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The role of leadership competencies among future teachers in improving the management of educational processes

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Abstract. The article analyses the problems and prospects of leadership competences in students of pedagogical universities as a potential for effective management of educational processes. The relevance of the study is determined by the need to train teachers who are able to display leadership qualities and successfully manage educational institutions. The main theoretical approaches to leadership, including the traditional leadership theory (trait theory), the concept of situational leadership, the theory of transformational leadership, the concept of distributed leadership and the theory of ethical leadership were considered for analysis. The article also discusses the importance of pedagogical reflection as an important aspect of leadership competence.

According to the results of the survey conducted among students and teachers of pedagogical universities, the majority of respondents highlight leadership competences as the main quality of a successful teacher. Confidence, communication skills, determination, charisma, creativity and empathy are among the most important qualities. However, the level of leadership training in teacher training institutions, according to the survey participants, is assessed as average, which indicates the need to improve educational programmes. In particular, it is suggested to include active trainings aimed at developing specific leadership skills, to introduce school leadership projects, to develop cases for analysing managerial situations, to use virtual simulators to practice pedagogical management skills.

Keywords: competences, leadership, leadership competences, pedagogical management, future educators, students, teachers.

Introduction

The education system of the Republic of Kazakhstan, in modern conditions, considering the requirements of the modern labour market, forces teachers to have not only deep knowledge of their subjects, but also to possess various competences. One of such competences is the development of leadership competences. Since the labour market shows the need for decisive, hardworking and stress-resistant young specialists who possess leadership competences.

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Nowadays, leadership competences, expressed in the skills and abilities to lead the team, are increasingly becoming the main requirement in the employment process of a future teacher.

Promising by nature leaders, in most cases, come to work already having leadership traits they have learnt at school and in pedagogical university. The importance of leadership is also due to the fact that the effectiveness of the management of the learning process depends largely on the teacher's ability to be able to motivate his students to gain knowledge, provide conditions for their personal growth and maintain a productive classroom environment. In addition, teacher-leaders know how to stimulate their colleagues, are able to introduce new technologies and solve problems effectively. Thus, the study of issues on the development of leadership competences in future teachers should be considered relevant and important.

Leadership qualities can be developed in the process of general professional training in pedagogical universities, since the standard positioning of the teacher as a source of knowledge is no longer essential. Since the teacher is now seen as a manager who must manage all participants in the process of teaching students or the entire educational process (education, upbringing and development).

The main problems that need to be considered on this topic are: imperfect preparation of future teachers to perform the functions of leaders in the education system; lack of clear parameters in the field of assessment of the level of development of leadership competencies in students studying in pedagogical universities; limited use of effective methods and technologies in universities, aimed at the formation of future teachers of the required leadership characteristics; underestimation by teachers themselves of the importance of leadership in the processes of management; underestimation of the importance of leadership in the management of the educational process.

The aim of the study is to identify and substantiate the key methods and approaches for the effective development of leadership competences in future teachers, as well as to determine their significance in the context of educational process management.

The object of the study is future teachers (students of pedagogical universities).

The subject of the study is the process of formation of leadership competences in future teachers.

The scientific significance of the study lies in the fact that the results of the research can contribute to the theory and practice of teacher education by providing new data on the factors that influence the development of leadership competences in future teachers.

Practical significance is that the findings and recommendations can be used to improve programmes for training future teachers, to improve the educational process and to ensure the effectiveness of management of educational processes and schools as the main educational organisations.

Literary review

Leadership appears to be a complex concept, includes the following important elements: association with the qualities of a person; the process of leading the wingmen and the result of the activity of an individual (Martinez-Mena, 2022). In relation to pedagogy, an interesting definition of leadership as a process, as a result of which the leader (one of the members of a particular group) exerts, in order to achieve the goals of the group, some special influence on other

members of the group. The definition given by G. Chemodanova, in his handbook on leadership as a process of influence on group activity should be recognised as similar (Chemodanova et al., 2022). In the definition of A. Zhukova, we note the definition of leadership, suitable for future teachers. In it, the author notes leadership as specific human actions aimed at organising and managing the activities of the group entrusted to them (Zhukova, 2022).

In the theory of pedagogy, the following components are usually defined under leadership:

- dominant position of a group member;
- a mechanism of collective interaction or group integration, which is able to unite other individuals around the leader;
- a socio-psychological system that allows an individual to emerge as a leader and determines the leader's relationship with the group (Kleimola and Leppisaari, 2022, Ronen, 2020).

B. Haug considering pedagogical leadership as a resource for the development of the education system (Haug and Mork, 2021), notes that there are theories and concepts of leadership in relation to the profession of a teacher and all of them are characterised by different approaches.

