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**DIAGNOSIS OF COMPETENCY OF MANAGERS IN THE
EDUCATIONAL SYSTEM**

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Abstract. *The article examines and analyzes the level and criteria of formation of professionally important qualities of education managers. Different interpretations of personal characteristics only manager emphasizes the importance of this aspect of the problem, without understanding what is impossible to determine ways of creating professionally important qualities.*

It is legitimate to divide the whole set of qualities of the manager into two large groups – personal and professional. By personal qualities include: communication skills, social responsibility, emotional balance and stress. Personal characteristics of the manager form the basis of his professional qualities. In accordance with the modern requirements professional qualities include the ability to create improved organizational structures, the ability to assess correctly the situation on the market, the ability to perform initial entrepreneurial calculations, willingness and ability to make business decisions.

For detection of formation of professionally important qualities of education managers on the basis of administrative activity, we have selected, are professionally important qualities: motivating needs, creative, managing and organizational, communicative, socio-psychological.

The average figures confirm the need for a focused formation and development of professionally important qualities of education managers. In this regard, the organization of training of managers requires the creation of pedagogical conditions that would ensure the formation and development of both personal and professionally important qualities.

Keywords: *manager's qualities, professionally important qualities of education managers, level-criteria classification.*

Professionalism of the manager is increasingly determined not only by practical experience but also by individual psychological characteristics which depend on the professionally important qualities. Therefore nowadays there is a demand in exploring personal qualities and professional competence of managers that ensure successful functioning of economic and social institutions of society [4].

A lot of scientists worked on quality improvement of specialists training and on the formation of professionally important qualities, among them are: P. Ajutov, Y. Babanskiy, V. Beshpal'ko, T. Iljina, I. Lerner, P. Pidkasiy, A. Pryadeho, M. Retiviyh, T. Rubin, V. Symonenko, M. Skatkin, T. Shamova and others. Researches of the following scientists are dedicated to the issues of training for managers of educational system: L. Batchenko, L. Vaschenko, M. Drobnokhod, L. Karaschuk, N. Kolominskiy, V. Kryzhko, S. Krisjuk, A. Marmaz, E. Pavljutenkov, T. Rogov, T. Sorochan and others.

The purpose of this article is to analyze the diagnosis results of levels of formation of professionally important qualities of education managers.

Modern conditions dictate a radical change in the role of man in the control system, when it ceases to be part of the process, becoming the major resource of the organization. Therefore, priority management is to ensure the conditions for the fullest possible disclosure of human capabilities and maximize labor output in accordance with the terms of the present day and the organization's strategy. It is well known that effective leaders of organizations are important their personal qualities that allow to fully utilize the higher levels of needs and gain followers in the face of subordinates.

Research has shown what it is "universal" personal qualities are most important for a leader. However, different authors have their own approaches to the study of this problem, revealing the specific features of the individual leader in management. Thus, for example, F. Taylor identifies the following set of qualities: intelligence; education (specialized or technical); experience; tact; energy; ingenuity; honesty; common sense; health [5].

Manager's qualities are generalized and the most stable characteristics that have a decisive influence on the management activities. These are very difficult in psychological aspect formations which depend on many factors: the character traits, personality integration, its orientation, experience, skills, and business environment [1].

It is legitimate to divide the whole set of qualities of the manager into two large groups – personal and professional. E.M. Babosov identifies a number of personal qualities, being successfully implemented in various areas: talent; the pursuit of knowledge and a high level of intelligence; high level of professionalism; activity; initiative; reliability; impressive appearance; high degree of self-confidence; skill and ability to articulate clear goals and objectives, identify specific requirements for their achievement; the ability to mobilize people and rally them around to achieve this goal. Different interpretations of the personal characteristics of a manager only underlines the importance of this aspect of the problem, without understanding that it is impossible to determine the path of professionally important qualities. Personal characteristics of the manager form the basis of his professional qualities. In accordance with the modern requirements professional qualities include the ability to create improved organizational structures, the ability to assess correctly the situation on the market, the ability to perform initial entrepreneurial calculations,

willingness and ability to make business decisions. Professional qualities are a synthesis of professional competence and organizational skills of the manager [2].

For detection of formation of professionally important qualities of education managers on the basis of administrative activity, we developed a questionnaire and isolated groups of professionally important qualities:

- motivating needs (criteria: self-motivation, perseverance, dedication, commitment, ability to set and change quickly the purpose of the activity, depending on the changing situation, the ability to maintain interest in the activity);

- creative (criteria: the ability to operate in a situation of uncertainty, isolate problems, the ability to apply knowledge, the ability to generate management ideas, ability to produce a variety of management ideas, the ability to improve management techniques by modeling additional information, to apply knowledge, memories and images to create new ideas and to use the acquired knowledge and skills in a new way, the ability to make management decisions based on a thorough analysis of information, the ability to get maximum of information out of the situation, to process information);

- managing and organizational (criteria: readiness for economic activity, initiative, willingness to take responsibility for decision-making, the ability to develop strategy for the organization, the ability to predict the development of the institution, taking into account the socio-economic conditions, ability to plan, make decisions, manage, coordinate, apply different approaches to human resource management, carry out an analysis and evaluation of staff activity, conflict stability, willingness to take risks within reason, perseverance in the implementation of decisions, mastery of technology innovation, ownership of a comprehensive diagnosis of an institution);

- communicative (criteria: ability to conduct successfully business negotiations and meetings, presentations, strict adherence to business ethics, transparency, independence, flexibility, correctness, accuracy);

- socio-psychological (criteria: ability to organize teamwork, ability to create a climate of confidence in the team, the ability to build and maintain the health team, develop subordinates) [3].

