

DEVELOPMENT OF MANAGERIAL SKILLS IN FUTURE TEACHERS AS A PEDAGOGICAL PROBLEM

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ABSTRACT

The article is devoted to analysis of educational issues of spiritual, moral education, educational management and educational management problems. As we know, Education management today is associated with the concept of "pedagogical management." It is shown that the loss of spirituality, in fact, the loss of humanity, spirituality has always been a companion of future pedagogical. At the dawn of human evolution, spirituality has become a spring actuating mechanism humanization of future pedagogical.

Keywords: Educational management, knowledge, discipline, erudition and methodological competence, organization, position, responsible, effective.

INTRODUCTION

Teacher as an effective manager Functions of modern teachers and teachers compared to the past, he now chooses educational and methodical literature that allows you to simulate the technology of training and education, to provide a learning process in the development of educational programs in which colleagues study, and most importantly: organizer of cognitive activity of students. A management organization close to the position of director of an educational institution, however, every teaching staff is excellent for all employees. Organizer, initiator, strategist, communicator, analyst, researcher and assistant in administration and personnel. Pedagogical process as an organization of students' cognitive and developmental activities, OV Akulova, E.S. Zair-bey, V.N. Maximova, S.A. Pisareva, E.V. Piskunova, A.P. Teacher training is carried out in two directions: the participation of teachers in educational policy at two levels: at the school level (when designing an educational program); the level of the local community, the country (with participation in social and pedagogical discussions on current problems of modern school and education;

An effective manager is an enterprising manager who is ready to offer something new and take responsibility for the results of his decisions. The director of the Shelter as a responsible initiator determines the direction of innovation at the structural, status and strategic levels. The number of innovations according to synergetic theory should be approximately equal to 10% of structural and functional changes, more highly innovative systems can be mastered only by a highly organized system, and conservatism and the absence of innovations block development.

The teacher as a communicator, the coordinator of the subjects of the pedagogical process is most often responsible for the effectiveness of the pedagogical interaction in the areas of teacher - student, student - student, teacher - parent.

In theory and practice of education, there is an increase in the desire for understanding the holistic pedagogical process from the standpoint of management science, giving it a

scientifically based character. Managing this process is a purposeful, conscious interaction of its subjects based on the knowledge of objective laws for achieving an optimal result [12]. Education management today is associated with the concept of "pedagogical management." The English word "management" (management) is not translated into Russian word for word. It is accepted to be translated as "management", and "manager" - as "leader". Initially, the word "management" meant the art of controlling horses and came from the verb to manage, which roughly means "go around horses" and, in turn, goes back to the Latin manus - "hand".

The application of management is not limited to the scope of business. The management activities of any sphere, in particular, education, can be attributed to his postulates and theoretical propositions

The goal of management is the formulation and application in any organization and field of human activity of general management principles, which include: the definition of management goals and objectives; development of specific activities to achieve them; division of tasks into separate types of operations, distribution of work; coordination of interaction between various departments within the organization; improvement of the formal hierarchical structure, optimization of decision-making processes and communications; search for adequate motivation, etc. From a functional point of view, it acts as a process of planning, motivation and control, which are necessary for the formation and achievement of a goal [9].

Management is a mental work, as a result of which the management process is carried out. The management process is the continuous implementation of sequential actions from forecasting future activities, setting goals and developing ways to achieve them, and analyzing their actual results [6].

Management is viewed from various approaches: as "the ability to achieve goals, using the work, intellect, and other people's behavior motives"; "management, function, type of activity on the management of people in a variety of organizations"; "areas of human knowledge that helps to carry out this function" [7, p. 5-6].

Materials and methods

A number of factors contributed to the emergence of the term "management" in the theory of Russian pedagogical science and practice:

- application of scientific approaches and technologies of modern management in various areas of management, including in the management of educational systems, due to their versatility;
- the integration of the world experience into the theory of education management is facilitated by the identification of the terms "management" and "management".

