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Алісаускіене Мілда – доктор соціальних наук, професор, завідувач кафедри соціології Університету імені Вітовта Великого (Каунас, Литовська Республіка)

Гражісене Віталія – доктор педагогічних наук, завідувач відділу якості освіти Вільнюської академії мистецтв (Вільнюс, Литовська Республіка)

Конрад Яновський – PhD, ректор Економіко-гуманітарного університету у Варшаві (Варшава, Республіка Польща)

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PEDAGOGICAL CONDITIONS FOR ENHANCING THE MANAGERIAL COMPETENCE OF FUTURE EDUCATION MANAGERS

ПЕДАГОГІЧНІ УМОВИ ДЛЯ ПІДВИЩЕННЯ УПРАВЛІНСЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МЕНЕДЖЕРІВ ОСВІТИ

The article is devoted to the analysis of pedagogical conditions that contribute to the development of managerial competence of future education managers. In the current conditions of education reform and increased requirements for the effectiveness of management of educational institutions, the development of managerial skills is one of the priorities of training specialists in the field of education. The aim of the study is to identify the key components of managerial competence, assess their impact on the training of future education managers and identify pedagogical conditions that facilitate this process.

Competence is an important criterion by which the effectiveness of specialists in any field is assessed. It provides the ability to perform at a high level, adapt to a changing environment and solve complex problems. In the context of education, the development of competencies in future education managers is becoming a priority, as it contributes to their readiness for professional activity and a successful career.

Managerial competence is a set of knowledge, skills and personal qualities that ensure a person's ability to effectively perform managerial functions in organizations, including educational institutions. Managerial competence is a key factor in the success of educational managers, as it determines their ability to adapt to change, make informed decisions and ensure the quality of educational services.

The article discusses the pedagogical conditions, in particular the integration of theory and practice, which involves a close combination of theoretical knowledge and real managerial tasks. Practice-oriented learning is aimed at involving future educational managers in management processes as much as possible. The use of interactive methods such as group discussions, trainings, and business games promotes critical thinking and decision-making. Reflection and self-analysis allow you to better understand your strengths and weaknesses, evaluate your performance and use this knowledge for further professional development. An important condition for improving managerial competence is the involvement of experts and practitioners.

The proposed pedagogical conditions are implemented through practical tasks that allow future educational managers to acquire the necessary management skills and apply theoretical knowledge in practice.

The article notes that effective training of future educational managers requires an integrated approach that combines theoretical knowledge, practical activities and continuous development of managerial competence. The recommendations provided are aimed at ensuring a high level of professional training of specialists capable of effectively solving managerial tasks in the modern education system and can be used to improve educational programs for the training of educational managers.

Key words: managerial competence, pedagogical conditions, future education managers.

Стаття присвячена аналізу педагогічних умов, що сприяють підвищенню управлінської компетентності майбутніх менедже-

рів освіти. У сучасних умовах реформування освіти та посилення вимог до ефективності управління освітніми закладами розвиток управлінських навичок є одним із пріоритетів підготовки фахівців у сфері освіти. Метою дослідження є визначення ключових компонентів управлінської компетентності, оцінка їх впливу на підготовку майбутніх менеджерів освіти та виокремлення педагогічних умов, що сприяють цьому процесу. Компетентність є важливим критерієм, за яким оцінюється ефективність фахівців у будь-якій галузі. Вона забезпечує можливість виконувати роботу на високому рівні, адаптуватися до змінюваного середовища та вирішувати складні задачі. У контексті освіти формування компетентностей у майбутніх менеджерів освіти стає пріоритетним завданням, оскільки це сприяє їхній готовності до професійної діяльності та успішної кар'єри.

Управлінська компетентність – це комплекс знань, навичок і особистісних якостей, які забезпечують здатність особи ефективно виконувати управлінські функції в організаціях, зокрема в освітніх закладах. Управлінська компетентність є ключовим чинником успіху менеджерів освіти, оскільки вона визначає їхню здатність адаптуватися до змін, приймати обґрунтовані рішення та забезпечувати якість освітніх послуг.

