

Professional pedagogical formation of the competence of the teacher-manager

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Suggested Citation:

Nazira, M., & Natalya, M., Galiya, Z., Karas, & Gulbarshyn, B. (2021). Professional pedagogical formation of the competence of the teacher-manager. *Cypriot Journal of Educational Science*. 16(5), 2698-2712. <https://doi.org/10.18844/cjes.v16i5.6359>

Received from July 06, 2021; revised from August 22, 2021; accepted from October 25, 2021.

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Abstract

Recent studies have considered the practical aspect of professional and pedagogical competence formation of students of pedagogical specialties as future managers of the educational environment. Aim of the research is to develop theoretical foundation, methodology and psychological experimentation of psychological and pedagogical conditions for formation professional competence of managers in educational system. The research methods include description and classification, semantic data interpretation, methods of graphical representation of data, ranking as well as content analysis. The received results can be used in the development of competence of psychological and pedagogical field of knowledge, ability to have an active influence on the development process and self-development of social and valuable characteristics of the personality of future expert of the educational environment.

Key words: Competence; Communicative competence; Pedagogical education; Multilevel training; Teacher-manager.

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1. Introduction

In modern times of society development there was a change of paradigms of education from traditional to learner-centered. It demands from the higher school the improvement of training of highly skilled specialists-managers of the educational environment, their formation as the professionals who not only know deeply the profession and are easily oriented in the latest developments in the field of their professional activity but also who are pedagogically competent (Sylvia et al., 2020). Unconditionally the fact that the professional competence is the result of professional education criteria of which act as the public importance of expert's work results, his authority, social and labor status in specific industry of knowledge. Nowadays our education system needs erudite, freely and critically thinking expert, ready to research work, to realization of personal approach in designing of strategy of own professional and personal formation, capable to self-actualize in the professional activity, to find professional competence, personal authority and status (Hutorskoy, 2019).

Scientific hypothesis of the research is if the theoretical foundations of an professional competence of managers are determined, the structure of psychological and pedagogical conditions is established, the process of forming the professional and pedagogical competence of future manager is aimed at developing motivational, cognitive, communicative and reflexive components, description of a future professional teacher-manager model of formation of competencies, didactic methods have been developed and they are teachers of competence training programs and the stages of the learning process have been implemented, the introduction of competence-based approaches to the quality of higher education, then students will have the opportunity to encourage and accelerate the development of their social and professional education, because their assessment of the professional competence of leadership, professionalism of personnel management is organized and provided.

1.1. *The problem of managers training in higher education institution*

The manager as the managing director of the organization, is close to a position of the director of educational institution, however each teacher is also a managing director in the student's collective entrusted to him. The scale and level of responsibility, undoubtedly, are different, but also there are general functions peculiar to the manager's profession. Search of the reasons of such condition stimulated us to address the analysis of managers training in higher education institution. Observation over the organization of high school training of specialists allowed to reveal a variety of reasons, interfering formation among future teachers of this characteristic of the personality. These reasons consist in the fact that many teachers do not see the value of development of pedagogically significant qualities of the personality since the solution of such task in educational process is not put before them. As some researchers consider, the same teachers who realize the need of professional and pedagogical training of future managers do not cope with this task because of the lack of methodical recommendations, or they do not see possibilities of their disciplines in formation of professional and pedagogical competence (Makhmutova et. al 2018).

The lack of methodical recommendations is explained, in our opinion, by insufficient scientific understanding of this problem, i.e., condition of study of this question that allowed us to address the detailed studying of process of professional and pedagogical competence formation of the teacher-manager.

1.2. Analysis of professional and pedagogical competence of the teacher-manager

The analysis of scientific research of professional and pedagogical competence of the teacher-manager which was carried out by us shows that scientists mainly appeal to studying of some parts of professional competence, without considering it as complete integrative characteristic of the personality. At the same time, they speak generally about development and self-education, disregarding the process of professional and pedagogical competence formation in general.

