Competency Building Approach in Development of Leadership Skills of a To-Be Pedagogue

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Abstract: The article deals with the problem of training of to-be pedagogues in higher education institutions as competitive personalities ready to undertake the role of a leader. Leadership, personality’s leadership skills as a universal phenomenon are characterized from various points of view. In the context of a competency building approach, the article’s authors represent the to-be pedagogue’s leadership skills structure as a complex of social-communicatory, organizational, creative and axiological-conceptual competencies, providing the dynamics of professional success. A teachers university’s student’s leadership skills are determined as an ability of professional using of acquired competencies in a creative oriented educational area. The article determined pedagogical conditions contributory to training of a to-be specialist’s leadership skills in the area of professional activity. Effective leadership skills allow a modern pedagogue to manage the pedagogical process in a good and consistent manner.

Key words: Competency building approach · Professional competencies · Leadership skills · Complex of social-communicatory · Organizational · Creative and axiological-conceptual competencies · Pedagogical conditions

INTRODUCTION

Reforming of a Kazakhstani educational system as part of the Bologna process stipulated the necessity of formation of a national system in accordance with world tendencies, providing high quality of training competent, competitive, socially adapted specialist possessing the leader potential. Under the conditions of innovative social-economic development the state has a strategic mission of generating specialists with competencies and leadership skills which are in demand at the labor market and are an important component of the professional competency.

Training of professional personnel having leadership potential necessitates first of all teachers having leadership skills and that stipulates the need for formation of certain pedagogical conditions complex in educational area of higher vocational education. The “State program of education development in the Republic of Kazakhstan for 2011-2020” lays emphasis on improvement of professional competencies in the area of pedagogical management; teacher’s leadership skills formation is specified among preferred directions of Kazakhstani education development prospects [1].

The analysis of scientific researches on the leadership problem allows to state that the major attention is paid to psychological aspects of the concerned...
phenomenon formation [2-4]. A pedagogical aspect of the problem of to-be specialists leadership skills formation is represented to a much lesser degree. Training of future teachers in higher pedagogical educational institutions is still not completely directed to upbringing of a competitive personality ready to undertake the leader’s role.

The actuality of the problem is based on modern academies’ intrinsic need for evolvement of an active, independent, responsible pedagogue and leader, ready to head the innovative process and also on the insufficient orientation of pedagogical theory and practice on matters of leadership skills formation in higher educational institutions.

Main Part: Modern ideas of training of a pedagogue as a specialist are connected with the transition to competitive model of education, which corresponds to realities and needs of the society. Nowadays the main task is to create conditions for upbringing of a competitive personality that is able to effectively, in an advanced manner, respond to sweepingly changing conditions of the national labor market which is being integrated into the European community market.

Scientific literature gives many interpretations of notions “competence” and “competency”. Competence is understood by many Kazakhstani and foreign researchers [5-7] to be readiness to certain activity, which is potentially inherent in the structure of new psychological formations, evolving a personality out of an individual; competency is understood to be specific references of depending on a subjective personal attitude of competence, which should be evolved during the educational process as new systemic qualitative formations.

The competence’s sense-making constructs are competencies as integrated characteristics of formation’s quality and personal qualities for successful activity in certain area. The competencies’ structure comprises (in addition to pragmatist knowledge and skills) motivational and emotional-volitional spheres and also experience as the integration into a whole entity of separate actions and methods of tasks solution, acquired by a person. In other words, a competency building approach to professional pedagogical education is understood to be an integral system of determining aims, selecting content, organizational and technological securing of a teacher training process, based on accentuation of the system of special, general and key competencies, providing the high level and effectiveness of teacher’s professional pedagogical activity [8].

Under the conditions of reforming of Kazakhstani educational system integrated into the world educational space, professional competency, which centers the content of modern educational standards, cannot be regarded as the core of competitive model of a future pedagogue. It itself can be represented, formulated and implemented in a most complete way as a part of the whole “competence-based capital” of a personality, comprising also leadership skills.

Notions “leadership”, “leadership skills” as a social and psychological-pedagogical phenomenon of the social life are a complex, comprehensive process, which can be characterized from different viewpoints, depending on a subjective personal attitude of a scientist. For all variety of interpretations, there are no common approaches to this phenomenon content.

Table 1: Competence-based model of a to-be pedagogue’s leadership skills externalization

<table>
<thead>
<tr>
<th>No</th>
<th>Competencies</th>
<th>Competencies’ content</th>
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<tbody>
<tr>
<td>1</td>
<td>Social-communicatory</td>
<td>Ability to bring about social and professional contacts in the pedagogical activity sphere in a constructive way. Ability to motivate, convince, steer, during communication use interpersonal interaction methods providing productive organization of communication process. Social activity, mobility, sociability.</td>
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<tr>
<td>2</td>
<td>Organizational</td>
<td>Knowledge of organizational work rules, ability to work with a group and solve problems, influence other people. Ability to organize student’s collective activity effectively, bring about interpersonal contacts, being psychologically ready to work in team. Ability to solve problems of educational process in an optimal way.</td>
</tr>
<tr>
<td>3</td>
<td>Creative</td>
<td>Ready to demonstrate creativity to a maximum degree, perceiving of novations and a taste for creation. Ability to generate fresh ideas and evade standard ways of problem solution. Skill of creative organization of pedagogical process, determination in approach to new roles and functions, skills of designing of professional activity innovative forms.</td>
</tr>
<tr>
<td>4</td>
<td>Axiological-conceptual</td>
<td>Knowledge of personality’s axiological orienting points, ability to see and understand the world around in the context of axiological and conceptual directives of professional pedagogical existence. Axiological self-determination ability, ability to realize own motives, to build personal strategy of development. Motivation and focus on pedagogical activity.</td>
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Leader is a representative of a small group who is promoted as a result of its members’ interaction, or who organizes a group around himself/herself, when his/her norms and value orientations correspond to group’s ones and contributes to organization and management of this group during pursuing of group’s goals [9].

