Methods of Improving Communicative Competence of the Head of Educational Institution

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Annotation: The article analyzes the pedagogical methods and importance of developing communicative competence in the personal qualities of the head of the educational institution in the formation of the qualities of social and psychological initiative, determination, and courage, aspiration to innovation and their acceptance and correct application in practice.

Keywords: personality, communication, competence, communicative competence, pedagogy, information technology.

Introduction.

In September 2015, 192 member states of the United Nations rarely committed to monitoring the Global Change: Agenda for Sustainable Development until 2030 program. In 2016, the United Nations proposed to our country the approach of "comprehensive implementation, acceleration and support of development policy measures to achieve the Sustainable Development Goals" (MAPS). In this approach, three accelerators are accelerated for wide reforms. The first of these areas is "Improving the efficiency and accountability of management systems", which states that "effective governance is a cross-sectoral and key catalyst in achieving all other goals of sustainable development." This indicates the need for continuous research to improve the management system, to select, train, improve the skills of senior staff, to create conditions for their higher level of knowledge, and at least to improve them scientifically.

The ongoing reforms in the education system of the country are aimed at improving the content of education, teaching methods, technology, teacher competence and technologies to increase the knowledge, skills and abilities of students. However, the competence of the head of the educational institution, who is another participant in the educational process, is also very important in improving the quality of education.

Materials and Methods.

The introduction of promising innovative schools and the development of creative thinking potential in schoolchildren is one of the modern requirements. Therefore, its leader must be ready for the innovative environment and conditions and be its leader. Abu Nasr al-Farabi acknowledged that "the most important thing for a leader is wisdom" [1,204]. It is no coincidence that the great scholarly leader must first be a clear example of reason. Today, the head of an educational institution requires the ability to promote innovative ideas, anticipate the technologies to be put into practice, and the ability to organize work properly. In order to carry out this work, the head of the institution must have sufficient professional competence [2].

Judging by the analysis of the scientific literature, there are different approaches by researchers to the definition of professional competence.

In particular, European and American researchers have studied the practical aspects of communicative competence, namely:

➢ environmental impact (I.Borg, M.Muller, T.Staufenbiel);

➢ A set of knowledge, skills and abilities that help to successfully complete the task (M. Perlmutter, M.Kaplan, L.Nyguist);

➢ Supplier of separate actions in the structure of activities (G. Schreder, M. Warwerg);

➢ studied as a practical application of the applied methods to cognitive processes (S.P.Dyrstra, S.Dollinger) (Rogachev V.V., 2002).

Results and Discussion.

A competent approach helps to link a person's behavior to specific performance outcomes, identify a person's strengths and weaknesses, and understand what steps need to be taken to improve performance. However, since it can be considered as a set of skills, qualities, knowledge that are manifested in human behavior, it is possible to determine the existence of this or that ability by burning a person in a certain situation.

According to the traditional definitions given in the scientific literature, competence is a set of standards in which an employee has a clear and unambiguous understanding of what is needed to do a job very well, which includes skills, knowledge and a number of concepts. The definition shows that there are causal links between all participants in the production process, and allows us to understand that the external environment and the specific situation are important factors in determining a person's behavior and spirituality.

In our opinion, according to the "theory of competence", a person's competence is assessed by the following psychological state, which includes a four-stage process, ie the process of transition from unknown to incomprehensible competence:

1) The stage of incomprehensible incompetence: the degree of "I - I know nothing, I know nothing."

2) The stage of perceived incompetence: the degree to which a person "knows what I don't know".

3) Perceived competence level: a person's level of "I know what I know".

4) Unexplained level of competence: the level of "I do not know anything about what I know" (Khayitov O.E., 2010).

From the point of view of competency-based approach, the competence of the head of an educational institution in modern conditions is measured not only by the amount of knowledge, their encyclopedic nature, but also by the ability to solve professional problems and tasks of varying complexity.

The main requirement for the head of a modern educational institution is his professional competence [3,58]. Professional competence structurally includes the following competencies: scientific-methodological, organizational-managerial, innovative-creative, socio-economic, psychological-pedagogical, educational and ideological, communicative, aesthetic, ethical. These are the requirements that show that the head of the educational institution has sufficiently formed professional competence.

Innovative activity is formed only when the personal qualities of the head of the educational institution are social and psychological initiative, determination, courage, aspiration to innovation and the ability to accept them and apply them in practice. This, in turn, leads to journalistic activity in the leader: the constant use of various Internet sources of information, educational resources,

professional modern literature, newspapers and magazines; it also provides an opportunity to participate in conferences, seminars and symposia with lectures. The potential to make effective use of available opportunities will help to continuously increase the professional competence of the head of the educational institution.

In order to develop a set of measures to systematically increase the level of professional competence of the head of the general education institution, the general principles of general education management were identified: systemic and integrated management; democratization and humanization of the management of the pedagogical system; rational combination of centralization and decentralization; a combination of leadership and collegiality; objectivity and completeness of information in the management of the education system; system structure; diagnostics and transparency. These principles contribute to a systematic and in-depth understanding of the concept of "professional competence" of the head of the general education institution and allow to confirm that the head of the general education institution has a certain level of professional competence, which is characterized by changes in his level. Because the process of developing professional competence should be considered in terms of the dynamic growth of this competency potential. In determining the level of professional potential of the leader, a group of interrelated competencies is distinguished: scientific and methodological, innovative and creative, socio-economic, psychological-pedagogical, spiritual-worldview, organizational-managerial. The generality of the competency groups discussed above reflects the multifaceted and multi-vector activity of the head of the general education institution.

The model of professional development of the head of an educational institution in an innovative educational environment provides an opportunity to systematically and continuously assess the process of psychological and pedagogical development of leadership [4,18-19]. The structure of the model includes three psychological and pedagogical mechanisms for the development of professional competence: training institutes and centers; leader's activities for self-development and improvement; take measures to understand and analyze best practices (innovations).

The first mechanism (institutes and centers of advanced training) is structurally: time resources (duration of training in courses), didactic component (science programs, complexes, task banks, class and extracurricular activities, etc.), diagnostic component of quality control and forms of teaching) , organizational component (inseparable from the main activity, sending groups according to different criteria, distance learning, etc.).

The second mechanism is the leader's work on self-development and professional capacity building. The nature of a leader's work on self-improvement and self-improvement is marked by his or her initiative and continuity. The result of this form of professional competence is the periodic certification of the leader, which results in the development of his competence.

A third mechanism for capacity building of a leader's professional competence is the activity of perceiving and analyzing advanced learning experience. An analysis of general education institution management experience and teaching practices has shown that activity in perceiving and analyzing innovation depends on the level of professional knowledge, personal qualities and research skills, and access to information sources.

Conclusion.

In conclusion, it should be noted that the experience of managing a secondary school, the correctness of education, the reputation of educational institutions, the creative activities of teachers and the effectiveness of learning depend in many respects on the skills and competencies of leaders.

At the same time, the organization and management of the educational process in accordance with the requirements of the innovative educational environment, updating the content of education is a requirement of the period in the process of training and retraining of teachers to constantly increase the level of professional competence of the head of the educational institution.

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