The background is a dark, monochromatic image with a complex, organic texture, possibly resembling a microscopic view of a material or a close-up of a natural surface. The lighting is uneven, creating a sense of depth and shadow. A bright yellow rectangular border is centered on the page, enclosing a black area with white text.

**Formation of economic
competence of the
head of the educational
organization in terms of
professional development**

FORMATION OF ECONOMIC COMPETENCE OF THE HEAD OF THE EDUCATIONAL ORGANIZATION IN TERMS OF PROFESSIONAL DEVELOPMENT

FORMACIÓN DE LA COMPETENCIA ECONÓMICA DEL JEFE DE LA ORGANIZACIÓN EDUCATIVA EN TÉRMINOS DEL DESARROLLO PROFESIONAL

ABSTRACT

Professional competence of the head of the educational institution is determined by a set of competencies, which are characterized by the ability to use theories and concepts, knowledge in various fields of activity, the gained experience; the ability to positive intellectual, volitional self-development, interaction with other people, groups, team; the presence of motives to respect the rights and interests of the individual in the course of management; personal attitude to activity. In the structure of economic competence of the head of the educational institution knowledge, activity, motivational and personal components are identified that provide professional and personal improvement and self-development of the head, the formation of his abilities, characterized by three types of competencies: marketing, business and economic and legal. To determine the level of economic competence formation in the educational process of the professional development system four formation levels (insufficient, basic, advanced and leadership) of economic competence of the head are identified, where each previous determines the subsequent one and is included in its composition. The study is aimed at solving one of the important problems of modern postgraduate education – ensuring the effectiveness of the process of professional development of heads of educational institutions. The professional development system is able to solve the problem of formation of economic competence of heads of educational institutions quickly.

KEYWORDS: educational organization, head, economic competence, professional development system.
















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RESUMEN

La competencia profesional del director de la institución educativa está determinada por un conjunto de competencias, que se caracterizan por la capacidad de utilizar teorías y conceptos, el conocimiento en diversos campos de actividad, la experiencia adquirida; la capacidad de desarrollo intelectual, volitivo positivo, interacción con otras personas, grupos, equipo; la presencia de motivos para respetar los derechos e intereses del individuo en el curso de la gestión; Actitud personal ante la actividad. En la estructura de la competencia económica del director de la institución educativa, se identifican los componentes de la actividad, la motivación y el personal que proporcionan el mejoramiento profesional y personal y el autodesarrollo del director, la formación de sus habilidades, que se caracteriza por tres tipos de competencias: Marketing, economía y negocios, y marco jurídico. Para determinar el nivel de formación de competencia económica en el proceso educativo del sistema de desarrollo profesional, se identifican cuatro niveles de formación (insuficiente, básico, avanzado y liderazgo) de competencia económica del director, donde cada uno de los anteriores determina el siguiente y se incluye en su composición. El objetivo del estudio es resolver uno de los problemas importantes de la educación moderna de posgrado: garantizar la efectividad del proceso de desarrollo profesional de los directores de instituciones educativas. El sistema de desarrollo profesional es capaz de resolver rápidamente el problema de formación de la competencia económica de los directores de instituciones educativas.

PALABRAS CLAVE: organización educativa, titular, competencia económica, sistema de desarrollo profesional.

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ARTÍCULO RECIBIDO: 14 DE MARZO DE 2019

ARTÍCULO ACEPTADO PARA PUBLICACIÓN: 20 DE MARZO DE 2019

ARTÍCULO PUBLICADO: 30 DE ABRIL DE 2019

1. INTRODUCTION

The transition of society to a market economy changed the priorities in the target settings of vocational education in general and training of specialists in the field of management in particular. Today, the professional activity of the head of an educational organization is inseparable from the economic context. In accordance with the concept of reforming the education system provides for the formation of the educational services market, change of status, expansion of economic independence of educational organizations, which entails increased responsibility of managers and the need to improve their professional competence. Social expectations suggest the emergence of a new type of manager with the need and willingness to ensure the competitiveness of the educational organization in the educational services market (Abdulatipova & Tsakhaeva, 2017; Abuzjarova, 2018; Badakhova, 2017; Borovikova, 2017; Borisova & Novoseltseva, 2016; Borisova et al, 2018; Gasanova et al, 2017; Gadzaov & Dzerzhinskaya, 2018).

Economic activity of the head of the educational organization is to provide the organization with the necessary resources for its effective functioning and demand for educational services. The structure of financing of educational institutions at the present stage is complicated and includes multilevel, multi-channel, transition to the normative and per capita principle of financing. However, many heads of educational institutions are not fully prepared to carry out management activities in the new economic conditions. The problem of economic competence formation is complicated by the fact that the training of education managers began relatively recently, and today there are fewer qualified managers than it is necessary. At present, "... there is a change in the paradigm of economic knowledge, which is reflected in the economic culture of society and is determined in the economic competence of the individual" (J. Raven). Economic

education gaps can be filled by the manager alone or in the professional development.