In light of this nowadays contradictions between the increased requirements of the renewed society to the manager - as to the professional which are caused by complexity and integrity of a problem of human resource management of the enterprise including educational became aggravated. It is also necessary to note unavailability of mass of managers to satisfy to the current expectations of society and integrative characters of requirements imposed to modern managers of all fields of activity. Insufficiency of questions readiness of professional and pedagogical competence formation of future teacher-manager in modernized conditions; orientation of many higher education institutions which are carrying out management training for an education system to creation of a complete system of training of professionally competent expert and insufficiency of the cumulative conditions necessary for this purpose attracted our research interest and motivated us to write this work with the purpose of giving it to scientific community for discussion.

In this work the attempt of scientific justification of process of professional and pedagogical competence formation among future managers of education sector; signification of scientific bases of pedagogical process creation of professional and pedagogical competence formation was made. In our opinion, professional and pedagogical competence formation of future manager of an education system will be carried out most effectively under the following conditions if:

- ✓ the professional and pedagogical competence of future manager will be considered as one of the priority purposes of process of his preparation in higher education institution;
- ✓ process design of professional and pedagogical competence formation of future manager will be aimed at the development of motivational, cognitive, communicative and reflexive components of professional and pedagogical competence;
- ✓ the system of the leading means at each stage will be used – from the dialogue with elements of discussion prevailing at the first stage; through the discussion and simulation exercises – at the second stage; at the third stage – training communicative exercises, etudes, benefit performances, professional and pedagogical situations and at the fourth stage – business games.

The theoretical and practical importance of this article consists in detection of the content and the levels of professional and pedagogical competence development; in theoretical justification of the need of professional and pedagogical competence formation among students of higher education institutions; signification of essence and determination of specifics of its formation among future teachers-managers; revealing features of process creation of the training which promotes professional and pedagogical competence formation of the teacher -manager.

1.3. Literature Review

Only in the last decades researchers started talking about professional and pedagogical competence of the expert as a pedagogical problem. At various stages of pedagogical knowledge development scientists reflected on the personality of the manager, its professionally significant qualities, various abilities and skills, defined the essence of the types of activity which are carried out by it. In general, at each historical stage of society development a number of requirements defining assignment and functions of the manager as the personality and the professional was shown.

Supporters of process interactivity expansion of high school training, as a rule, focus attention on development in students of a wide range of personal characteristics and skills which in the future professional activity will allow to show the diverse, dynamically changeable and situationally caused types of professional actions. According to Makhmutova: "... studying, understanding and learning of new styles, acquisition of alternative skills without sacrificing existing for their subsequent random expedient variation are especially important for managers" (Makhmutova et. al 2018).

It is reputed traditional from positions of classical education the definition given by Zeer (2002). According to him, the competence is the integrative quality of the personality which includes the system of necessary knowledge, skills sufficient for realization of professional activity of a certain type. He considers the ability to work with people an important component of professional competence of the university graduate, in other words the existence of management abilities, skills, knowledge acts as the level of human science competence, which is the main component of professional activity of each expert (Zeer 2002). Research of modern foreign scientists (Oxford, Scarcella, & Stewick, 2005) attract attention to studying of professional competence of the expert. As the analysis of the research of this problem shows, in the leading foreign countries (USA, England, Germany, France) there is a shift in emphasis to the requirements of the modern worker from formal factors of his qualification and education to the social value of his personal qualities (Information 2000).

Thus, the manager in education is not only the expert who professionally performs management functions but also the professional who considers specifics of school as the system where everyone operates at his level and is a subject of management, has certain orientation, professionally works with people. The field of professional activity of the manager-teacher is ensuring rational management of an education system, organization of control systems in the development mode, improvement of management according to the trends of social and economic development.

In the American social science, the model of the "competent worker" is developed which is gaining the distribution in professional life. An attempt to allocate a complex of individual and psychological qualities of the competent expert which includes: discipline, independence, communicativeness, aspiration to self-development is made in it. Important feature of this theory is accentuation of self-development of the personality which is understood as a process of self-studying where the personality accepts requirements, transforms them for himself, adequate to the level of consciousness, development of abilities, formation of requirements. We believe that self-development is not only conscious process of professional skill formation, self-education and self-improvement, but also motivated, purposeful free choice and aspiration to reach the desirable level of professional competence.

