

ISCKMC 2020**International Scientific Congress «KNOWLEDGE, MAN AND CIVILIZATION»****ORGANIZATIONAL CONDITIONS FOR BUILDING A
LEADERSHIP CAREER IN AN EDUCATIONAL ORGANIZATION**

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Abstract

The problem of managing an educational institution is one of the oldest and most difficult in the theory and practice of education. The socio-economic and political processes taking place in our country have radically changed the content of management activities in the educational organization: independence has increased, and, therefore, the responsibility of managers for the final result. The modernization of education in the world is also making adjustments to the educational system shifting the focus to the activities of direct participants in the pedagogical process and its quality. The results of the experimental work showed that subject to organizational conditions for building a career, the head of an educational institution increases the desire to develop professional competence and build a career, the desire for self-improvement, openness to innovation, the ability to work at the highest level, while constantly raising the bar for the requirements for his personality. The paper substantiates methodological approaches to the process of building a career of the head of an educational organization; discloses the essence and structure of the “career building” concept, “professional competence” and the related categorical and conceptual apparatus; describes organizational conditions for building a manager career of an educational institution within the framework of professional competence development.

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1. Introduction

The modern system of educational organization requires new approaches to management. Prescriptive management in the mode of strict execution of instructions of higher management structures is passing into history. In the light of this, all progressive, truly scientific, expedient and effective in the educational process must be preserved and continued, but already on a new methodological and theoretical basis.

In the context of education reforms and complex scope of work of educational institutions there is a need for innovative approaches to education and training of managers, introduction of new management technologies, changes in regulatory requirements for managers, their managerial competence, ability to navigate information flows, ability to create an efficient team, etc. (Beigi et al., 2018).

However, most managers of educational institutions face difficulties in building an integral system for managing the development of a preschool educational institution. As a result, they try to manage based on their intuition and experience, as a result of which the career of the head of an educational institution develops randomly and haphazardly.

2. Problem Statement

The relevance of research issues makes it necessary to search for organizational conditions and methodological tools aimed at building professional competence, developing a leadership career.

3. Research Questions

Professional competence is an integrative personal resource that ensures successful activity through acquired effective strategies. Professional competence includes competencies, is ensured by competencies and is found in competencies. The career of the head of an educational institution includes the degree of development of his professional competence, skills and abilities to perform managerial work in an educational institution and public recognition in the process of developing his social space accompanied by the progression in the levels of the qualification ladder and official positions. A career in a preschool educational sphere can be defined as a promotion in the stages of professional growth of the head of a preschool educational institution characterized by the dynamics of professional competence, qualification opportunities, personal qualities and potential aspirations accompanied by career progression.

3.1. Literature Review

Modern scientific and pedagogical literature illustrates the experience in the study of management activities, its essence, structure and functions are disclosed in the works of Privalov et al. (2017), Fedorov and Davyidova (2014) and its performance indicators (Ahna et al., 2017), including the analysis of a wide range of issues related to various aspects of management activities of educational institutions (Hargreaves, 2005).

The problems of developing professional competence of various specialists are considered in the works of Vaganova et al. (2020), Gluhova and Bazhanova (2013).

The studies of the career phenomenon are multifaceted and lie mainly in the directions of psychological and acmeological research of career motivation (Kokkos, 2015), factors of personality development during career progression, successful development of an individual career (Pankratova, 2009; Zhuina, 2012).

3.2. Organizational conditions for building a manager's career

In our understanding, organizational conditions represent a set of interconnected measures ensuring purposeful career building of the head of an educational organization. In accordance with the principle of dynamism, the system of organizational conditions is aimed at ensuring career development and first of all includes planning, organization, communication, regulation, control and correction of the information culture of an individual.

Let us consider the importance of formulated organizational conditions ensuring the career development of the head of an educational organization: creation of a career development work system; development of career orientation of a specialist; recognition of professional competence as an essential factor in career development and competitiveness. The modern labor market imposes particularly stringent requirements on the professional competence of a specialist, requires him to review his own values, established dogmas and stereotypes, existing professional and life experience. It is clear that an unconditional priority in the acquisition of new knowledge, the formation of value and worldview guidelines, improving the quality of professionalism, professional maturity of a specialist is the *creation of a career development work system*.