У статті розглянуто педагогічні умови, зокрема інтеграцію теорії з практикою, яка передбачає тісне поєднання теоретичних знань із реальними управлінськими завданнями. Практико-орієнтоване навчання націлене на те, щоб максимально залучити майбутніх освітніх менеджерів до управлінських процесів. Використання таких інтерактивних методів, як групові дискусії, тренінги, ділові ігри, сприяє розвитку критичного мислення та прийняття рішень. Рефлексія і самоаналіз дозволяють краще розуміти свої сильні та слабкі сторони, оцінювати результати діяльності та використовувати ці знання для подальшого професійного розвитку. Важливою умовою для підвищення управлінської компетентності є залучення експертів і практиків.

Запропоновані педагогічні умови реалізуються через практичні завдання, що дозволяють майбутнім освітнім менеджерам набутти необхідних навичок управління та застосовувати теоретичні знання на практиці. У статті зазначено, що ефективна підготовка майбутніх менеджерів освіти вимагає комплексного підходу, який об'єднує теоретичні знання, практичну діяльність і постійний розвиток управлінської компетентності. Надані рекомендації спрямовані на забезпечення високого рівня професійної підготовки фахівців, здатних ефективно вирішувати управлінські завдання в сучасній системі освіти й можуть бути використані для вдосконалення навчальних програм з підготовки освітніх менеджерів.

Ключові слова: управлінська компетентність, педагогічні умови, майбутні менеджери освіти.

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Budianska V.A.,

Ph. D.,

Associate Professor at the Department of Pedagogic, Foreign Philology and Translation
Simon Kuznets Kharkiv National University of Economics

Zakharova G.V.,

Ph. D.,

Associate Professor at the Department of English Philology and Foreign Language Teaching Methods
V. N. Karazin Kharkiv National University

Problem Statement in General Terms. The modern world of education requires highly qualified managers who are able to adapt to rapid changes and challenges. Pedagogical conditions play a key role in shaping the managerial competence of future education managers. In connection with the reforms in education aimed at improving the quality of teaching and management of educational institutions, it is important to investigate what pedagogical conditions ensure effective training of specialists. Studying this issue will help to improve educational programs and increase the professional readiness of future managers, which, in turn, will affect the development of education in general.

Analysis of recent research and publications. The concepts of competence and managerial competence have been studied by many scholars in various fields. D. H. Gale defined competence as the ability to perform tasks based on knowledge and skills. L. B. Becker developed the concept of competence in the context of education, emphasizing the importance of not only theoretical knowledge but also practical skills. D. H. Kerr studied managerial competence, focusing on leadership qualities and communication skills necessary for successful management.

Ukrainian scholars have also made a significant contribution to the development of theory and practice in the field of competence and managerial competence, shaping modern approaches to training. O. Buriak studied managerial competence in the context of education, focusing on the training of education managers and their professional development. L. Hryniova conducted research on the formation of competence in pedagogical activities, focusing on the importance of pedagogical conditions for the development of management skills in students. G. Snitko studied the issue of managerial competence in the context of educational management, emphasizing the need to integrate managerial skills into curricula. O. Kostenko dealt with the issues of competency-based approach in education, studying how pedagogical conditions can influence the development of managerial competence in future professionals.

Identification of previously unresolved parts of the overall problem. Despite the large number of studies on this issue, it is worth noting that modern educational programs do not always take into account new challenges in education management, such as digitalization, inclusiveness, and globalization. This requires analysis and improvement of pedagogical conditions that affect the training of future education managers.

The purpose of this article is to identify the pedagogical conditions that contribute to the development of managerial competence of future education managers and to determine their impact on the effectiveness of training in the field of education.

The objectives of the article are: 1) to define the concepts of «competence», «managerial competence»; 2) to emphasize the importance of managerial competence for the development of education in the context of modern challenges and reforms; 3) to identify pedagogical conditions for improving the managerial competence of future education managers; 4) to formulate practical recommendations for improving the pedagogical conditions for training future education managers; 5) to provide examples of practical tasks for improving the managerial competence of future education managers.