Scientists consider that in the conditions of tension escalation of professional activity the increasing importance is gained by the professional competences which define quality of the performed work, efficiency of the solution of strategic and tactical tasks (Rogach et al. 2017). Foreign and Russian researchers in equal measure actively address the problematics of studying of the factors which influence satisfaction of students with quality of education. Professionalism of teachers, material and technical environment, methodological support of educational process, maintenance, forms and methods of teaching, academic freedoms, organization of educational process, etc. are considered among these factors (Podymova et al. 2018; Bakunovich and Stankevich 2018).

According to Makhmutova's opinion, on the program efficiency of training for formation of psychological characteristics of professional competence and readiness of management by students-managers of their dynamic ratio in real professional activity (Makhmutova et al. 2018).

Popova's researches, concerning image of a teaching profession of higher education institution, personal and professional qualities of the teacher, give the chance to submit the list of students' requirements to the qualities of the teacher (Popova 2017). From the point of view of Nagovitsyn and Golubev (2019) formation of communicative competence in professional (Lazarev 2017) activity of the teacher is of particular importance for the solution of professional purposes as the teacher is faced by a problem of constant implementation of interpersonal, group and organizational communication (Nagovitsyn and Golubeva 2019).

1.4. Research objectives are:

The relevance of a problem of professional and pedagogical competence formation and its psychological characteristics, the practical need for improvement of training quality of teachers-managers defined a subject of the research conducted by us and designated the main objective of the called work. The purpose of our research consists in revealing the content and the levels of development of professional and pedagogical competence; in proving the need of its formation among students; in designating the essence and defining specifics of professional and pedagogical competence among future teachers-managers; in revealing features of process creation of the training which promotes professional and pedagogical competence formation of the teacher-manager. Objectives of this research is;

1. Identification of psychological and pedagogical theoretical foundations of formation professional competence of managers and clarification of the concept professional competence;
2. To reveal the conditions of formation professional competence of a future teacher-manager, to apply the didactic method and check its effectiveness in a practical experiment;
3. Development and justification of a structural-content model of a system of service of a teacher-manager on the basis of theoretical and pedagogical experience.

2. Materials and Methods

2.1. Data collection tool

Research of the process for professional and pedagogical competence formation of future teachers-managers was carried out in Kazakhstan universities.

2.2. Participants

4 experimental groups of second-year students of pedagogical Bachelor's programme at the age 19-20 years old in a sample - 120 (77- girls, 43-boys) taking as control data of mass experience.

2.3. Data collection process

2.3.1. Identification of professional and pedagogical competence formation levels

For identification of levels of professional and pedagogical competence formation we used questionnaires and techniques, widespread in modern pedagogical science. For processing and interpretation of the obtained data we used such techniques as test for assessment of sociability level of Ryakhovskiy, test for determination of trait anxiety level (Ch. D. Spilberger's technique), test for motivation level assessment to success (T. Eler's technique), Matveyeva's test for determination of organizing skills. We also approved the technique of "Requirement for communication" (according to Orlov Yu. M.), technique "Requirement for achievement", technique "A scale of self-assessment of approval motivation" (according to Marlow and Kraun), Andreyev's test "Are you able to listen to?"

Relying on the existing theoretical and practical experience, available scientific pedagogical research in this field and also on results of the ascertaining experiment made by us, we allocated four groups of students whose professional and pedagogical competence was shown by typical features. It served us as the basis to consider the features as characteristics of levels of the people's relation under investigation to the process of students' vocational training by representatives of each level of professional and pedagogical competence formation.

2.3.2. Analysis of each level generalized properties

We defined the generalized properties of each level by means of the characteristic's analysis, relying on the criteria established by us. The analysis of these characteristics showed the existence of several additional features. This is the existence of a steady system of pedagogical knowledge and aspiration to their replenishment. However, we do not consider this remark essential. Existence of these features is a necessary condition for change of criteria of professional and pedagogical competence formation allocated by us before, since we consider them quite representative. Let's pass to the description of each level.