In this regard, the requirements to the professional development system, which plays a major role in the provision of educational services adequate to the level of modern problems, are increasing. It is designed to create a sufficient level of economic knowledge and skills to the head of the educational institution in his professional activity could make decisions based on the relationship of organizational, financial, marketing objectives and act economically feasible (Daudova et al, 2016; Bolotin et al, 2017; Zulaeva et al, 2018; Ilkevich & Medvedkova, 2017; Kuznetsov, 2018; Sergeeva & Trubakova, 2017; Morozov et al, 2018; Tsahaeva et al, 2016; Shirvani et al, 2015).

RESEARCH METHODOLOGY

In the context of modernization of the Russian education system, the key factor is the compliance of professional competence of heads of educational institutions with the needs of the time.

The essence of the concept "professional competence of the head of an educational institution" is defined by us by clarifying the content through a distinction with similar concepts "competence" and "competency". Analysis of numerous studies of the nature of competency in clarifying the theoretical essence of the concepts "competence" and "competency" leads us to the conclusion that they are closely interrelated. In the most general form, the concept of "competence" refers to the characteristic of the individual (full, competent, knowledgeable), and the concept of "competency" characterizes what the individual has (terms of reference, range of issues, abilities, knowledge and skills). In accordance with the ideas of A.V. Khutorskoy and I.A. Zymnyaya we distinguish between "competency" and "competence" as the general and the individual, as "aloof, preassigned demand" and personal qualities (characteristics); as the "potential – actual, cognitive – personal", respectively.

In other words, competence is a quality of a person (a set of qualities), which implies the possession of competences, including a personal attitude to activity, and competence is a given content of competency, which must be

mastered in order to be competent. That is, competency is the ability of an individual to act independently and responsibly, to make informed decisions based on a set of knowledge and skills, social experience within the framework of established powers (Tsahaeva et al, 2017; Gadzaov & Dzerzhinskaya, 2018; Yazovskikh, 2018; Pozharskaya & Deberdeeva, 2017; Golub et al, 2017; Trifonova, 2017; Enygin et al, 2017; Kryazheva & Vinogradskaya, 2017; Taova, 2017).

This means that competency, being part of the entire and reaching a certain level as a result of enrichment with new knowledge, skills, acquired experience, "turns" into competence as an integral quality of the individual.

Competence determines the level of qualification and professionalism of the individual and is directly related to the concept of "professional competence". The carried out analysis of works on the problem allowed us identifying at least two aspects to the consideration of the category of "professional competence": as normative characteristics and as personal characteristics. Based on the identified provisions, we share this position of scientists and believe that professional competence is an integral characteristic of the head, indicating his ability to carry out management activities.

Thus, in the course of theoretical analysis, we came to the conclusion that the professional competence of the head of an educational institution is determined by a set of competencies that are characterized by the ability to use theories and concepts, knowledge in various fields of activity, the gained experience; the ability to positive intellectual, volitional self-development, interaction with other people, groups, team; the presence of motives for respecting the rights and interests of the individual in the course of management; personal attitude to activity.

One of the most important components of the formation of the competence of the head of the educational institution is the understanding of new, specific requirements for employees of the administrative apparatus, which are generated by the changed situation in the educational services market in the context of reform. At the present stage, educational institutions are provided with finan-

cial and economic independence, freedom in the construction of educational programs taking into account the needs of the consumer, which involves the mastery of economic knowledge by the head for the effective management of the educational institution.

The theoretical analysis of the economic aspect of the professional activity of the head of the educational institution served as the basis for the allocation of a new professional quality, which is defined by us as economic competence that allows the head solving successfully economic tasks of different complexity levels.

Being a qualitative characteristic of a person, the economic competence of the head of an educational institution is determined by the nature of his professional activity and represents the unity of theoretical (economic knowledge), practical (experience of economic activity), motivational readiness and ability to carry out this activity, which is embodied in the material, socio-economic and personally significant product – the sustainable functioning of the educational institution. In this sense, the economic competence of the head of an educational institution acts as a structural component of his professional competence, providing the ability to solve effectively economic problems of different complexity levels, determining the willingness of the head to navigate in difficult economic conditions, to make economic decisions independently and responsibly, and as a result provides the ability to operational effective management, which allows the educational institution remaining competitive.

RESEARCH RESULTS

In the structure of economic competence of the head of the educational institution knowledge, activity, motivational and personal components are highlighted that provide professional and personal improvement and self-development of the head, the formation of his abilities, characterized by three types of competencies: marketing, business and economic and legal, which integrate a set of economic knowledge and skills, providing the head for the professional problems solution at a high level of success. Marketing competence will allow the educational institution to occupy its niche in the educational services market in a competitive environment and

form its special mission; business competence – the ability of the head to analyze the factors of the external environment and the internal potential of the institution correctly and deeply, on which the effectiveness of activities in the field of educational services will depend; economic and legal competence will help the head use financial resources effectively, without any risk.