Presentation of the Main Material. In the current context of reforming the education system and introducing new management approaches, the issue of training competent educational managers is of particular importance. The managerial competence of future professionals is a key component of the successful functioning of educational institutions, which requires a detailed study of the pedagogical conditions for its effective formation. Changes in the field of education in the context of globalization and technological progress require educational managers not only knowledge but also the ability to effectively manage processes in a dynamic environment. The development of managerial competence in educational institutions is an important aspect of training future education managers, which requires a detailed analysis of pedagogical conditions and methods.

The concept of «competence» is key in the context of modern education and management training. In the scientific discourse, it is seen as an integrative characteristic of a personality that includes not only knowledge and skills, but also the readiness to apply them in different life situations. Competence encompasses a set of psychological, motivational and behavioural components that allow a person to act effectively and achieve their goals.

The dictionary of foreign language words states that «competence (from the Latin *competentis* – proper, appropriate) means awareness, knowledge, authority» [9, p. 282].

I. Ziaziun interprets competence as the ability to solve professional problems of a certain defined class, which requires real knowledge, skills, abilities, experience [5, p. 14].

C. Vitvitska defines competence as a specific ability of a person to be productive in a particular subject area, which includes highly specialised knowledge, skills and abilities, experience of their use in real life, and a responsible attitude to the performance of production functions [3, p. 54].

H. Moyseyuk believes that «competence is a quality of a personality that is necessary for high-quality productive activity in a certain field» [8, p. 639]. The author emphasises that competence does not include abstract general and subject skills, but specific

life skills that are necessary for a person of any age or profession.

Thus, competence is a multifaceted concept that covers a set of knowledge, skills, abilities and personal qualities necessary for the effective performance of certain tasks or functions in professional activities. Competence is considered critical because it determines how well a person can cope with the demands of the professional environment.

Competences are divided into different types depending on their scope and components:

- general competence covers the general knowledge, skills and abilities required to perform a wide range of tasks in different areas of life. It is a basic level of competence that allows a person to act effectively in typical life situations;

- professional competence reflects the ability to perform specific professional tasks at a high level. It includes specialised knowledge, practical skills and experience required to work in a particular professional field;

- social competence is related to the ability to interact effectively with other people, communicate, cooperate, and resolve conflicts. This type of competence is important for teamwork and human resource management;

- communication competence means the ability to effectively convey information, use different styles and methods of communication depending on the situation and audience. It is important in any professional activity, especially for managers;

- information competence reflects the ability to find, analyse and use information from various sources. In today's digitalised environment, this competence includes skills in working with technology and the ability to critically evaluate the information received;

- personal competence reflects a person's internal capacity for self-development, self-regulation, self-control and readiness to solve problems. It is an important component for leaders and managers who need to be able to adapt to change and influence their own lives;

- cognitive competence is related to intellectual abilities, the ability to think analytically, solve problems and make decisions based on information analysis;

- managerial competence covers the skills of managing people, resources, processes, as well as the ability to make decisions, develop strategies and provide leadership. This type of competence is key for educational managers and leaders.

Each of these types of competence may have different meanings and applications depending on the context, for example, in the professional or educational sphere.

The concept of «managerial competence» in the scientific discourse is interpreted as the ability of an individual to effectively solve managerial tasks using

a set of psychological, communication and organisational skills.

L. Vasylychenko and I. Hryshyna emphasise that managerial competence should be considered as a special type of knowledge organisation, which is the basis for making effective managerial decisions [1, p. 65].

According to O. Lutskyi, managerial competence is a complex individual and professional formation that integrates professional theoretical knowledge, practical skills, professional and personal values and qualities, ensures qualified management activities and conscious choice of behavioural models [7, p. 131–134].

According to V. Lavruk, «managerial competence is knowledge of forms and methods of school management, high methodological culture of the head in solving issues of school management, knowledge of the principles and operational and technological functions of management, knowledge of the specifics of school management in the development mode, knowledge of the basics of economics and marketing, ability to implement managerial functions in practice, optimally involving human resources in the performance of tasks» [6, p. 56].

According to R. Vdovychenko, managerial competence is not only knowledge, skills, abilities, professional and personal qualities, norms and behavioural patterns, but also a psychological tool for influencing personal and professional development [2].

