

# MODEL OF DEVELOPING COMMUNICATIVE COMPETENCE OF MANAGERS IN THE PROFESSIONAL EDUCATION SYSTEM IN THE CONTEXT OF NETWORK COOPERATION

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## ABSTRACT

The article reveals the model, model, modeling, their content and capabilities of the development of communicative competence of managers of the vocational education system in the context of network interaction.

**Keywords:** Managerial staff, professional training, modeling, modeling, communicative competence, component.

## INTRODUCTION

Modeling is a method of scientific research of objects, conceptual representation of models, construction and study of changes in the current state of objects or events. The universality of the modeling method allows the study of any aspect of an object, event or process, the formal representation of its important features and their presentation in the form of a model. The use of modeling of events and processes in pedagogical research has led to a number of advantages in modern scientific and pedagogical research, the author's model of the studied phenomenon, conceptual understanding of the principles and laws of its activity on a particular topic and predict its dynamics are yielding positive results today [4, p. 13]. Thus, a model can be defined as a general structure of an event or process formed on the basis of a specific concept, which allows to describe the essence or developmental mechanism of the research object on the basis of creative intuition (intuition) and research work.

## MATERIAL AND RESEARCH METHODS

According to P.I. Obraztsov, the model is an independent object that bears a resemblance to the event described as a prototype, serving the purpose of determining its properties, explaining and evaluating its change [3, p. 122]. E.V. Yakovlev and N.O. Yakovleva note that the model as an independent object corresponding to the original object must meet the following mandatory conditions:

- the model must be structural;
- the model must be similar to the original;
- the model must be able to replace the original in some respects;
- the model should allow to form new knowledge about the original as a result of research [5,

p. 138].

Thus, the application of the modeling method in modern pedagogy, the validity and effectiveness of many studies, objective advantages, compliance with the goals, requirements and approaches of vocational education have predetermined the possibilities of using the professional education system to develop communicative competence.

The process of developing a model for the development of communicative competence of managers in the vocational education system is a step-by-step process, which includes:

- Defining the purpose of model development;
- construction of a system of interrelated components or a block of competencies with maximum completeness in the development of the competence under study;
- determine the necessary and optimal set of key components in the selected components of the model;
- review the dynamics of the process of competency development and identify the necessary

and sufficient evaluation criteria for evaluating the expected results;

- to determine the stages of pedagogical control and correction to ensure the optimal outcome of the pedagogical process [1, p. 92].

According to their main features, pedagogical models can belong to one of the following types:

- meaningful pedagogical model: includes modeling the direct content of the object of pedagogical research as a set of its specific qualities, characteristics, features and composition;

- Systematic pedagogical model: includes modeling of the system of objects of pedagogical research, which is considered as a single whole in the relationship of formative components;

- Functional pedagogical model: modeling the object of pedagogical research, taking into account that it is aimed at the implementation of specific pedagogically important functions.

## RESEARCH RESULTS AND DISCUSSION

The pedagogical model developed in our study has a system-functional type and its design is based on the hypothesis put forward at the beginning of the study: The development of communicative competence of managers of vocational education will be more effective in the following conditions:

- If the source of the concept of "Development of communicative competence of heads of vocational education systems through network interaction" and "Communicative competencies of the head of vocational education system" is identified, it will determine the optimal pedagogical forms and methods of training them for targeted development;

- The network is represented by the goals, content, activities, criteria and evaluation blocks in the development of organizational and functional model of the development of communicative competence of managers of the vocational education system in the context of cooperation;

