisions, carry out control, corrective and evaluation functions in a modern competitive educational organization.

Now there is a process of comprehension of educational process from the point of view of economy, management, pedagogics, psychology for the purpose of giving it scientific character and validity. Many foreign and Russian researchers are convinced that management is in demand not only in production processes, but also in the

field of complex pedagogical systems [10-19].

Functions of the education manager in modern conditions of modernization of education differ from earlier existing ones both in orientation, and in the content. First of all, they involve the development of teachers of various types of professional activity of innovative level: managerial and pedagogical, research and didactic, methodological and organizational, prognostic and design, reflective. Implementation technology of these activities of the education manager is based on the implementation of the requirements of entering the European educational space, meeting the needs of modern society and the individual in quality educational services, ensuring the possibility of implementing the individual trajectory of education of the student, introduction of innovations and possession of reflection of the professional activity on achievement of predicted results [20-26].

Polyfunctional activity of the education manager at the same time involves the solution of a number of complex and changing educational tasks and requires high professionalism, which

489

is expressed in the ability to scientific and pedagogical research of topical and underdeveloped problems not only in the educational process, but also in the entire educational system as a whole.

Literature review

The education manager is the subject of management of learning, education and development of student's personality, realizing in teaching practice management and pedagogical functions, providing training specialist in demand on the labor market through the use of labor, material, informational, socio-economic, scientific and teaching resources using the principles, functions, methods, technologies of management.

Management and pedagogical activity is a system sequence of algorithmic steps aimed at designing a comfortable educational environment, socialization of students, effective training of subjects of the educational process in the relationship "administrative management — management of the educational process — self- management", which guarantees the continuous development of the educational organization.

Managerial and pedagogical training is a specially organized

educational process for the purpose of productive dialogue between the teacher and students, the main result of which should be readiness for future professional activity, based on deep knowledge, and formed competencies in the field of managerial and pedagogical activity.

At the level of general scientific methodology, the main principles were the unity of systemic and holistic approaches in the study of the heritage of national pedagogical culture, pedagogical anthropology, the unity of theoretical and empirical, cultural and axiological principles, activity and personality-oriented approaches.

Using a combination of general and specific methodology required the development and justification of the categorical apparatus of research, identifying leading ideas and methods of theoretical foundation, scientific description of the studied experience of pedagogical culture of the past and modern, analysis, generalization, synthesis, experimental testing and evaluation of the effectiveness of the developed pedagogical systems and their implementation in the pedagogical reality.

The concept of “professionalism” of the teacher in the philosophical views of domestic teachers-scientists (K. D. Ushinsky, V. V. Zenkovsky, I. A. Ilyin) is considered mainly with respect to spiritual and moral values as the fundamental guidelines for the formation and development of the teacher. In modern pedagogy, this concept is the object of research of the following leading domestic teachers: N. A. Nikandrov, B. S. Gershunsky, V. A. Slastenin, V. N. Slobodchikov and others. Analysis of ideas of scientists-teachers of the late XIX-early XX century (N. I. Pirogov, K. D. Ushinsky, I. A. Ilyin, V. V. Zenkovsky, etc.) and modern researchers of the problem of formation of professionalism of the teacher and the head (O. S. Anisimov, G. S. Sukhobskaya, V. A. Slastenin, M. M. Potashnik, etc.) enriched with new content the main categories of the research apparatus, revealed common and different in determining the essence of the integral personality of the teacher-professional. Thus, the thesis of teachers-philosophers of the late XIX-early XX century about the primacy of the value component is ignored by

modern scientists, which can lead to the justification of any means, methods of achieving results, including personal alienated, harmful ways of influencing the managed system.

The analysis of methodology of the educational process focused on formation and development of professionalism of the education manager in domestic pedagogical culture revealed features of ideas of philosophers-teachers concerning concept “professionalism”. Important pedagogical means of formation and development of professionalism of the teacher N. I. Pirogov recognizes education, K. D. Ushinsky – identification with experience and culture of the people, V. V. Zenkovsky – integral outlook, I. A. Ilyin – personal spiritual and life experience, V. A. Sukhomlinsky – humanistic traditions and belief in own creative and spiritually-moral forces, V. A. Slastenin – “self-organization of qualitative changes in the person and activity”, N. D. Nikandrov – values of society, V. I. Slobodchikov – psychological anthropology. The essential meaning of the ideas of Russian philosophers-teachers in respect of teacher education

491

is to restore the spiritual forces of the person, freedom of self-determination and self-development, in “empirical nature transformation” (V. V. Zenkovsky), in the spirit of national patriotic pride for their native country, native language, native people, acceptance of the best ideas of national culture.