A. Hrusheva studies managerial competence as a socially determined systemic dynamic component of professional competence, which is activated in the process of managerial activity and is aimed at achieving goals through the application of knowledge, skills, abilities and professionally important qualities that determine the ability of a future specialist to perform productive professional activities [4].

Managerial competence is critical for future education managers, as it directly affects the quality of educational services and the effectiveness of management decisions. In the face of dynamic changes in education, such as the introduction of new technologies, curriculum reforms and the changing needs of society, managers must be prepared to adapt and make strategic decisions.

Managerial competence is a set of knowledge, skills and personal qualities that allow you to effectively perform managerial functions. The main components of managerial competence include: a deep understanding of educational processes, legislation, pedagogical methods and current trends in education; the ability to lead a team, motivate employees, make decisions and take responsibility for the results; the ability to communicate effectively with various participants in the educational process, including students, parents, colleagues and administration; the ability to analyse information, evaluate results and

make informed decisions based on data; the ability to plan and organise work, manage.

Thus, the development of managerial competence in future education managers is a priority task for educational institutions, which requires the introduction of modern pedagogical conditions and approaches to teaching. This will ensure the training of highly qualified specialists capable of effectively managing educational processes and influencing the development of the education system as a whole.

The need to distinguish pedagogical conditions in the context of managerial training of future education managers is important for the formation of a competent and effective specialist. Managerial training requires not only theoretical knowledge but also the development of practical skills that allow adaptation to real challenges in the field of education. That is why pedagogical conditions play an important role in creating an educational environment that ensures a balance between theory and practice.

In the context of training future education managers to improve their managerial competence, the following pedagogical conditions can be distinguished:

1. Integration of theory and practice. This implies a close combination of theoretical knowledge and practical activities. The theoretical framework helps students to understand the basics of educational management, management processes and mechanisms, but without practical application, this knowledge can remain only an abstraction. Therefore, the use of real-life cases, internships, and participation in project activities in educational institutions allows students to put their knowledge into practice. Students can participate in solving current management problems or in developing strategies for the development of educational institutions. This form of education allows for a better understanding of real-life processes in management and decision-making.

2. Practice-oriented training is aimed at involving future education managers in real-life management tasks and processes as much as possible. This helps students to acquire not only knowledge but also important managerial skills such as planning, organising, controlling and motivating. They perform real-life management tasks, are involved in the organisation of educational projects, internships, or participate in simulations that mimic working in a managerial role. For example, these can be business games that offer solutions to complex management situations, develop strategies for the development of educational institutions, or manage human resources.

3. The use of interactive teaching methods such as group discussions, trainings, business games and workshops, which promote the development of critical thinking and decision-making skills. These methods help to intensify the learning process and create conditions for deeper learning, contributing to the development of communication and leadership skills.

During their studies, future education managers take part in group discussions, solve real-life problems, work together on projects or analyse case studies on the management of educational institutions. This approach stimulates the exchange of experience and helps to better understand complex situations, developing effective communication, collaboration and leadership skills.

4. Reflection and self-analysis help to realise one's strengths and weaknesses, analyse the results of one's actions and use the knowledge gained for further self-improvement. This contributes to the development of critical thinking and the ability to continuously develop oneself. Students regularly receive assignments for self-analysis or writing reflective essays in which they describe their management decisions, evaluate their mistakes and achievements. Teachers create an environment where future education managers can talk openly about their difficulties and successes. This allows everyone to realise how they can improve their management skills and better adapt to the challenges of real life.

5. Involvement of professional experts and practitioners is an important condition for improving managerial competence. It enables future education managers to gain knowledge based on practical experience and to learn modern approaches to education management. Practitioners can be involved through workshops, lectures, trainings or consultations from successful managers and leaders of educational projects. This provides an opportunity to learn about the real challenges in the educational system, get specific recommendations on how to solve problems and apply innovative management approaches.

Thus, the identified pedagogical conditions: integration of theory and practice, practice-oriented learning, use of interactive methods, reflection and self-analysis, and involvement of professional experts – create a comprehensive training system that meets the current challenges of education.