2.3.3. Description of the levels

The 1st level – intuitive (low) – assumes the existence of students' general ideas on future professional activity and communication in labor collective. Knowledge of fundamentals of professional pedagogics is absent, or has superficial situational character. Representatives of this level differ in passivity, isolation, they avoid to conduct dialogue, to get into an argument, to address audience. The need for

professional and pedagogical communication has situational character, aspiration to improvisation, creativity, knowledge of pedagogics is superficial, the instability of motives is noted. Motives of affiliation and achievement of the most students of this level have no real incentive force.

An inadequate self-assessment of own role in joint activity, high level of trait anxiety, passivity on lessons, unwillingness to enter into a dialogue, to conduct conversation, to participate in discussion prevail; inability to the reasoned assertion of own opinion and influence on positions of others. Reflexive abilities are poorly developed. The self-assessment of own participation in collaborative work is underestimated.

The 2nd level – standard (average) – students realize the importance of professional and pedagogical training for their future professional activity. They have knowledge of the bases of professional pedagogics theory. Show interest in pedagogical knowledge. Differ in abilities to partial modification of the available system of knowledge depending on an educational situation; use of pedagogical knowledge in the process of solution of communicative and production situations has situational character. Self-assessment in collaborative work is inadequate, often overestimated. The motive of affiliation has real incentive force that is shown in communication initiation, however the ability to its maintenance is developed insufficiently. Abilities to productive communication are insufficiently created. The tolerance in the perception of partner is poorly expressed, or not developed. The motive of achievement has rather steady character.

The 3rd level – active (high) – assumes formation of a system of pedagogical knowledge and existence of steady interest in its replenishment. Students realize the need of mastering of professional and pedagogical knowledge and abilities as conditions of successful future professional activity. As a result of the developed need for communication they easily enter into a dialogue, join in teamwork, participate in discussions, actively join in communication and support it. They are orientated on use of pedagogical knowledge in the process of solution of communicative and production situations, defend with reason their point of view. Adequately estimate own role in performance of cooperative tasks. However, the respect for the interlocutor is developed insufficiently. The ability to influence on opinion of the partner has situational character. Aim for self-realization, self-actualization in communication.

The 4th level – creative (the highest). Its representative joins in communication without difficulties, initiates and supports it, takes active part in discussion of the argumentative issues including professional and pedagogical problems, defends with reason his point of view, applies knowledge of pedagogics in the solution of communicative and production situations. Owing to orientation on the interlocutor, in the process of communication has an influence on opinions of others, is tolerant in the perception of partner, erudite, tactful. Understands his role in collaborative work, adjusts his own behavior depending on a communication situation.

3. Results

The logic of inclusion of students of pedagogical specialties in the process of professional and pedagogical competence formation assumed search and identification of a system of the didactic means which provide development of mental and communicative abilities of teachers-managers. The

analysis of pedagogical experience showed that the most optimal, influencing all components of professional and pedagogical competence is the system which includes dialogues, discussions, imitating exercises, etudes, benefit performances, training communicative exercises, professional and pedagogical situations, business games. This system of didactic means was approved by us in experimental work. The problems connected with the future professional activity were discussed with students, dialogues, games during the model implementation of communicative professional activity of the manager were initiated. Students fell within the scope of professional and professional-pedagogical communication by means of discussions, dialogues, creative presentations, solution of professional-pedagogical situations.

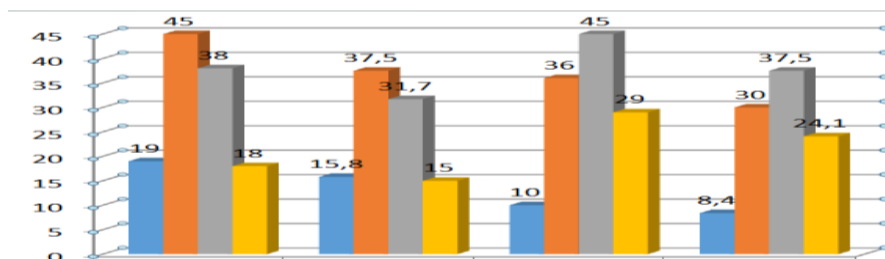
Complete process of professional and pedagogical competence formation represents the sequence of its stages, theoretical and practical lessons. The sequence of the stages effectively performs the functions in the professional and pedagogical competence formation of future managers if, firstly, the sequence of solvable educational and pedagogic tasks is planned optimally, considering the logic of development of the formed property of the personality, opportunities of a system of the selected means, the initial level of development of professional and pedagogical competence formation. Secondly, in the process of complication of the tasks solved at the stages there is a continuous improvement of pedagogical means.