Modern theoretical and methodological directions of research are presented in the following approaches: activity-based, based on system and personality-oriented approach in the preparation of teachers for professional management of educational processes (B. G. Ananyev, O. S. Anisimov, A. N. Leontyev, A.V. Petrovsky, etc.); cultural revealing the individual, general and special in the philosophy and pedagogy of education (E. I. Artamonova, E. B. Bondarevskaya, B. T. Likhachev, V. A. Slastenin, etc.); axiological considering man as the supreme value of society, education as a process of interiorization of moral and spiritual values of national culture (E. P. Belozertsev, V. A. Belyaeva, B. S. Gershunsky, N. D. Nikandrov, Z. I. Ravkin, etc.); acmeological representing directions of development of the

professionalism of specialist of the highest level (B. G. Ananyev, O. S. Anisimov, A. A. Derkach, N. V. Kuzmina, L. V. Abdalina, etc.). In each of the approaches, the value component is mentioned as a culture-forming component of the education manager, but specific guidelines and recommendations for its formation are not considered. For example, M.M. Potashnik, A.M. Moiseev, V.P. Simonov, P.I. Tretyakov, S.V. Kulnevich consider professionalism of the education manager from a position of management, performance of a number of functions (intellectual, technological, communicative, etc.) by them. N. D. Nikandrov identifies the directions of innovative development of education in Russia and actualizes the ability of the teacher-leader to realize the target meanings of the state educational policy for purposeful management of the educational process and innovative transformations. In representation of professionalism (B. S. Gershunsky) at the education manager their valuable qualities dominate as they provide sustainability, stability and invariability of principles of management of any innovations in changing conditions.

We agree with A. A. Petrenko that the professionalism of the education manager is an integrative set of professional operational abilities of reflection and self-determination of the changing educational space in the current situation; forecasting and goal setting perspective development of the educational system, which are the basis of value-semantic orientations of domestic pedagogical culture; designing and implementation of innovative processes, providing a new level of development of the educational institution.

In the study of scientific-pedagogical literature we came to the conclusion that the professional activity of education manager correlates with the perspectives of development of the whole education system that is in constant development and improvement using innovative processes in the design and testing of managerial, meaningful, action-engineering, control and evaluation elements of the educational process.

As a result of analysis of the ideas of the scientists of late XIX – early XX century, late XX – early XXI century it was determined that the formation and

development of professionalism of the teacher-leader is a dialectical process in which the emergence of professionally-personal characteristics and qualities that contribute to innovative management of educational systems, where the values are the creative force that makes the teacher capable of transforming the surrounding world and themselves.

Proposed Methodology

Features and essential characteristic of professional activity of the education manager are defined by ability and readiness to carry out congruent types of activity taking into account professional functions of the manager: prognostic, social and economic, administrative, designing, combined. The main task of the education manager is to organize the educational process effectively, ensuring the quality of professional educational services in a competitive environment between educational institutions.

The leading direction in the professional training of the education manager is the preparation for the implementation of managerial and pedagogical activities, involving the relationship of managerial and

pedagogical university training, taking into account the complexity, consistency, integrativity.

On the basis of the studied scientific and pedagogical sources on pedagogical management, we identified the basic theoretical approaches that are the basis of managerial and pedagogical training of education managers: *system* (responsible for the relationship of all components of vocational training), *program-target* (implements the hierarchy of goals in the management structure of the educational organization), *professionographic* (studies professional activities and personality model of the future education manager).

During the study, we focused on the *professiogram* of an education manager developed by the E. V. Pichugina, under which the researcher understands the description of the essential characteristics of the profession taking into account the requirements, ranks, abilities, skills and qualities of specialist at the basis of their qualification requirements.

Analysis *professiological*, normative, psychological, informative, personal, technological, information sets

of profессиogram revealed that using profессиogram it is possible to examine diverse activities of education manager along two vectors: the personality model and operation model of the future specialist:

1. *General characteristics of the specialty.* The field of professional activity of the education manager — ensuring effective management of the educational process; organization of management activities in the educational organization; practical implementation of pedagogical management in the conditions of development of the educational institution.

The education manager should carry out the following types of professional activity: social-pedagogical, organizational-administrative, social-economic, psychological-pedagogical, scientific-pedagogical, social-prognostic, economic-administrative, social-pedagogical, etc.