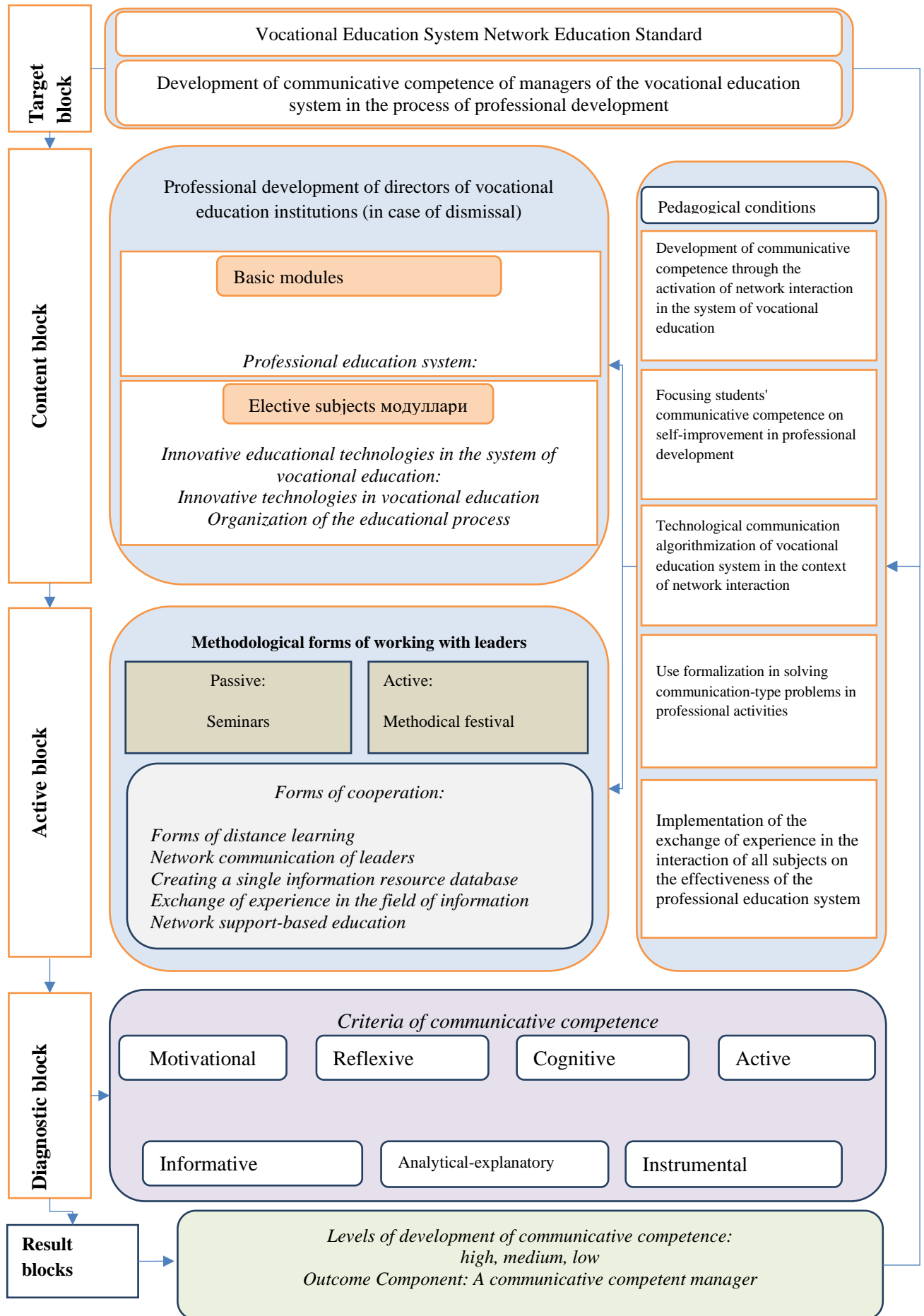
- Methodological support of the pedagogical process will be developed on the basis of modular teaching technology, using the opportunities and advantages of intersectoral cooperation to increase the level of development of their communicative competence;

- A set of pedagogical conditions that contribute to the effective implementation of modular learning technology for the development of communicative competence of managers of the professional education system will be identified and tested.

Identification of communicative competence, as well as the development of this type of competence as a targeted psychological and pedagogical process, analysis of our own pedagogical practice in the implementation of additional professional education programs allows us to develop a model for implementing communicative competence development of managers. Systematically, the model includes goals, content, activities, criteria, and evaluation and outcome blocks (Figure 1).

The specifics of the state management of the vocational education system determine the importance of the regional order and the training of highly qualified managers. The Law on Education defines professional educators as a type of education aimed at the formation of knowledge, skills and abilities that allow them to work in a particular specialty or profession and (or) carry out professional activities in a particular field. This type of training is carried out in the process of mastering basic vocational training programs.

According to the legal definition of vocational education, it is defined as a type of education aimed at acquiring knowledge, skills and abilities of trainees and forming the skills necessary for successful performance of certain labor and traditional functions (certain professions, services and labor activities).



**Figure 1. A model for the development of communicative competence in the management of professional education in the preparation of managers for management activities****CONCLUSION**

The advantages of the modeling method and its use in pedagogy led to the application in this study to develop a model for the development of communicative competence of managers of the professional education system in the context of intersectoral interactions. The model of the process of developing the communicative competence of managers of vocational education system in the context of network interaction is a hierarchically and didactically inseparable set of functional interrelated components that allow the use of teaching aids designed to achieve the goals of developing communicative competence of this category of employees. It implies the presence of the following components in the system: purpose, content, activity, criteria and evaluation and outcome blocks. The elements of the model are interrelated, arising from its structural and functional nature, and ensure the unity of activity of all elements to achieve a common goal - to increase the level of development of communicative competence. The practical aspect of implementing the model of developing the communicative competence of managers of the vocational education system in the context of intersectoral cooperation is reflected in the calendar block "Personnel Management, Communications and Information Literacy" of the training module "Management and Marketing in Education". The block includes a set of mandatory and optional modules. The effectiveness of the implementation of meaningful and active blocks of the model is provided by a set of pedagogical conditions identified on the basis of analysis of special literature, pedagogical practice, pedagogical practice of advanced training and retraining of leading personnel in other regions. In order to implement the model, it is important to create conditions for cross-sectoral interaction of participants in such programs.

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