In the process of professional and pedagogical competence formation we allocate four stages at which simultaneous formation of all components of this property of the personality is carried out, at the same time separate components have priority value at each stage of the experiment.

Table 1

Dynamics of Professional and Pedagogical Competence Formation of Future Managers at the 1st Stage of Experimental Work.

Levels of professional and pedagogical competence formation	At the beginning of the 1st stage of the experiment		At the end of the 1st stage of the experiment	
	the number of people	in %	the number of people	in %
1 – intuitive (low)	59	49,2	48	40
2 – standard (average)	37	30,8	43	35,8
3 – active (high)	19	15,8	24	20
4 – creative (the highest)	5	4,2	5	4,2



At the first stage of research problems of motivational component formation were priority. Updating of students' need for basic knowledge acquisition of the theory of pedagogical and professional-pedagogical communication, formation of steady professional-pedagogical motivation, interest in professional-pedagogical communication was carried out. In the process of theoretical classes conditions for students' enrichment by knowledge of professional and pedagogical communication, stimulation of interest in it, development of need for communicative professional and pedagogical communication were created. They updated aspiration of students in acquisition of communicative professional and pedagogical abilities allowing to come into full contacts with teachers, fellow students and promoting subsequently effective professional activity. Knowledge gained on theoretical classes appeared the means of orientation to the identity of future managers-teachers. The personal relation of students to information on professional and pedagogical communication, awareness of need for it, value of pedagogical knowledge in their future professional activity confirmed expediency of an introductory theoretical course on the features and problems of professional and pedagogical communication.

At the second stage of the experiment as the priority direction we chose the formation of a cognitive component of professional and pedagogical competence, i.e., enrichment of students with pedagogical knowledge (developmental history of pedagogics as a science and its contemporary trends). On theoretical classes students acquired knowledge on features of professional and pedagogical communication in collective, its forms and means; on methods and techniques of pedagogical influence in the process of business communication; features of educational influence in collective; on value of pedagogical abilities in the implementation of professional and pedagogical activity, their classification and ways of development; on ways of prevention and effective elimination of conflict situations. Practical classes of this stage were oriented to formation of social and psychological culture of the expert.

The data of the diagnostic study of the state of professional and pedagogical competence formation at the end of the 2nd stage of the experiment show that there were significant changes in the number of students of low level development of this quality (decreased by 13.3%) by means of the increase in the number of students of average level; the number of high-level students increased (by 2.5%) by means of students previously characterized by the average level development of the formed quality, as well as the number of students of the highest level of professional and pedagogical competence formation increased by 2.4%.

Knowledge acquired as the result of the system of classes planned by us promoted rise in intellectual readiness of future managers for professional-pedagogical communication that confirms efficiency of

the experimental work which was carried out by us at the second stage of professional and pedagogical competence formation.

The third stage of the experiment was oriented to formation of communicative abilities, development of professional sociability, involvement of students in the process of mastering ethics of professional and pedagogical communication. The main objective of the third stage of the experiment consisted in formation of communicative components of professional and pedagogical competence of future teacher.

Achievement of this purpose was carried out in the process of communicative exercises performance, solution of communicative tasks, similar interaction of students in professional and pedagogical situations, etudes, benefit performances. Dialogical communication allowed students to reach deeper mutual understanding, self-realization, promoted creation of conditions for mutual enrichment.

Result of the 3rd stage of the experiment was a decrease in the number of students of low (by 9.1%) and average (by 7.3%) levels of professional and pedagogical competence formation among future teachers by means of a significant increase in the number of students with high (9.2%) and highest (8.4%) levels.

Result of the third stage of the experiment was significant increase in number of students of the active level of professional and pedagogical competence development by means of students belonging earlier to standard level and also reduction of number of students characterized by the intuitive level of development of this quality. The trend of increase in average data of ability to dialogical professional-pedagogical interaction showed the increasing interest of students in professional-pedagogical communication, their need for implementation of business contacts in the professional environment, aspiration to information exchange during these contacts and their emotional saturation.