According to the author's plan, the career of the head of a preschool educational institution can be implemented only under the condition of purposeful and systematic actions performed within the system: creation of a special socio-cultural space in which each specialist of a preschool educational institution can build a career of the head of an educational organization; continuously improve their skills, develop professionalism.

The implementation of this condition involves the development and implementation of a career building model for the head of a preschool educational institution, as well as the development of program measures for the successful career of specialists.

In the model of building a career of the head of an educational organization there are several successive stages that make up the process itself. Achieving the goal of career development – the maximum height in professional skill in relation to job requirements is achieved in stages. The content of this process is to bring personal competence into line with the competence of the position.

The development of *career orientation of the head of an educational organization* is also an important condition. The development of the professionalism of the leader's personality, which would be the subject of a large-scale transformation of his own internal world, looks quite promising in the appropriate reflexive-innovative environment, which creates the conditions for motivational potential and creative expression.

The reflexive orientation of such an environment makes it possible to maximize the positive potential of the head of an educational institution in mental, social, existential and spiritual growth, internally motivating developing interaction, provides the main humanistic principle of creation – achieving integrity and increasing the diversity of internal and external life of each participant in educational relations. Based on these, we consider it necessary to specify this condition, which implies the following:

- maximum number of professionalization elements, implementation of a full-fledged dialogue with the audience;
- scientific and methodological support for building a career of the head of an educational organization aimed at achieving positive socially significant goals in the profession, optimal intensity and intensity of work;
- further training of the head of an educational organization by means of traditional and non-traditional classes ensuring the conditions that contribute to the development of their reflexive position (ability to compare, synthesize, classify, identify the essentials, process observation data, apply analogy, analyze one's personality, i.e. there is a need for a specialist in introspection, self-identity and self-identification with other people and the world);
- continuous development of the leader's professionalism in the course and inter-course periods on a single scientific and theoretical basis.

To effectively build a career of a manager, it is necessary to create conditions for the development of the career orientation: to maintain positive motivation for professional activities, systematically increase the level of professional education of managers in various forms of training, contribute to the activation of professional activities by moving from retrospective managerial knowledge and skills to creative management.

Based on numerous scientific developments that prove the need to form a value attitude of a teacher to professional activity, we came to the conclusion that the recognition of professional competence as the most important factor in career development of the head of a preschool educational institution has the following content:

- psychologically comfortable conditions for the leader of a preschool educational institution to realize the importance of transforming his own internal world imply the search for personal meanings, mechanisms of self-development, personal attitude to professional self-improvement, conscious identification of personal, professional and life values;
- orientation of a leader to identify himself, finding his own personality (analyzing the goals of his activities, his experience, a leader learns to determine the attractors of his behavior and thinking, to trace the logic and sequence of actions, to understand the connection of the idea and the obtained final results);
- directing a leader to believe in himself: both to an individual and to a professional (trust in himself makes it possible for a person to be fully present in what he is experiencing, turning and contemplating career building; trust in oneself gives an opportunity to perceive the value of career development, holistically, i.e. in his relationship with the outside world, his own life experience);

- self-regulation of the value sphere of an individual as a technology for developing the professionalism of the head of an educational organization (free, value-oriented choice, which ensures real personal and professional self-realization in the process of building a career);
- stimulating the leaders of an educational organization to build a positive and harmonious “I-concept”, i.e. such a personal neoplasm of self-consciousness, which contains stable value orientations and reflexive beliefs;
- readiness among the leaders of an educational organization to master the mechanisms of self-actualization, self-organization and self-mobilization.

Thus, the identified organizational conditions for building a career of the head of a preschool educational institution make it possible to specify this process and draw up a model for building a career of the head of an educational organization.

4. Purpose of the Study

To theoretically justify and consider the conditions for building a career of the head of an educational organization within the framework of professional competence development.

5. Research Methods

To determine the theoretical significance of the research problem, to provide literature review and to define the key concept of research, the following theoretical methods were used: analysis, synthesis, modeling. The pedagogical experiment was chosen as the leading method of study that was used to identify the efficiency of proposed organizational conditions.

6. Findings

Table 01 shows the summary of the formative phase of the experimental study.