2. *Characteristics of personal and professional qualities and abilities necessary for the implementation of professional activities.*

3. *Content of education.* The following blocks that form the system of

knowledge, skills and abilities in the management and pedagogical sphere are identified: *general scientific* (general humanitarian, natural science disciplines designed to guarantee the classically fundamental training of education managers, the formation of managerial culture of specialists), *managerial* (provides effective pedagogical management), *economic* (responsible for the formation of economic competencies aimed at the successful adoption of economically sound management decisions to optimize costs and increase the profitability of the educational organization) and *pedagogical* (provides high-quality training of the education manager, a popular and successful specialist who is able to build their professional career that meets the requirements of the time and the development of society).

4. *Professional functions of education manager:*

- *at the administrative level:* development of conceptual provisions of strategic development of the educational organization with involvement of experts in the field of pedagogical management, economy, psychology, quality management of educational

services; development of plans and forecasts of effective work of pedagogical staff and all educational organization as a whole; organization of effective and system work on management of pedagogical personnel in educational institution and innovative pedagogical activity; development of plan of motivation and stimulating professional activity of teachers and administrative staff, monitoring and evaluation of activities of structural divisions and specific pedagogical worker.

- *at the pedagogical level* the following functions are implemented: *educational* (pedagogical support of laying the base of systemic knowledge and practical skills of professional activity); *upbringing* (formation of professional and motivational vector of students, formation of managerial culture of the future education manager); *developmental* (raising the level of professional knowledge, formation of professionally important qualities of the future education manager); innovative (implementation of innovations in pedagogical practice of the educational organization increasing efficiency of

educational process); methodical, scientific and other functions.

- *at the level of self-management*: setting goals for personal self-development and professional improvement; formulation of tasks for the effective achievement of goals; willingness to take risks in making managerial decisions in conditions of uncertainty; possession of time management technologies.

Result Analysis

Constantly changing conditions of the external environment of any organization impose new requirements to the level of education, qualification of education managers, which contributes to the development of such a concept and phenomenon as managerial culture.

Managerial culture of the manager is considered as a new and important direction in the field of management. This phenomenon is given great attention to, both from the heads of organizations and from the teaching staff of higher educational institutions, as a response to consumer demand. The managerial culture of the manager is inextricably linked with their personal qualities and professional skills and

abilities. The structure of managerial culture can be represented by three elements:

1. The totality of management knowledge is expressed in the form of acquired fundamentals of managerial theory and management, passed through the prism of consciousness, emotions and feelings.

2. Managerial relations that contribute to the application of

theoretical foundations in practice, socialization of management activities.

3. Managerial activity that allows transforming existing knowledge, norms and values into sustainable qualities and characteristics of a particular person.

To formulate the concept of “managerial culture of manager”, it is necessary to determine what place this culture occupies among other, related cultures (Fig. 1).