Pedagogical management can be considered as a special branch of management, which has its own specifics and patterns inherent only in it. The specificity of pedagogical management consists in the exclusiveness of the subject, products, tools, and the result of the labor of the manager of the educational process. The subject of labor of the manager of the educational process is the activity of the subject of management, the product of labor is information about the educational process. The instrument of labor is the word, speech. The result of labor is the level of literacy (training), upbringing and development of the object of pedagogical management - the trainees [5].

The management of educational institutions at the level of the head in connection with the changes in the economy of the state were addressed in their research by scientists: K.Ya. Vasina, A.N. Ivanov, A.M. Lazarev, A.V. Lorensov, T.F. Loshakova, A.M. Moiseev, O. Moiseeva, MM Potashnik, OG Khomerik, V.V. Khokhlova, T.I. Shamov and others.

Considering various aspects of management understanding, L.V. Goryunova defines pedagogical management as "the teacher's managerial activities carried out in the classroom and aimed at achieving the goals of developing a child's personality ready for life in new social and pedagogical conditions" [2].

Researcher V.P. Simonov gave the definition of pedagogical management as a set of principles, methods, organizational forms and technological methods of managing pedagogical systems, which are aimed at improving their functioning and development [8, p. 3].

Thus, pedagogical management can be defined as a non-standard type of managerial activity of a teacher in a team of students, with the goal of organizing the educational process, managing educational information, organizing teaching and educational work and supporting the communication process for the formation of educational and cognitive activity of students, which ensures personal development and preparing students for life in new social conditions. Researcher V.P. Simonov gave the definition of pedagogical management as a set of principles, methods, organizational forms and technological methods of managing pedagogical systems, which are aimed at improving their functioning and development [8, p. 3].

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A. Fayol in the XX century. for the first time singled out management functions - planning, organization, coordination, management and control. Over time, the range of management functions performed, supplemented, expanded and clarified.

When comparing teaching and management activities, it is possible to identify the coincidence of functions: motivational, constructive, organizational, informational, control and decision-making. When analyzing the actions that are required for the implementation of management in terms of changing the role of the teacher, it can be stated that the integration of managerial and pedagogical activities is expedient.

The content of the teacher's management as a subject of pedagogical management is reflected in the functions performed by him [8, p. 62].

Based on the general management functions, PI. Tretyakov singled out the following basic functions of the manager of the educational process:

- information and analytical - conducting self-analysis of personal management activities; analysis of information on the state and development of the educational process, the level of education of students;

- motivational-target - the choice of the purpose of the activity, the identification of strategic and tactical objectives; motivation of teachers and students to achieve the goal; transformation of motives into motives-goals;

- planning and forecasting - the creation of programs to achieve the goal; target planning;

- organizational and executive - the formation and regulation of a certain structure of organized interactions for the expedient achievement of a goal;
- control and diagnostic - fixing the conformity of the functioning and development of the system of educational work on the basis of compliance with state requirements and standards;
- regulatory and correctional - correction by operational methods, means and influences in the process of managing the pedagogical system in order to stabilize it at the planned level [10].

Modern education no longer needs a teacher, accustomed to act in accordance with the instructions and not capable of independent decision-making. The society needs a teacher as an organizer of the educational process, a person who can contribute to the process of solving urgent problems that arise in the student's life activity [11].

The teacher's readiness to perform professional functions, the harmonious unity of social attitudes and psychological and pedagogical training characterizes the teacher as a subject of management. Fundamental in the characteristics of the personality of the teacher are knowledge of the discipline, erudition and methodological competence.

The basis of pedagogical management was the formation of a new direction in the activity of a teacher. The peculiarity of pedagogical management lies in the awareness of the new role of the teacher in the development of the learner's personality as an organizer, advisor, "coach, and not a mentor" in the educational process. The subject of labor of the teacher as a manager of the educational process is the management activity, which is aimed at the learning and cognitive process of students, at the implementation of training. The use of methods of pedagogical management presupposes the ability of the teacher to manage pedagogical situations, the process of socialization, the learning and cognitive process and the behavior of students, which is one of the main components of the activity of a modern teacher.