The purpose of the fourth stage of the experiment consisted in formation of need for self-realization in professional and pedagogical communication and also ability to have an impact on the partner in the process of communication. Problem's solution of the third stage of the experiment was carried out on the basis of students' inclusion in professionally and pedagogically-oriented business games which were a reproduction form of subject and social content of professional activity. Business games represented situations, models of professional and pedagogical communication in which communicative pedagogical abilities and intellectual capabilities of students were developed. Business games promoted formation of students' readiness for independent practical activity. Connection of educational practical material with reality, practice, future profession, reliability and authenticity of this material, compliance to real conditions of practical activity contributed to all-round development of the students' identity, broadened their horizons in questions of future profession, deepened knowledge of the theory and practice of professional and professional-pedagogical communication.

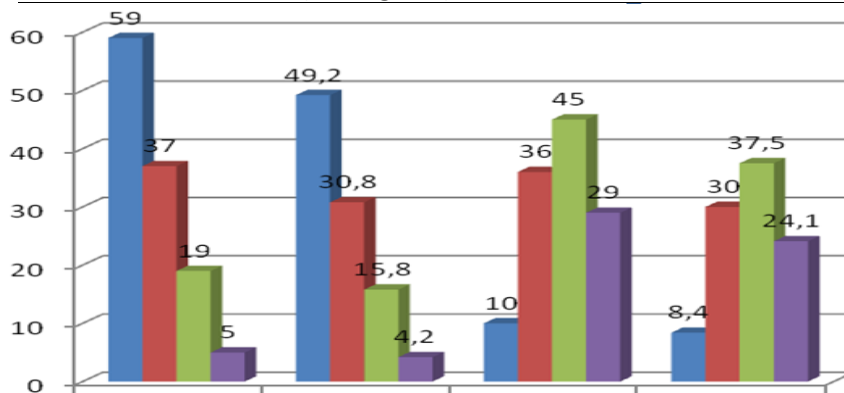
The creative nature of game activity, the maximum involvement in educational process of all participants of the game created conditions for motivation formation of personal growth of students, emergence of interest in search of non-standard solutions of professional and pedagogical tasks. Business games allowed students in the conditional imaginative plan to be transferred to their

professional future, to try on own opportunities to requirements and conditions of a professional situation. In business games which simulate professional and pedagogical situations, students found their individual style of communication, acted purposefully, confidently, consistently, carefully choosing the behavior forms adequate to this concrete situation.

Table 2

Dynamics of Professional and Pedagogical Competence Formation of Students of Experimental Groups at the 4th Stage of the Experiment

Levels of professional and pedagogical competence formation	At the beginning of the IV stage of the experiment		At the end of the IV stage of the experiment	
	the number of people	in %	the number of people	in %
1 – intuitive (low)	19	15,8	10	8,4
2 – standard (average)	45	37,5	36	30
3 – active (high)	38	31,7	45	37,5
4 – creative (the highest)	18	15	29	24,1



The result of the fourth final stage of the experiment was the integrative development of communicative and reflexive components, ability of adequate and to the fullest extent possible self-knowledge and knowledge of others, realization of knowledge and skills acquired by the students in the simulated situations of professional and pedagogical communication.

The experiment gave a good possibility to students to acquire knowledge of professional ethics in management activity of the teacher; to develop the interest of students in problems of professional communication, to increase the activity in his initiation; to support and form the needs for realization of pedagogical knowledge in the process of solution of professional and communicative situations. During the experiment students could improve and formulate their thoughts, to convince with reason, to defend their point of view tactfully, paying attention at the same time to opinion of others, to conduct correctly discussions, business conversations, to address confidently the audience. Students began to understand better the level of their possibilities, their status in collective. They aspired after self-expression and self-esteem in communication, realizing that the level of their intellectual and communicative readiness was the key to productive communication and ability to have an impact on opinions and positions of other people. Involvement of students in communication by means of management of discussion, dialogue, activity of participants of educational interaction in business games, creation of a positive emotional background on classes and adequate choice of a system of means for each experimental work promoted professional and pedagogical competence formation.

