



METHODOLOGY FOR IDENTIFYING AND STRUCTURING THE COMPETENCY PROFILE OF A TEACHER

Japparbergenova Indira Bayramovna

Master's degree

Nukus state pedagogical institute named after Ajiniyaz

(Nukus, Republic of Karakalpakstan)

indirajapparbergenova@gmail.com

+998933717297

Abstract: *Drawing upon systemic, activity-based, personality-oriented, and competency-based approaches, this article conducts a detailed analysis of the concepts of 'managerial competence' and 'managerial competency' in the context of the professional training of future teachers. An integrative analysis of scientific and pedagogical literature has enabled the specification of the content of these phenomena and the differentiation of their conceptual field within each approach. The study's key conclusion is that the competency-based approach should be prioritised for their definition, as it forms the methodological basis of the new educational paradigm and the design of relevant educational standards.*

Keywords: *higher education, managerial competence, pedagogical science, teacher.*

The contemporary higher education system is oriented towards addressing emerging social imperatives in the preparation of educators who possess the capacity to meticulously plan their professional endeavours and orchestrate the educational and cognitive pursuits of students, thereby ensuring the superior quality of their education and upbringing.

A study of the requirements of the state and society for a modern teacher, as set out in the professional standard 'Teacher', reveals the main work activities described: planning lessons; systematic analysis of the effectiveness of lessons and approaches to teaching; motivating students to learn; organising, monitoring and assessing students' academic achievements, etc.

It is evident that contemporary socio-economic conditions have led to the emergence of a novel component in the professional competence of teachers, namely managerial competence.

The issue of developing managerial competence in teachers has been explored in the works of S. G. Vorovshchikov, V. S. Lazarev, A. K. Markova, L. N. Pavlova, I. B. Sennovsky, V. P. Simonov, V. A. Trainev, T. I. Shamova, and G. P. Shchedrovitsky, among other scholars.

Contemporary pedagogical science demonstrates a persistent interest in the issue of managerial competence of future teachers. A thorough examination of literary sources reveals that this domain is a vibrant and evolving field of scientific research. This assertion is substantiated by the continuous augmentation of the extant corpus of dissertation research



conducted by esteemed scholars such as O. S. Avgustimova, L. V. Vedernikova, and O. Yu. Zaslavskaya, et al.

However, there is currently no single approach to defining the managerial competence of future teachers in Russian scientific and pedagogical literature, and there are many interpretations of this concept. The managerial competence of future teachers is also broadly interpreted and is often only mentioned in scientific research. The concepts of 'managerial competence' and 'managerial competency' of future teachers are not clearly distinguished. Their ambiguous interpretation gives rise to divergent perceptions and understandings of the same processes taking place in education, and consequently affects the purpose and results of training future teachers for pedagogical activity.

In this regard, the objective of the present study was formulated: namely, to conduct a theoretical analysis of the concepts of 'managerial competence' and 'managerial competency' of future teachers from the perspective of various scientific approaches – systemic, activity-based, personality-oriented and competency-based.

The primary research method employed was the analysis of domestic scientific and pedagogical literature on the aforementioned issue.

The theoretical significance of the study lies in the concretisation of the concepts of 'managerial competence' and 'managerial competency' of future teachers, and the definition of their conceptual core in relation to various methodological approaches.

The prevailing approach in the field of scientific analysis in pedagogy is the systemic approach. The managerial competence of future teachers, as defined by researchers (V. I. Bondar, O. Yu. Zaslavskaya, E. Yu. Zimina, I. V., Ilyina, V. A., Slastenin, and others (2023) explore the integration of the concept of professional competence within a complex system.

The managerial competence of future teachers can also be viewed as a separate, complex system comprising many interrelated elements and levels.

For instance, E. Yu. Zimina defines the managerial competence of a future vocational school teacher as a system of internal resources 'necessary for the effective management of students in accordance with all components of their activities'.

In this regard, a considerable number of authors utilise an activity-based approach for the purpose of studying the managerial competence of prospective teachers.

In this direction, the majority of authors align with the perspective of V. A. Slastenin, conceptualising the managerial competence of an educator as the integration of theoretical and practical aptitude in executing managerial functions. The composition of an educator's managerial competence encompasses managerial knowledge and competencies pertinent to the domains of pedagogical management, thereby delineating this readiness.

Professional development, understood as personal growth through learning and mastering a profession, is a central concept in personality-oriented education.

According to E. A. Levanova and T. V. Pushkareva, the personality-oriented approach focuses not only on knowledge, abilities, and skills, but primarily on the personality and life of the student, i.e. their culture. T. V. Pushkareva's approach is similarly broad,



encompassing not only knowledge, abilities and skills, but also the personality and life of the learner, i.e. their culture, worldview, interests, intellect, relationships (with other people and with themselves), emotions, health, lifestyle, etc.

