



PROFESSIONAL COMPETENCE OF DIRECTOR

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Abstract: The publication is devoted to the analysis of the professional competence of a school director, which is a complex multi-component personal education that requires systematic improvement and development.

Key words: competence, high school age, innovative technologies, management.

One of the priorities of the manager's policy at the present stage is to ensure a management system for highly qualified personnel. The concept of "competence" includes complex, capacious content that integrates professional, socio-psychological, legal and other characteristics. In a generalized form, the competence of a specialist is a set of abilities, qualities and personality traits necessary for successful professional activity in a particular field. Psychological research examines the following types of competence: communicative, professional and pedagogical. Professional competence is the result of professional education. A high level of professional competence increases the competitiveness of a specialist. Currently, in the scientific literature there is no unambiguous approach to defining the concept of "professional competence". The concept of "professional competence" is considered as: a set of knowledge and skills that determine the effectiveness of work; scope of task skills; combination of personal qualities and properties; a complex of knowledge and professionally significant personal qualities; vector of professionalization; unity of theoretical and practical readiness for work; the ability to carry out complex culturally appropriate types of actions, etc. The variety and versatility of interpretations of the concept of "professional competence" are due to the difference in scientific approaches: personal-activity, system-structural, informational, cultural and others to the scientific problems solved by researchers.

The formation of professional competence is a process of influence that presupposes a certain standard towards which the subject of influence is oriented; a process that implies a certain completeness, the achievement of a certain level of standard. Formation of professional competence is a controlled process of developing professionalism, i.e. This is the education and self-education of a specialist. In the scientific literature, the criteria of professional competence define the social significance of the results of a specialist's work, his authority, and social and labor status in a specific field of knowledge (activity).

The professional competence of a school principal is a complex multicomponent personal education that requires systematic improvement and development. In conditions of constant challenges and changes, multitasking and limited resources, it is very difficult for a modern Russian school principal to find time and energy for continuous self-education. However, this is a necessary condition and guarantee of a successful leader today. A Chinese proverb says: "When the wind of change blows, some build walls, others build windmills."

Continuous professional and personal self-improvement should become a habit, part of the daily lifestyle of a leader.



The school is managed by the director, his deputies, and heads of structural divisions. A high level of professional competence of managers is a fundamental condition for effective management, and therefore quality education in this educational organization.

The professional competence of a school director is an individually developed integrative personal education, which includes a complex of professional knowledge, abilities, skills, experience, professional personal qualities, ways of thinking, pedagogical and managerial culture necessary for solving professional educational problems.

In the context of globalization and digital transformation of socio-economic, political, cultural and other systems, the education sector is also being transformed: approaches to organizing the educational process are changing, standards of training and education are being improved, government policy is being updated, and new tasks are being set for employees of the education system. In these circumstances, it is important for heads of educational organizations to be able to quickly respond to the challenges of the external environment, adapt to them, find non-standard solutions, and apply effective management methods and tools.

High-quality results in conditions of constant change are unthinkable without increasing the level of professional competence. Continuous professional and personal improvement should become a key area of development for the teaching and management staff of the school.

The purpose of the methodological recommendations is to provide methodological assistance to directors of secondary schools and their deputies in the development of a number of relevant competencies necessary for the effective management of an educational organization. Methodological recommendations include an introduction, four sections, a conclusion and one appendix. A competent head of an educational organization (hereinafter referred to as EO) is a person with certain professional qualities and competencies.

Basic requirements that the head of a public organization must meet:

Meet the qualification requirements specified in special reference books and/or professional standards.

Have a higher education.

When appointed to a position, have experience in positions related to pedagogy or management.

Have no restrictions on the right to engage in teaching activities.

The effectiveness of the work of the head of a comprehensive school is determined by professional competence in determining the content education, in the implementation of the connection between education and personal development, the quality of education and its practical orientation. The school head's orientation toward student-oriented educational goals is also an indicator of improving professional competence.

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