4. Discussion

In the course of the conducted research and comparison of the experimental data obtained by us with the results of other researches in this field we concluded about the emerging trend in positive dynamics of professional and pedagogical competence formation among future teachers-managers. Data of our experiment which receive statistical confirmation show it with sufficient degree of objectivity.

The experiment also showed us that professional and pedagogical competence of the manager is implemented through such functions as:

- a) information and communicative, connected with the creation of the necessary information flow in the process of the relationships which cause development of socially important communications in collective and which includes abilities to state thoughts accurately and clearly, to support a conversation, to transfer rational and emotional information (Aleyevskaya et al., 2016);
- b) analytical-constructive, which provides knowledge acquirement, necessary for performance of this type of activity, ability to situation assessment, decision-making, analysis of work and its results, ability to planning of work and its results which is the basis of systemacity of all held activities (Striyelkovski, Kiselyova and Popova, 2018);
- c) activity and regulatory, including organization of management decisions execution which provides correction of work consisting in creation of social-psychological and pedagogical conditions inclining to productive performance of duties and social-valuable functions in collective (Javier Tarango, Juan, Machin-Mastromatteo, 2017);

- d) formative-developing, consisting in active influence on development and self-development of social and valuable characteristics among workers of labor collectives and also productive realization of their creative potential in working activity (Woodall, Hiller and Resnick, 2014);
- e) proactive-educative, consisting in forecasting, prevention and elimination of undesirable demonstrations of behavior, pedagogical anticipation of deviant behavior, overcoming and elimination of negative features and traits of character of the worker for the benefit of formation and development of social and valuable forms (Hernandez-Lopez, 2016).

The structure of professional and pedagogical competence includes unity of four components: motivational, cognitive, communicative, reflexive. Criteria of professional and pedagogical competence development and also various degree of components formation of this property of the personality allowed to define the development levels of the specified components which we designated as intuitive (low), standard (average), active (high), creative (the highest).

5. Conclusion

During the theoretic-experimental research the following results are received:

1. The concept of professional and pedagogical competence is concretized and functions of this property of future manager-teacher personality are defined. Professional and pedagogical competence represents the integrative property of the personality which is expressed in total competences of psychological and pedagogical field of knowledge; ability to have an active impact on development and self-development process of social and valuable characteristics of the personality allowing to perform social and valuable functions in collective, to prevent and eliminate negative demonstrations of behavior.
2. The concept teacher-manager is formulated and the specifics of professional and pedagogical communication in the administrative educational environment of activity is studied which consists in that, on the one hand, its basis is made by subject practical activity, and on the other hand – it is caused by development of social relations in society and subjective reflection of these relations by the personality. The efficiency and effectiveness of social relations of this type directly depends on degree of professional and pedagogical competence formation of experts of a concrete field of activity.
3. The structure of professional and pedagogical competence including unity of four components is defined: motivational-valuable, cognitive, communicative, reflexive.
4. Criteria of development of these personality properties allowed to define the levels of specified components development which we designated as intuitive (low), standard (average), active (high), creative (the highest).

5. Four-level model of process of professional and pedagogical competence formation which provides stage-by-stage approach of this personality property development is constructed and approved, dynamics of process of future teachers' professional and pedagogical competence formation is described.

6. Stage-by-stage formation of professional and pedagogical competence, provided with the system of didactic means which with transition to the subsequent stages changes its characteristics is revealed. At the first stage dialogue with discussion elements prevails. At the second – discussion, simulation exercises, at the third – training communicative exercises, etudes, benefit performances, professional and pedagogical situations, at the fourth – business games.

Thus, practical usefulness of the research conducted by authors is obvious to several interested groups: top management of the universities which define strategic guidelines of higher education institution including guidelines of education quality; persons responsible for direct monitoring of education quality at the universities; members of the universities ranking committee on whose decisions in many respects depends involvement of competent teachers during the course of providing of tendering procedures; scientists dealing with problems of quality assurance of higher education.

The subsequent scientific researches on this problematics will include questions connected with the realization of innovative competences in the process of professional development and professional retraining of workers in the sphere of pedagogical education, Master's Degree course and Doctoral Programme.

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