Table 1. Table 01. Dynamics of professional activity of leaders of an educational organization of the experimental group

Event	Ascertaining stage, %	Control stage, %
participation in a conference for the leaders of an educational institution	16.7	66.6
presentations at city methodological associations	66.6	83
city contests for managers	50	100
online contests for managers	33.3	83
printed publications	–	33.3
electronic publications	50	83

We also revealed positive changes in increasing the ICT – the competence of the leaders of an educational organization, which demonstrates the following characteristics: 100 % of respondents mastered computer literacy, 83 % – advanced users; there is a significant expansion in the use of

educational sites; 83 % of managers monitor monthly updates on their official website; 66.6 % of managers improve their skills by participating in distance events.

In addition to increasing the professional activity of managers, it is necessary to note the negative trends, in particular, low level of motivation of managers to self-education and self-development, without which it is impossible to achieve high level of a cognitive component.

Thus, we can state the presence of positive dynamics among the leaders of the experimental group. A comparative analysis of the performance of respondents at ascertaining and control stages allowed determining the dynamics of career development of respondents of both experimental and control groups (Table 02).

Table 2. Dynamics of development of professional competence of educational organization leaders

Levels	Experimental group				Control group			
	Ascertaining stage		Control stage		Ascertaining stage		Control stage	
	abs	%	abs	%	abs	%	abs	%
Optimal	1	16.7	4	66.6	2	33.3	2	33.3
Sufficient	3	50.0	1	16.7	3	50.0	3	50.0
Basic	2	33.3	1	16.7	1	16.7	1	16.7
Total	6	100	6	100	6	100	6	100

The tables show the dynamics in the indicators of the experimental group. Thus, 66.6 % of respondents reached the optimal level of career development (the indicator increased by 50.1 %). Besides, 16.7 % of respondents were at a sufficient level of career development (the indicator decreased by 33.3 % due to the transition of 3 respondents to the optimal level). At the same time, the indicators of the basic level of career development decreased to 16.7 % (decreased by 16.6 % due to the transition of 1 respondent to a sufficient level) (Figure 01).

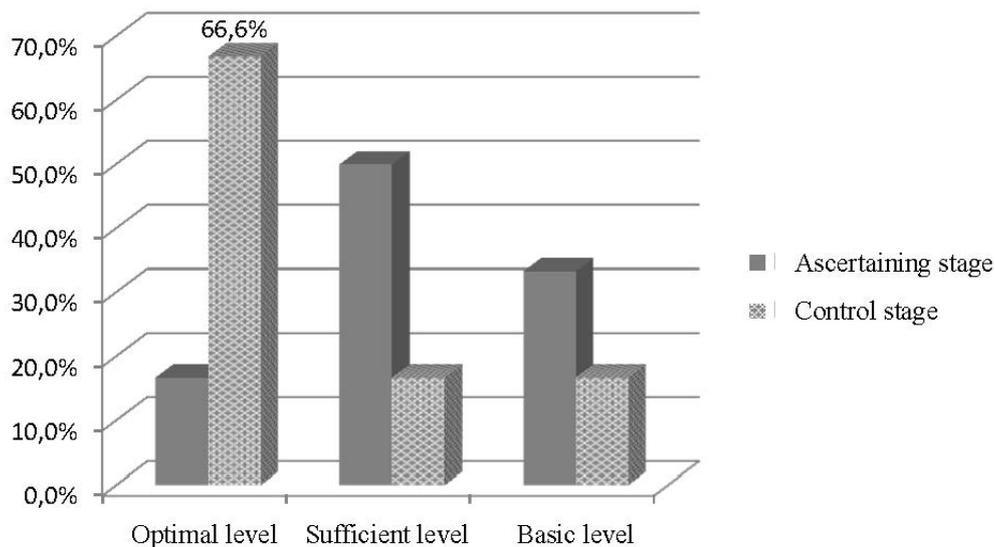


Figure 1. Career development levels of the experimental group

Thus, the obtained data confirmed the efficiency of formative work to build a career of the head of an educational institution, including with managers of the basic level, which stimulated their increase in motivation for activity, the development of a general managerial culture, professional competence and the overall performance.

7. Conclusion

The results of theoretical and experimental study confirmed the validity of the purpose, showed the effectiveness of solving the tasks of the study and gave grounds for formulating the following general conclusions.

The study showed that innovative processes touched on the experience of organizing the educational space and management technology, competence and culture of management. There is a direct connection between the issues of professionalism of pedagogical activity, the career growth and the success of the head of an educational organization.

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