

# THE EFFICIENCY EVALUATION OF THE PROFESSIONAL COMPETENCE DEVELOPMENT MODEL OF THE HEAD OF AN EDUCATIONAL INSTITUTION

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## ABSTRACT

The article discusses the issues of diagnosing the level of competence of the head of a general education institution from the point of view of determining the parameters of professional potential, as well as their digitization; a variant of the development of managerial competencies is proposed, comparative results of diagnostics of the initial (actual) level of professional competence of the head of the school and the final level are given; shows the development of the introduction of individual cards for professional development of directors, taking into account the initial data and the nature of the difficulties in improving the quality of the manager's work.

**Keywords:** Head, educational institution, competence, school, diagnostics.

## INTRODUCTION

The current level of development of the personnel training system is aimed at the formation of competence specialists for all spheres of life of society in general and for educational institutions in particular. Competence technology of teaching gives rise to the need to develop professional qualities of the entire teaching staff, including its managers. The formation and development of professional competence of teachers has been the subject of many research papers covering various aspects of the activities of subject teachers [5]. Note that much less research has been devoted to the problem of the managerial activity of the head of a general education institution, but their number does not diminish the importance of this issue [1, 2, 3].

A particular difficulty in the problem of developing competence is caused by the diagnosis of the level of development of the professionalism of a manager. This study assumes the solution of the following tasks:

1. Determine the actual level of professional competence of the heads of a general education institution (initial stage of the experiment).
2. Check the sufficiency and effectiveness of the organizational and didactic model for the development of professional competence of the head of a general educational institution.
3. Determine the incremental level of professional competence of the heads of a general education institution (the final stage of the experiment).

The reliability and effectiveness of experimental studies are determined by their conduct on the basis of a deep study of the specifics of the professional activity of the head of a general education school; analysis of preliminary results using pedagogical methods of quantitative criteria; wide use of psychological and pedagogical diagnostics and their acceptability in real conditions; the geographical features of the heads of secondary schools involved in the experiment and the development of quantitative criteria for assessing the level of competence of the head.

When developing the methodology for conducting the experiment, principles were laid that reflect the features of the professional activity of the head of a general education school, in particular: the principle of professional modeling; qualimetric principle; the principle of developing competence; the principle of polyfunctionality; the principle of consistency; feedback principle.

### Empirical study

Experimental studies were carried out in three regions: in general education schools in the city of Tashkent, Fergana and Bukhara regions. The experiment consisted of four stages: preparatory, ascertaining, formative and generalizing. The interpretation of the answers and their generalization allows them to be ranked in the following table (1).

Table 1: Results of the interpretation of the survey responses

Often determined features	Director (121 respondents)	Deputy director (119 respondents)	Head of the educational department (124 respondents)
	(total 364 respondents) as a percentage of the total number of respondents		
Social	41	37	22
Scientific and methodological	26	30	44
Children bringing up	29	36	35
Independence in decision making	42	35	23
Communicative	32	32	36
Psychological-pedagogical	22	31	47
Educational-methodical	26	30	44
Moral-ethical	36	31	33
Worldview-ideological	26	40	34
Organizational-managerial	46	31	23
Research	26	33	41
Innovative-creative	28	29	43
Ethical-aesthetic	29	41	30
Socio-economic	27	31	42

Analysis of the table leads to the following conclusions:

- A significant part of the heads of a general education institution do not strive to improve their management activities.
- The prevailing objective conditions for the life of educators (numerous personal problems, distraction from their main work, overload with additional responsibilities, etc.) do not contribute to the development of their professional and cognitive activity, since they require temporary, physical, intellectual, emotional resources which in other circumstances would be aimed at improving professionalism.
- The overwhelming majority of heads of a general education institution are inclined to explain shortcomings and omissions in their work by imperfectness of the management system, lack of financial and material resources, and lack of regulatory mechanisms for independent activity.
- Extrinsic motivation prevails in the professional activity of the heads of a general education institution.

On the basis of common features, corrections were introduced into the differentiated didactic test.