These conditions provide future education managers not only with the necessary knowledge, but also with practical skills to solve real management problems. Interactive methods and the involvement of practitioners develop critical thinking, communication and leadership skills in future managers, which are integral elements of effective management. Reflection and self-analysis contribute to continuous self-improvement and professional growth.

Thus, a comprehensive approach based on these pedagogical conditions is key to the successful training of competent educational managers who are able to implement innovative solutions and respond to current challenges and reforms.

In order to improve the pedagogical conditions for enhancing the managerial competence of future education managers, attention should be paid to several key aspects that can significantly increase

the efficiency of the educational process and make it more practically oriented and effective. Here are recommendations for improving these conditions.

Often, education management training programmes are limited to theoretical studies or short internships, which does not always allow future education managers to gain sufficient practical experience. Therefore, it is necessary to increase the number of hours for internships, practical projects, and interaction with real educational institutions. It is important to create partnership programmes with educational institutions of different levels (schools, universities, professional development centres) so that future education managers can work in real-life conditions. Cooperation with such institutions will allow students to go through different stages of management activities – from planning to monitoring and analysis of results. Such experience contributes to a deeper understanding of the real challenges in education and increases professional confidence.

Traditional teaching methods may not be flexible enough to develop the skills of independent decision-making and solving complex management problems in future education managers. In this case, more attention should be paid to problem-based learning, which involves solving real-life cases from the educational environment. Future education managers should work on projects that solve complex problems of managing educational institutions, organising educational processes, managing resources and personnel. This will help them develop critical thinking, analytical and forecasting skills. In addition, such training contributes to the development of teamwork skills and interaction with other professionals.

In the modern conditions of digitalization of the educational sphere, future education managers must be prepared to use technology effectively in their management activities. However, curricula often do not emphasise this enough. It is important to introduce digital tools into the educational process: from managing electronic documents to using platforms for monitoring and evaluating learning outcomes. Future education managers should learn how to work with educational technologies (cloud services, distance learning tools) to improve the efficiency of their management activities. It is also worthwhile to include elements of distance education in the curriculum, which expands the training opportunities for students and adapts them to new forms of management.

Future education managers often need individual support in the process of mastering management skills, especially at the initial stages of practical training. Therefore, mentoring and coaching programmes should be introduced, where experienced educational managers or teachers work with students individually or in small groups. A coach can help with specific management tasks, share experience and recommendations for improving skills. This creates an

opportunity not only to receive feedback, but also to better understand your own management style and areas for professional growth.

The importance of emotional intelligence and leadership skills in educational management is often underestimated, although these aspects are key to effective team management and conflict resolution. Training programmes for future education managers should include the development of emotional intelligence, leadership and team management skills. This can be done through specialised trainings on communication development, conflict resolution, stress management, as well as through role-playing and simulation of management situations. This will allow future education managers to learn how to work effectively with staff, manage the emotional climate in the team and build staff motivation.

Often, curricula do not include a systematic assessment of the extent to which the implemented pedagogical conditions contribute to the development of future educational managers' managerial competence. It is necessary to introduce systems for monitoring and evaluating the effectiveness of the educational process, which will allow for ongoing analysis of how well the pedagogical conditions help to develop managerial competencies. This can be done through student surveys, observation of their work during internships, and analysis of the results of completed projects and cases. The data obtained can be the basis for adjusting curricula and approaches.

Thus, the implementation of these recommendations for improving the pedagogical conditions for enhancing the managerial competence of future education managers will significantly improve the training of future education managers, making it more practice-oriented and flexible. A balanced approach that combines theory, practice, mentoring, reflection and the use of modern technologies will create conditions for the formation of highly professional specialists who are ready to meet the current challenges in the management of educational institutions.

Effective training of future educational managers depends on how well the pedagogical conditions are integrated with practical tasks aimed at developing managerial competences.

The proposed pedagogical conditions in combination with practical tasks form a comprehensive system of training future education managers, which allows not only to acquire theoretical knowledge but also to develop the necessary skills for effective management of educational institutions in modern conditions. In view of this, we offer tasks aimed at applying theoretical knowledge in practical conditions.