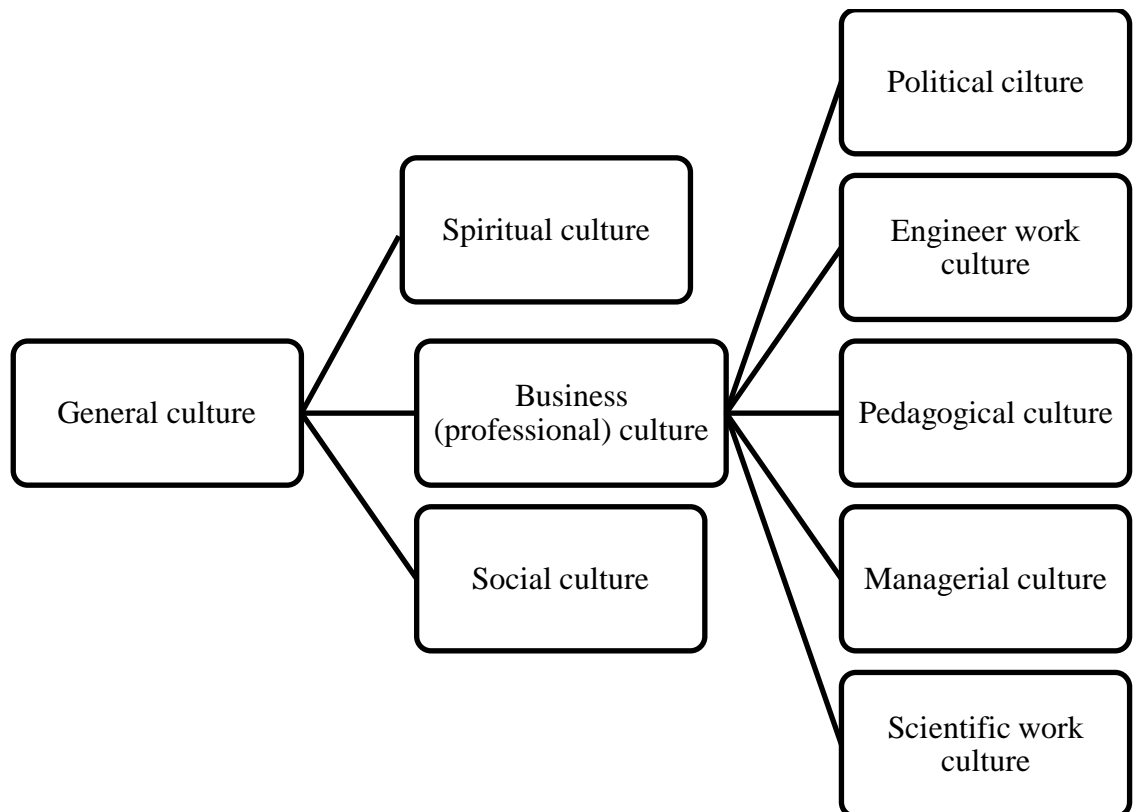


Figure 1. - Classification of culture

Figure 1 shows that managerial culture belongs to the category of professional culture.

Professional culture is an important socio-cultural factor in the formation of personality, which is characterized by norms and standards associated with a particular type of activity, defining the individual to a certain socio-professional group.

The managerial culture of the education manager assumes possession by the manager of the relevant knowledge which reveals the content of administrative functions, administrative communication, theories of motivation of employees, and also compliance to

requirements to personal characteristics of the head as the leader: their individual abilities and talents, professional competences. The managerial culture of the manager must be formed in the process of their professional training in higher education institution. The influence of the social environment and personal needs of the student contributes to continuous development and self-improvement. Assessment of managerial culture is carried out by dividing it into the levels shown in Fig. 2.