In the course of the present study, the characteristics of defining the managerial competence of future teachers from the perspective of a personality-oriented approach were investigated. It was found that no definitions of the content of managerial competence as a list of personal characteristics of a teacher, lecturer or student were available. However, in terms of a personality-oriented approach, there are studies of the managerial competence of the head of an educational institution. Consequently, the definitions of this concept in relation to the head of an educational institution were studied.

R. L. Krichevsky posits that the managerial competence of a leader may encompass a comprehensive catalogue of personal characteristics that contribute to the efficacy of their work. These include independence, self-confidence, dominance, creativity, sociability, emotional balance, and responsibility. The extent to which these qualities are exhibited by the head is indicative of the head's ability to demonstrate a creative approach in their professional activities.

Consequently, from the perspective of a personality-oriented approach, managerial competence is regarded as a distinct model of a manager's personal characteristics. However, it is acknowledged that human behaviour is predominantly influenced by motivation rather than innate abilities. The fundamental basis of any activity is the value orientations of the individual.

Competence is defined as an integrative characteristic of personality, incorporating knowledge, skills, values, experience, personal qualities, and reflection. This concept is examined within the framework of the competence-based approach. The theoretical underpinnings of the competence-based approach are articulated in the scholarly contributions of K. A. Abulkhanova, V. I. Baidenko, A. A. Bodalev, V. A. Bolotov, S. G. Vershlovsky, and B. S. Gershunsky, among others. Derkach, A., Zeer, E. F., Zimnaya, I. A., Klimov, E. A., Kraevsky, B. V., Kuzmina, N. V., Markova, A. K., Seryakova, S. B., Slastenin, V. A., Khutorsky, A. V., Shadrikov, V. D., and others.

In contemporary conditions, the competency-based approach is a priority conceptual direction for the modernisation of education, the key concept of which is competence.

S. B. Seryakova defines competence as follows: "Firstly, it combines the cognitive and 'skill' components of education; secondly, it determines the formation of educational content 'from the result'; thirdly, it has an integrative nature, as it incorporates a number of homogeneous or closely related skills and knowledge relating to various spheres of human activity."

In defining educational strategies for higher education, the competency-based approach should entail a change in the position of the teacher – from didactic to tutoring. This will allow teachers to focus on the values of learners and provide students with significantly greater educational opportunities. The implementation of education that



ensures the transition from the concept of teaching as verbal transmission of information to the concept of teaching as facilitating development is also recommended, as are innovative pedagogical technologies.

From the perspective of the competency-based approach, T. I. Shamova defines managerial competence as 'the integration of a complex of managerial knowledge, skills and social experience, personal qualities, and creative orientation towards achieving personally and socially significant pedagogical results' (Shamova, 2019).

The necessity to define the essence of managerial competence based on a competency-based approach is also justified in the research of E. V. Kulikova, N. P. Shamina, O. Yu. Zaslavskaya, et al.

In summary, the following observations are made:

From the perspective of a systematic approach, the managerial competence of a future teacher is viewed as a component of their professional competence, as well as a complex, integrated system comprising many interrelated elements and levels.

From the perspective of an activity-based approach, the term is defined as the theoretical (knowledge at the level of application) and practical (skills, such as the performance of functions and duties) readiness of a teacher for managerial activity.

From the perspective of a personality-oriented approach, managerial competence is usually presented as a separate model of a manager's personality characteristics. This model can also be included in the structure of the concept of managerial competence as defined from the perspective of other approaches.

From the perspective of a competency-based approach, managerial competence is viewed as an integral characteristic of an individual that determines a teacher's readiness to solve managerial problems and tasks in real professional managerial activities based on knowledge, skills, personal experience, and professional and personal qualities.

The issue of management competence has thus far received scant attention from authors, being mentioned only in passing or as a list of management knowledge, skills, abilities, and experience.

It is concluded from the analysis that the leading methodological approach to defining the concepts of 'managerial competence and competence of a future teacher' is the competence-based approach. This is due to it being one of the leading principles in the development of new-generation state educational standards and the modern educational paradigm.

Conclusion: To summarise the views of scholars, managerial competence may be defined as a complex personal education based on values. This manifests in conscious knowledge, aspiration and readiness to professionally manage a student group, ensuring the achievement of personally and socially significant pedagogical results. The concept of managerial competence encompasses the range of issues and activities that are essential for students to achieve educational outcomes of both a personal and meta-subject nature.



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