Analysing cases of educational institution management

Task description: Future education managers are asked to study specific cases of educational institution management, including solving problems with

the organisation of the educational process, human resources or financial planning. Each case should include a detailed description of the situation, and students should provide their solutions and strategies to overcome the challenges.

Aim: to develop critical thinking, analysis and management decision-making skills.

Expected outcome: future education managers will be able to demonstrate their competencies in the context of real-life management situations.

Designing a strategic development plan for an educational institution

Task description: future managers of education have to develop a detailed strategic plan for the development of an educational institution for five years. The plan should include an analysis of the current state of the institution, the definition of goals, the development of measures to achieve them, as well as the calculation of the necessary resources and control methods.

Objective: to teach students strategic planning, resource analysis and effective management in the context of educational reform.

Expected result: a ready-made plan for the strategic development of the institution, which can be used as a basis for real management decisions.

Developing an educational programme with a management focus

Task description: Future educational managers are tasked with developing an educational programme that contains components that contribute to the development of managerial competence in educational students (for example, the course 'Fundamentals of Educational Management'). The programme should cover both theoretical and practical aspects of managerial training.

Objective: to develop the skills of future education managers to design educational programmes and understand how to implement managerial competencies in the educational process.

Expected result: a designed educational programme that contributes to the development of managerial competence of future managers.

Interactive game 'Management Challenges'

Task description: future education managers take part in an interactive role-playing game where they play the role of heads of educational institutions. The game includes management challenges such as conflict resolution in the team, event organisation, crisis management, etc.

Aim: to teach quick decision-making, human resource management and response to unforeseen situations.

Expected result: the ability to respond quickly to various management problems and solve them effectively.

Assessment of own managerial competence

Description of the task: Future educational managers undergo a self-assessment of their managerial

competence through a questionnaire or a reflective essay. They have to assess their strengths and weaknesses as future managers and develop a professional development plan based on the results.

Objective: to promote reflection and self-analysis of students, to teach them to recognise their own potential and opportunities for development.

Expected result: an individual development plan based on self-assessment of managerial skills.

Organising and conducting a practical seminar

Task description: future educational managers have to organise and conduct a seminar for junior students or colleagues to present the results of their research or developed projects in the field of educational management.

Objective: to improve communication, team planning and management skills, as well as presentation of their own ideas to an audience.

Expected result: successful seminar demonstrating the ability of future education managers to organise educational events and interact with the audience.

Creating a business plan for an educational start-up

Task description: Future education managers work in teams to create a business plan for an education start-up. They have to develop a concept, conduct a market analysis, calculate the necessary resources and present the business plan to potential investors (teachers or other students).

Objective: to teach future education managers about entrepreneurship in education and the formation of ideas that can be implemented in the education sector.

Expected result: a business plan ready for presentation and implementation.

The proposed practical tasks will help future education managers not only to master theoretical knowledge but also to acquire practical skills necessary for effective management in modern educational institutions.

Conclusion. Effective improvement of the managerial competence of future education managers requires a comprehensive approach that includes the integration of theoretical knowledge with practical activities, the use of interactive teaching methods, the introduction of reflection and self-analysis, as well as the involvement of professional experts and practitioners. Pedagogical conditions, such as practice-oriented learning, active use of digital technologies and individualisation of the educational process, create a solid foundation for the development of key management skills in future educational managers. The implementation of these conditions not only enhances professional competence, but also improves the ability of graduates to effectively respond to modern challenges in the field of educational management.

This emphasises the importance of continuous improvement of pedagogical approaches and training

programmes, which will ensure high-quality training of future specialists and contribute to the development of the educational system in the face of constant change.

Thus, the creation and implementation of appropriate pedagogical conditions is an integral part of managerial training, as they form the basis for the development of managerial competence of future education managers, which ensures their readiness for professional activity in modern conditions.

Prospects for further research. Study of pedagogical approaches that allow flexible adaptation of curricula to the personal needs and abilities of future education managers, improving their management skills through personalised learning. Study of pedagogical conditions that contribute to the formation of an inclusive environment for students, regardless of their capabilities.

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