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RESULT AND DISCUSSION

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One of the difficult and key problems of pedagogical theory and practice is the problem of personality and its development in specially organized conditions. It has various aspects, therefore it is considered by different sciences: age physiology and anatomy, sociology, child and pedagogical psychology, etc. Pedagogy studies and reveals the most effective conditions for the harmonious development of the personality in the process of training and education. In pedagogy and psychology on the problem of personality and its development, there were three main areas: biological, sociological and biosocial.

Representatives of the biological direction, considering the personality as a purely natural being, explain all human behavior by the action of the needs, impulses and instincts inherent in him from birth (Z. Freud, etc.). A person is forced to obey the requirements of society and at the same time constantly suppress natural needs. To hide this constant struggle with himself, he "puts on a mask" or the dissatisfaction of natural needs is replaced by occupations by some kind of activity.

Representatives of the sociological direction believe that although a person is born as a biological being, in the course of his life he gradually socializes due to the influence on him of those social groups with whom he communicates. The lower the level of development of a person, the brighter and sharper their biological features appear, primarily the instincts of possession, destruction, sex, etc.

Representatives of the biosocial direction believe that mental processes (sensation, perception, thinking, etc.) are of a biological nature, and the orientation, interests, abilities of an individual are formed as social phenomena. Such a division of personality can not explain either its behavior or its development.

Modern pedagogical science considers the person as a whole, in which the biological is inseparable from the social. Changes in the biology of personality affect not only the features of its activities, but also on lifestyle. However, the decisive role is played by those motives, interests, goals, i.e. results of social life, which, defining the whole face of the personality, give it strength to overcome their physical disabilities and character traits (short temper, shyness, etc.).

Personality, being a product of social life, is at the same time a living organism. The relations of social and biological in the formation and behavior of an individual are extremely complex and have a different impact on her at different stages of human development, in different situations and types of communication with other people. So, courage can come to recklessness when prompted by the desire to attract attention (the natural need for recognition). A courage prompts another person to meet the difficulties of life, although no one but him knows about it. It is important to see the degree of quality. Excessive politeness, for example, can border on sycophancy, obedience - to be an indicator of passive fulfillment of requirements, indifference, and restlessness - to testify to the liveliness of interest, the speed of switching attention, etc.

CONCLUSION

A person, as defined by L. S. Vygotsky, is an integral mental system that performs certain functions and arises in a person to serve these functions. The main functions of the individual are the creative mastering of social experience and the inclusion of a person in the system of social relations. All aspects of the personality are found only in activities and in relationships with other people. Personality exists, manifests itself and is formed in activity and communication. Hence, the most important characteristic of the personality is the social appearance of a person, with all his manifestations connected with the life of the people around him.

There are differences in understanding the essence of personality development. Metaphysics consider development as a process of quantitative accumulation, as a simple repetition, increase or decrease of the phenomenon under study. The followers of dialectical materialism, when

studying this issue, consider development as an inalienable property of nature, society and thinking, as a movement from lower to higher, as the birth of the new and the death of the old.

With this approach, personal development is a single biosocial process in which not only quantitative changes, but also qualitative changes occur. This complexity is due to the inconsistency of the development process. Moreover, it is precisely the contradictions between the new and the old, which arise and are overcome in the process of training and education, that are the driving forces of personal development. These contradictions include:

the contradiction between the new needs generated by the activity and the possibilities of their satisfaction;

the contradiction between the increased physical and spiritual capabilities of the child and the old, previously established forms of relationships and activities;

the contradiction between the growing demands of society, the group of adults and the existing level of personal development (V. A. Krutetsky).

These contradictions are characteristic of all ages, but they acquire specificity depending on the age at which they appear. The resolution of contradictions occurs through the formation of higher levels of activity. As a result, the child moves to a higher stage of its development. The need is satisfied, the contradiction is removed. But a satisfied need creates a new need of a higher order. One contradiction is replaced by another - the development continues.

In the process of training and education, general contradictions are concretized, acquiring brighter forms. These are contradictions between the requirements for pupils and their preparedness for perception and implementation of these requirements; between educational influences and "material resistance" (A. S. Makarenko). In the pedagogical process, there are also contradictions associated with the conditions for the development of society, and contradictions that arise as a result of deficiencies in educational work.

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