The functions of the head of a general education institution considered in the table reflect the demand for the certain groups of competencies. An increase in the level of these groups is an indicator of the development of his professional competence. The actual status of competence was determined on the basis of testing according to the differential didactic test, which is calculated by the following formula:

$$P_{hpc} = \frac{\sum_{i=1}^n P_{smc} + P_{icc} + P_{sec} + P_{ppc} + P_{wic} + P_{mec} + P_{omc} + P_{sc} + P_{eac}}{n * 100}$$

where:

$P_{hpc}$  – the size of the potential of the principal's professional competence (%);

$P_{smc}$  – indicator (potential) of scientific and methodological competence (%);

$P_{icc}$  – indicator (potential) of innovative-creative competence (%);

$P_{sec}$  – indicator (potential) of socio-economic competence (%);

$P_{ppc}$  – indicator (potential) of psychological-pedagogical competence (%);

$P_{wic}$  – indicator (potential) of worldview-ideological competence (%);

$P_{mec}$  – indicator (potential) of moral-ethical competence (%);

$P_{omc}$  – indicator (potential) of organizational-managerial competence (%);

$P_{sc}$  – indicator (potential) of social-communicative competence (%);

$P_{eac}$  – indicator (potential) of ethical-aesthetic competence (%);

$n$  is the number of structural indicators;

100 - the maximum number of points.

Based on the size of the  $P_{hpc}$  potential, it is possible to track the rating (level) of professional competence at a particular stage of its activity.

### Main research results

The following scale of indicators was used as the main criteria for determining the existing potential of professional competence of the head of a general education institution: completely correct (CC), sufficiently correct (SC), partially correct (PC), completely incorrect (CI).

**Table 2: Average test results for heads of a general education institution in the context of regions**

№	Regions	Respondents amount	Criteria			
			CC	SC	PC	CI
1	Tashkent city	101	12 11,9%	25 24,7%	33 32,7%	31 30,7%
2	Fergana region	116	16 13,7%	27 23,3%	36 31%	37 32%
3	Bukhara region	147	11 7,5%	37 25,2%	49 33,3%	50 34%

From this table, we draw the following conclusions:

These studies made it possible to assert that, in general, in general educational institutions the level of professional competence is average and below average.

To conduct a formative experiment (stage 3), experimental and control groups were created from among the leaders taking part in the ascertaining part of the study. In the experimental groups, training was systematic and holistic. The organizational form of training was a training seminar (Course) for the heads of a general education institution, the methodological basis of the structure and content of which is the essence of the professional competence of the head of a general education institution identified in the research process, consisting of interrelated and interacting groups of competencies.

The development of these groups of competence in accordance with the Program is carried out on the basis of 5 learning models, which in essence cover the content of the above groups of competencies.

All modules are substantively and technologically interconnected, however, they can also be considered as independent didactic content.

**Table 3: The ratio of the developed groups of competencies and the main forms, methods of developing professional competence of the head of a general educational institution**

№	Developing groups of competencies	Modules where the corresponding groups of competencies are actively developed	Basic forms and methods of development of the corresponding groups of competencies
1	Scientific and methodological	Module 1	Preparation of your own scientific articles, mini and online conferences Study and systematization of typical management situations for different categories of managers
2	Innovative-creative	Module 5 Module 1 Module 4 Module 5	
3	Psychological-pedagogical	Module 1 Module 2 Module 5	Psychological situations associated with business communication between the manager and subordinates, between the school employees themselves
4	Socio-economic	Module 2 Module 4	The use of active methods and forms of education for modeling socio-economic situations
5	Worldview-ideological	Module 3 Module 4	Situational tasks on the establishment of interpersonal relationships in a team; the implementation by the head of the influence on employees, the formation of a favorable socio-psychological climate; prevention and resolution of conflicts in the teaching staff The use of active methods and forms of training to create problem situations, the solution of which requires organizational and managerial training
6	Organizational-managerial	Module 3 Module 1	

During the experimental verification of the model for the formation of professional competence of the heads of a general educational institution, all structural components of the model were implemented in the following areas:

- diagnostics of the initial (actual) level of professional competence of the head of a general education institution;
- diagnostics of the final level of professional competence of the head of a general education institution;

- Developed and implemented individual cards for professional development of directors;
- educational routes took into account the initial level of professional competence of the leader and the nature of his difficulties;

The optimal sequence and combination of the above methods and forms of education contributed to the creation of a creative environment during the course of courses for heads of educational institutions, which influenced the active development of the main components of professional competence:

1. For the operational and technical component - the inclusion of heads of educational institutions in active cognitive and practical activities, which ensured:

- mastering knowledge of the basics of management and awareness of the significance of this knowledge;
- mastering the skills and abilities that ensure the effectiveness of management.