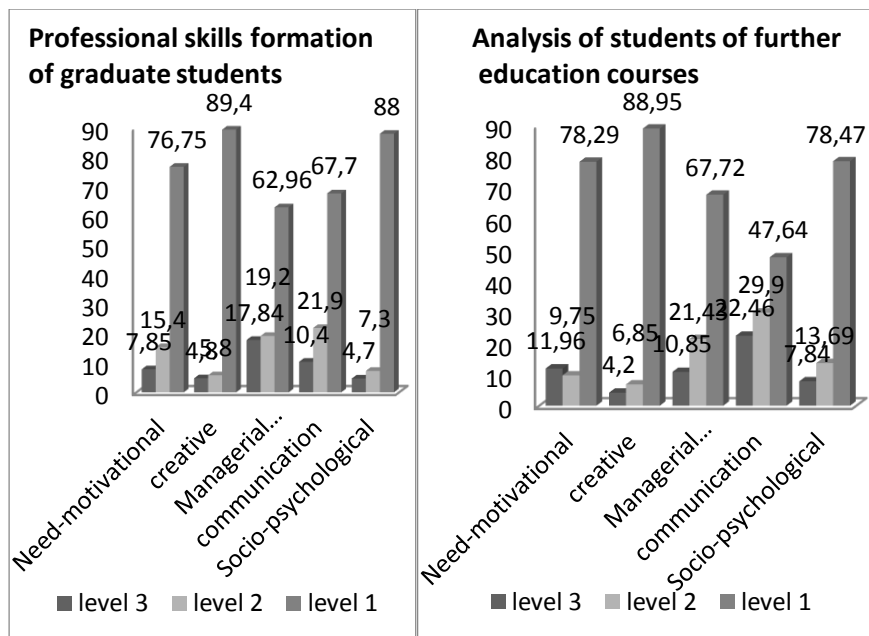
Based on the analysis of existing approaches we have defined levels of formation of professionally important qualities, namely: 1. – the low level of development of a given quality, 2. - a sufficient level of development of a given quality, 3. - high level of development of a given

quality. Based on this level-criteria classification, we conducted a pilot diagnosis of graduate students in the specialty "Management of educational institutions" of South Ukrainian National Pedagogical University named after K. D. Ushynsky (Odessa, Ukraine) and students of further education courses (practicing education managers: directors and deputy directors with different work experience in an executive position) in Odessa region. The total number of respondents was 53 people. We consider the comparative characteristic of professional skills formation of graduate students and students of further education courses.

Graduate students that have need and motivation qualities at the high level formed in 7.85% of the respondents, at the sufficient level - 15.4% of the respondents, at the low level – 76.75%. Creative skills at the high level formed in 4.8% of the respondents, at the sufficient level - 5.8% of the respondents, and at the low level – 89.4%. Management and organizational skills at the high level formed in 17.84% of respondents, at the sufficient level – 19.2% of the respondents, and at the low level – 62.96%. Communication skills at a high level formed in 10.4% of the respondents, at the sufficient level – 21.9% of respondents, and at the low level – 67.7%. Socio-psychological qualities at a high level formed in 4.7% of the respondents, at the sufficient level – 7.3% of the respondents, at the low level – 88%.

The results of the analysis of students of further education courses (education of practicing managers) give such indicators. Maturity of the need and motivation qualities at the high level formed in 11.96% of the respondents, at the sufficient level – 9.75% of the respondents, and at the low level – 78.29%. Creative skills at the high level formed in 4.2% of the respondents, at the sufficient level – 6.85% of the respondents, and at the low – 88.95%.

Management and organizational skills at the high level formed in 10.85% of the respondents, at the sufficient level – 21.43% of the respondents, and at the low level – 67.72%. Communication skills at a high level formed in 22.46% of the respondents, at the sufficient level – 29.9% of the respondents, and at the low level – 47.64%. Socio-psychological qualities at a high level formed in 7.84% of the respondents, at the sufficient level – 13.69% of the respondents, and at the low level – 78.47%.



It should be noted that the results obtained in the pilot study are very conditional because people are not always able to assess yourself objectively. However, the average figures confirm the need for a focused formation and development of professionally important qualities of education managers. In this regard, the organization of training of managers requires the creation of pedagogical conditions that would ensure the formation and development of both personal and professionally important qualities.

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FORMATION OF PROFESSIONAL CULTURE OF THE FUTURE GOVERNORS OF EDUCATIONAL INSTITUTIONS

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***Abstract.** The modern manager must be able to solve complex tasks that require skills to analyze a large amount of factual material, summarize trends, predict the development of the educational system, to make decisions, organize their implementation, to evaluate the results. This requires careful study and understanding of the scientific approaches to the management of the school, which provides Master's training.*

This article deals with the possibility of formation of the professional culture of the future governors of educational institutions in the structure of the master training. Attention is drawn to the fact that under current conditions, the higher pedagogical education in itself is not enough for generating the necessary level of administrative competence. In this connection, among the modern governors of educational institutions a professional master training in the specialty "Management of educational institutions" is becoming popular. Master training of future governors of secondary schools provides a teacher with a high level of vocational preparation for carrying out his/her functions of the governor of the educational institution.

***Keywords:** master training, governors of educational institutions, professional culture.*

Today, the education is the basis for the well-being for the society as a whole, and for each person, in particular. The process of preparation of qualified specialists is one of the main problems of professional pedagogy. When speaking about the formation of the professional, it can be stated that an important problem of the modern vocational preparation is the work for obtaining the final result, which would act as the ability of the graduated person to easily adapt to the changes of the surrounding society and the development of his/her professional competence and culture. A future specialist with a high level of well-formed professional culture has a possibility to analyze different situations more flexibly, to give a quick response to changes in the social, cultural and economic life of the society,