Leader is a person who has certain potential by nature, but this does not mean at all that he/she will surely become a leader. He/she should acquire certain cultural values and attain a certain informational level, should be able to externalize his/her abilities [10].

Leadership skills are personality’s certain traits which are typical for a person who is able to guide others and are necessary for effective impact on other people for the purpose of attainment of designated missions [11].

Leadership skills formation is a well-aimed creative process, which depends on personality’s psychological properties, social experience, type and form of tasks solved in the professional activity sphere.

Study and analysis of psychological and pedagogical literature go to prove that leadership skills are understood to be a complex of the following components:

- Ability to influence other people effectively;
- Ability to work in team, to understand and to defend its interests;
- Ability to be responsible for solution of professionally oriented problems;
- Ability to implement leadership skills in abnormal situations;
- Inner self-regulation ability;
- Ability to set individual goals and axiological self-determination ability.

All these components to a certain degree found their institution’s educational space:

In the context of competence-based logic of education content standardization, we represent a to-be pedagogue’s leadership skills externalization structure as a complex of social-communicatory, organizational, creative and axiological-conceptual competencies, based on certain skills and accumulating experience of interpersonal communication and skills of co-operation and co-creation during managing of a students’ collective.

The essential characteristic of leadership skills externalization is a pragmatist component of pedagogical success, expressed in ability to generate fresh ideas and evade standard ways of problem solution, skill of creative organization of pedagogical process; determination in approach to new roles and functions; skills of designing of professional activity innovative forms; knowledge of personality’s axiological orienting points, ability to see and understand the world around in the context of axiological and conceptual directives of professional pedagogical existence; ability to earn a great reputation and trust of students, desire to improve qualification and to permanently evolve in the professional activity sphere.

Analysis of psychological and pedagogical sources, modern educational programmes and other regulatory documents, qualification requirements to teachers higher education institutions graduates, questioning of students, teachers, employers shows that the process of to-be specialists’ formation of professionally important leadership skills should be based on the complex of pedagogical principles, suitable for designated problems solution. Among these principles we can see:

- Principle of stage-by-stage formation of leadership skills;
- Principles of humanistic approaches;
- Principle of competency building approach;
- Principle of orientation for socially important result;
- Principles of personality’s axiological attitude towards his/her leader behavior;
- Principle of interconnection of pedagogical higher education institutions and labor market;
- Principle of students’ self-administration activity being based on modern innovative technologies [12].

Effectiveness of formation of leadership skills as modern pedagogue’s professional competencies components depends on integrality and complexity of pedagogical conditions in the higher education institution’s educational space:

- Inclusion of special courses, discovering various aspects of the leadership phenomenon, ways of development and self-development of corresponding qualities, into the content of pedagogical training;
- Development and implementation of innovative technologies connected with creation of social-pedagogical projects, equivalent to development of leadership skills and students’ priority leadership skills formation;
- Organization of mindset trainings aimed at supporting students socially, psychologically and pedagogically;
- Emotional adaptation of a student for the specificity of a pedagogical higher education institution’s life;
Development of students’ motivation and positive attitude towards leadership;
Participation in a specially organized activity of the students’ self-administration authorities’ activity, giving students opportunities to play the role of a leader, which is an effective condition of students’ leadership skills development;
Permanent pedagogical monitoring of students’ leadership skills externalization.

The complex of these conditions, to our mind, provides the successful socialization of a personality, preparation for professional pedagogical activity in a creativity oriented educational space and to-be pedagogues’ leadership skills externalization.

CONCLUSION

Thus, in the context of a competence-based model of education, a leadership skills externalization structure is represented as a complex of social-communicatory, organizational, creative and axiological-conceptual competencies, providing a successful professional activity of a to-be pedagogue.

Resume: In modern conditions a teachers higher education institution’s graduate should have not only knowledge and skills but also a certain set of professional competencies, which provides their successful adaptation in the area of practical activity. A modern pedagogue’s competitive personality, developed in the process of professional evolution in a higher education institution, is characterized by striving and ability for high quality and effectiveness of his/her activity and also for leadership in the national labor market’s conditions which are sweepingly changing. For guaranteeing of a to-be pedagogue’s competitive ability we need to develop his/her leadership skills, the structure of which is represented as a complex of social-communicatory, organizational, creative and axiological-conceptual competencies. The revealing of the leadership skills structure will allow to increase effectiveness of their formation due to creation of a scientifically grounded pedagogical conditions complex.

The problem’s actuality is also based on increased demands for specialists’ training quality in the higher education system. Main conditions of these requirements’ fulfillment are orientation for qualitative (not quantitative) indicators in the specialists’ training, extensive use of innovative methods and modern technologies during training, competency building approach in appraisal of educational activities of higher education institutions.

REFERENCES