Economic competence is considered in the unity of interaction of all structural components.

The system of criteria and indicators of economic competence was formed in accordance with the developed organizational and didactic model. Based on the selected components of economic competence, we created a tool to identify its effectiveness in the form of a comprehensive method of assessment center (center for personnel assessment) – tests, role and business games, tasks, exercises, questionnaires, projects, which, taking into account the complementary procedures allowed comparing objectively the results of economic training of the head in the process of professional development.

We identified the following criteria: assimilation of economic and legal knowledge (knowledge) – knowledge of concepts, terms, definitions that form the basis of activity; mastery of relevant skills (activity) – analyze and design real economic situations, choose ways to solve economic problems, work with legal texts, predict the future; the formation of value orientation of economic activities (motivational) – motives of professional activity, the inner adoption of market economy, the coordination of economic and social goals, focus on achieving a high level of economic competence; the formation of personal qualities (personal) – understanding of economic competence as one of the leading professional values, adequate self-assessment of their abilities. The selected criteria indicate the complexity of the process of economic competence formation in the professional development system of the head of the educational institution.

DISCUSSION

To determine the degree of formation of economic competence in the educational process of the professional development system and, above all, its components such as

knowledge, activity, motivational and personal components, four levels (insufficient, basic, advanced and leadership) of formation of economic competence of the head were determined, where each previous determines the subsequent one and is included in its composition. The insufficient level was manifested in the inability of the head to solve most of the standard economic problems. The basic level was characterized by the ability of the manager to solve standard economic problems at the reproductive level; advanced – standard and non-standard tasks. Leadership level was manifested in the ability of the head to solve economic problems creatively, to anticipate the emergence of economic problems, to make proactive economic decisions; to ensure a high level of competitiveness of educational institutions. Attribution to a particular level was determined by the nature of economic problems that the manager can independently solve.

The national objectives of the education system include the training of highly educated, competent professionals with a developed individual style of professional activity and a system of competencies that would allow them realizing effectively their creative potential in market economy, ensuring the solution of professional problems at a high level of success. The existing network of educational institutions of postgraduate professional education covers the whole range of services of professional development and retraining. The analysis of the work on the problem of professional development of education managers allowed us highlighting the feature of the professional development system, which is determined by the trained subject– an adult (Abdulatipova & Tsakhaeva, 2017; Abuzjarova, 2018; Badakhova, 2017).

The theoretical analysis of a specific type of education, providing satisfaction of educational needs of people engaged in independent professional activity, served as the basis for the allocation of methodological approaches to the formation of economic competence of the head of the educational institution. Formation of economic competence of the head is considered by us from the positions of competence-based, personality-oriented approaches, system analysis of pedagogical phenomena and synergetic ideas. The main provision of the process of formation of economic competence of the head is the obser-

vance of the principles of the professional development system: facilitation (help the student in the implementation of latent potential abilities); subjectivity (growing goals in the synergetic interaction of the teacher and the student); psychological comfort (creating and maintaining an atmosphere of trust, positive attitude, respect as the basis of personal growth); contextuality (orientation of programs on vital and professionally important goals, the role of the head); variability (choice of content and form of training) and reflexivity (orients the subjects of the educational process to self-analysis of interaction and its result).

The possibility of the professional development system in the formation of economic competence of the head of an educational institution is determined by the fact that through the modeling of the educational process there is an enrichment with new knowledge, skills, acquired experience (i.e., mastery of competencies) and the promotion of competence from low level to higher one. The new result integrates what has been achieved by students in higher education, in the process of self-education and professional activity, with new personal achievements of the subject.

CONCLUSIONS

The study is aimed at solving one of the important problems of modern postgraduate education – ensuring the effectiveness of the process of professional development of heads of educational institutions. We implemented the professional and economic aspect of the problem, in particular – the formation of economic competence of the head of the educational institution in the process of professional development, the relevance of which is determined with the need of society in the head of a new type, capable of solving effectively economic problems and ensuring the competitiveness of the educational institution.

The professional development system with the possibility of introducing the learning process in a learner-centered context can promptly solve the problem of formation of economic competence of heads of educational institutions: compliance of the contents of education of the head with aims, objectives and results of his professional activities; cons-

truction of educational process taking into account the individual needs of the leader; designing educational programs taking into account the previous experiences of the head; modularity of training with distributed control and adjustment of individual programs according to the results of control; variability of training periods depending on the initial level of preparedness of the manager; formation of special knowledge, skills and abilities, qualities necessary and sufficient for the successful solution of economic problems. ■

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