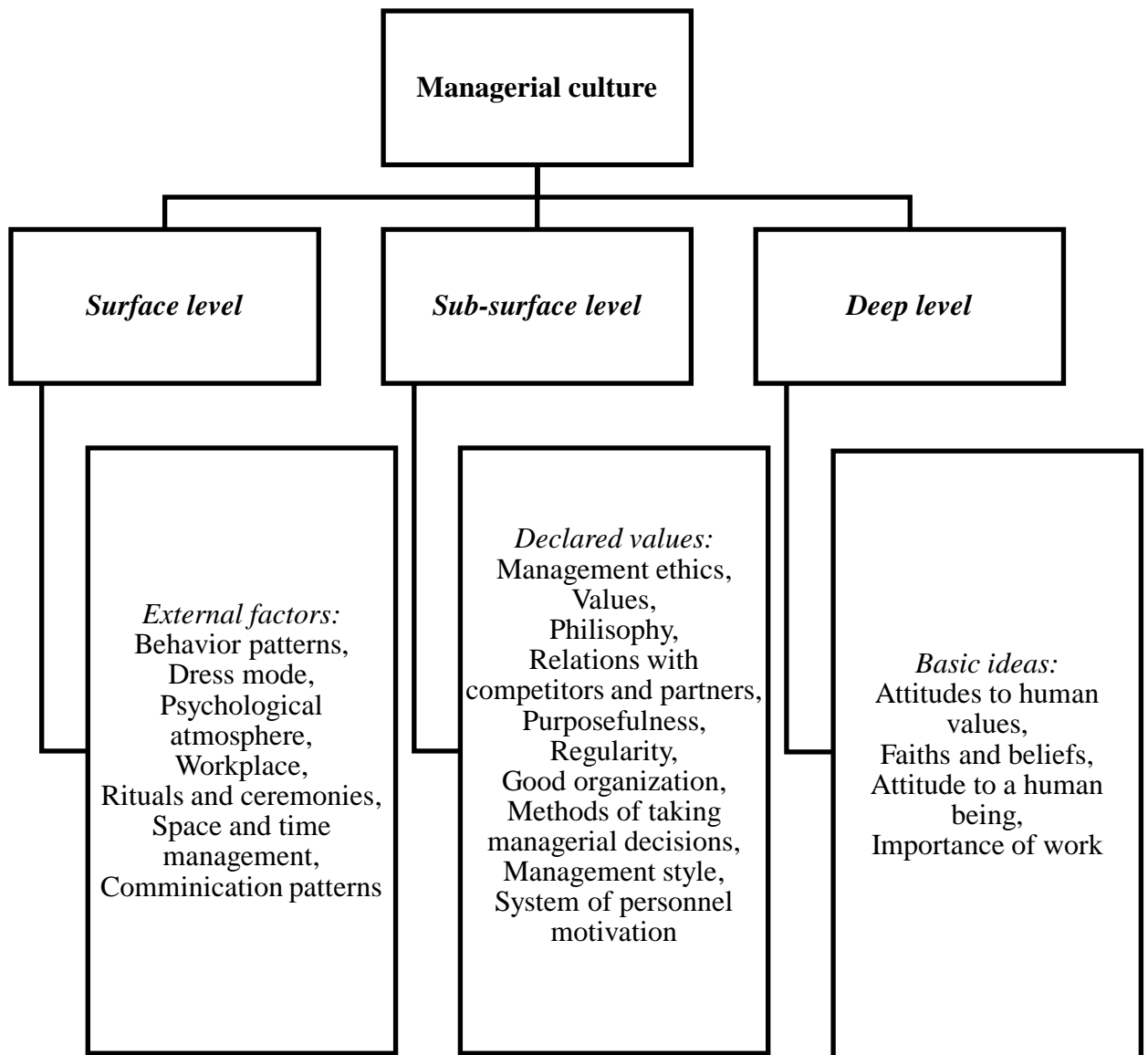


Figure 2. – Levels of managerial culture according to E. Shane

The management process exists in every area of human activity in which people's knowledge, skills and experience are required. The effectiveness of management activities depends on many factors, including individual psychological characteristics

of the individual, the degree of compliance of the individual with the characteristics of management, organizational skills, internal readiness for management, etc. Socialization has a significant impact on the formation of managerial culture of the manager. It is

in the conditions of social interaction that the manager begins to understand not only the goals of the organization, but also the individual goals of employees, which in turn determines the managerial culture.

Managerial culture is more practical than theoretical. Its peculiarity is that it is a practical system of measures and methods that are directly related to practice. In this regard, it is necessary to determine the functions that the managerial culture performs (table 1).

Table 1. – Functions of managerial culture

Function	Characteristic
1. Meaningful function	Positive impact on the formation of the image of the organization. Managerial culture is defined by the values that are created within the organization, and it is recommended to accept and maintain the values adopted by society, the target consumer.
2. Educational function	Reaction to the manager's activities, assessment of their behavior and actions in accordance with the managerial culture, accepted values and basic provisions. It demonstrates to the new generation applying for vacant jobs, good and bad management experience, showing different sides: moral and ethical, strategic, economic, etc.
3. Motivation function	Managerial culture should be adequate and objective in relation to the requirements for managers, business, and management, which in turn has a positive impact on the motivation of staff, indicating the fairness of management.
4. Selective function	Managers and heads are subject to natural selection in the process of interaction of individual and managerial cultures.

5. Communicative function	People and organizations with similar elements of managerial culture are interconnected, which contributes to solving problems of both internal and external communication.
6. Guide and control functions	They form and control the norms and principles of behavior of the team, which must be understood and accepted by each employee. They allow assessing correctly the readiness of the team to a comfortable management style and approve it for the effectiveness of the managerial culture as a whole.
7. Integrative and reflective function	It forms a specialist who is able to assess the quality of their work, who understands how to improve this quality, who is interested in their own development and improvement of their own skills, in accordance with the humanistic approach and values of the organization.

Managerial culture is formed, developed and functions in the process of practical activities of management entities. In order to improve the managerial culture it is necessary to use relevant knowledge of the essence of management and to apply modern methods of management, appropriate to organizational structure.

The quality of managerial culture depends entirely on the application of modern management methods, which characterizes the managerial culture as a set of management actions and decisions that

are aimed at preserving the integrity of the entire organization, as well as the development of individual structural units.

Conclusion

The main features of the manager's managerial culture that determine the professionalism of the education manager are:

1. Application and use of modern management innovative technologies.
2. The presence of professionally organized managers:

heads, leaders, as well as groups of professional experts.

3. Professionalism as the most important attribute of managerial and professional culture.

4. Communication culture is an important indicator of managerial culture, due to the fact that communication ensures the efficiency of work, mutual understanding, compliance with the rules of business and informal behavior.

5. Managerial ethics as an important indicator of the managerial culture of the manager is a set of rules and norms of behavior of the employee in relation to colleagues and management staff.

Thus, in the process of development of professionalism of the education manager of managerial culture is represented as theoretical, psychological and technological readiness and ability of the person to realize the knowledge of effective management competently in concrete situations, to show flexibility of professional thinking at the solving of administrative tasks.

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