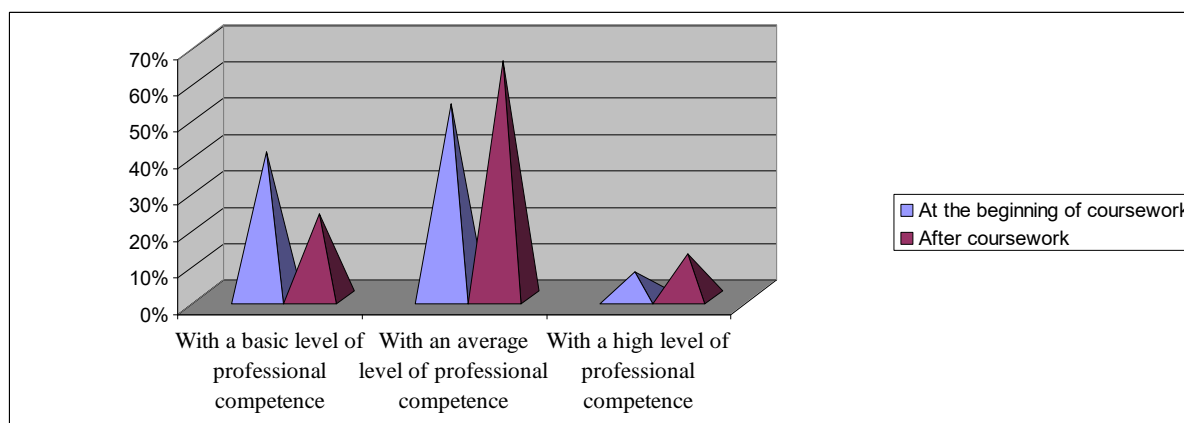
2. For the motivational component - the inclusion of school leaders in active cognitive and research activities that contribute to:

- deep understanding of the management process and its components;
- reconstructing as a result of such an awareness of the motives of managerial activity (strengthening the importance of social, actually managerial motives and motives of personal development);
- formation of a positive attitude to the practical use of psychological laws of management.

3. For the reflexive-evaluative component - inclusion in active cognitive and innovative activities, which positively affects:

- actualization of the need for self-knowledge and introspection of one's personal qualities;
- the formation of adequate self-esteem (in the process of highlighting managerial and personal qualities);
- formation of needs and skills to use knowledge about oneself in order to optimize management, professional and personal improvement.

**Figure 4: Dynamics of the formation of professional competence of heads of educational institutions**



The data of an objective study of the manager's managerial activity, as well as the results of self-assessment and testing, were entered into the manager's portfolio. The analysis of all characteristics of the manager's professional competence was carried out twice: at the initial and at the final stages. Therefore, a comparison of the results obtained made it possible to trace the dynamics of their formation.

### Summary and prospects

As the formative experiment has shown, it is advisable to train different categories of heads of educational institutions separately, and not in mixed groups (especially in practical classes). Since the participants in the lesson may not know in detail the specifics of the activities of other categories, or the same activity may be simply not interesting to them.

The generalizing stage of the experimental research consisted in generalizing the results of previous works, to refine the calculations. The individual results were subjected to statistical processing: the frequencies of the values were determined, histograms of their distribution were plotted, the position of the maximum was analyzed, which made it possible to interpret the results qualitatively.

These calculations lead to the following conclusions:

- substantiated the need to conduct courses (based on the developed Program), which contribute to the development of professional competence among the heads of a general educational institution;
- the effectiveness of the use of innovative forms of classroom studies (problem lectures, creative seminars, active teaching methods) for the development of professional competence among the heads of a general education institution has been confirmed;
- substantiated the need to use situational tasks, differentiated didactic tests, etc., which have high diagnostic efficiency in assessing the level of acquired professional competence of heads of educational institutions.

Thus, on the basis of the results of experimental work, it can be argued that the reliability of the theoretical provisions of the study on the development of the professional competence of the heads of a general education institution on the basis of an organizational-didactic model has been fully confirmed.

To determine the level of development of the components of professional and pedagogical creativity, it is advisable, in our opinion, to use diagnostics. The purpose of pedagogical diagnostics is a purposeful study of the aspects of interest in order to identify strengths and weaknesses and determine the most effective ways to improve. The purpose of pedagogical diagnostics is realized through the functions of other components, among which principles and requirements are of no small importance. Changes in the level of professional and pedagogical creativity of members of the teaching staff of an educational institution are the main indicator of the quality of work of the head of an educational institution and should be the defining indicators of assessing his activities.

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