D. Patraşcu and M. Pleşcan in their study, note that leadership qualities emphasise the importance of leadership qualities, noting that they can be formed in a short period of time. According to the authors, leadership qualities include important skills for educators: problem solving and decision making; stimulating one's team; effective communication and conflict management. Their main emphasis is on the fact that successful leaders are able to inspire others, define clear goals, and focus the team on achieving their goals. In addition, they point out that to remain a successful leader it is necessary to constantly engage in self-development and constantly adapt to the changing conditions of the modern world (Patraşcu and Pleşcan, 2023).

The article also considers the opinions of leading researchers on the influence of individual and social factors on the formation of leadership competences in students of pedagogical universities. In the Republic of Kazakhstan, the problem of professional competence is considered in the studies of a number of domestic scientists. Among them we can highlight the works of G. Kanaj (2021), L.E. Kojshygulova, A. Kisamedenova (2020), R.M. Ajtzhanova, M.A. ZHumabaj (2021) as well as A.P. Seiteshev, K.S. Uspanov, S.T. Taubaeva and other researchers. Their works analyse in detail the aspects of formation of professional-pedagogical competence, relevant for the education system of Kazakhstan.

G.J. Menlibekova in her research reveals the peculiarities of cognitive and competence-based approaches in education. From her point of view, these approaches allow us to consider competences as a set of capabilities and knowledge that an individual potentially possesses, while competence reflects the degree of effectiveness of application of this knowledge and skills in practical activities (Menlibekova, 2023)

Kazakhstani scientists in recent years have paid special attention to the philosophy of student-centred learning, considering it as a key concept in modern pedagogy. G.J. Menlibekova notes that the essence of student-centred learning is the actualisation of students' learning experience, which requires teachers to constantly reflectively analyse their teaching methods, considering the continuous renewal of the higher and secondary education system. Also emphasises that student-centred learning, being a pedagogical process, in the conditions of dynamically changing environment and interaction between the individual, society and the state, should create the necessary educational conditions to prepare future specialists for the development of social project competencies. This, in turn, contributes to the formation of such important qualities in students as independence, creativity and responsibility, which are fundamental in the process

of their professional development in higher education (Menlibekova, 2023c).

At the same time, according to G. Sarzhanova and D. Dzholdanova students' motivation for leadership training is significantly influenced by their degree of learnability, which reflects the ability to perceive new knowledge and skills in the field of leadership and management (Sarzhanova and Dzholdanova, 2021). In this context, their research emphasises the importance of creating such conditions in the educational environment that would promote the development of students' interest in mastering leadership skills and showing initiative.

N. Vydolob considering the issues of leadership from the point of view of psychology, highlights the significance of the concept of zones of proximal development, which emphasises the importance of support and mentoring in the process of leadership training (Vydolob and Hreilikh, 2022). According to N. Vydolob students can achieve better results in the formation of leadership competencies provided that they work in co-operation with more experienced mentors, which contributes to a more effective mastery of leadership roles and tasks.

S. Romanyuk and I. Rusnak also consider leadership in the educational environment, noting the importance of students' general orientation and the level of development of other group members for success in the process of leadership competence formation (Romanyuk et al., 2022). They point out that students' ability to display leadership qualities and skills depends not only on their personal aspirations and knowledge, but also on the degree of readiness and maturity of their environment. If a group has a high level of motivation and focus on achieving joint goals, it creates more favourable conditions for the development of leadership competencies in its individual participants. It is important to note the works of other researchers on the general topic of leadership development in future teachers. Theoretical bases revealing problems concerning the development of leadership qualities in students of pedagogical university, as M. Voinea, notes, that the peculiarities of leadership qualities development in students of pedagogical university depend primarily on the peculiarities of student age (Voinea, 2019). And the main leadership qualities for students of pedagogical universities are defined as: general professional, creative, moral and communicative.

For the development of leadership qualities in future teachers, as noted by A. Corres, it is necessary to use two ways: comprehension of one's own uniqueness and constant work on oneself. In order to do this, it is necessary to overcome internal barriers and apply all one's potential (Corres, 2020). The ability to comprehend one's own uniqueness and overcome internal barriers allows students to discover their leadership potential and apply it in their professional activities. These aspects of self-development form the basis for further deepening in leadership practices and create conditions for sustainable growth in the pedagogical environment.

As I.S. Konokpaeva notes, an important condition for the development of leadership competences of a new-generation teacher should be considered the very process of professional learning in higher education (Konokpaeva, 2021). Since indeed the process of learning in a teacher training university should be aimed not only at the transfer of professional knowledge, but also at the development of practical competences necessary for the formation of effective pedagogical leadership.

According to O.V. Galustyan, S.S. Gamisonius, in order to develop leadership competences in future teachers it is important to carry out some transformations in the field of modern education. In this case, many see the most possible practices as combining leadership with mentoring, as well as through a system of more active training of teaching staff (Galustyan and Gamisonius, 2023).

N.T. Ualieva, A.H. Nurpeisova, A.J. Zhunusova and A.M. Kuzembaeva offer a model for the development of leadership qualities of future teachers. According to their model, a modern student should not only possess the necessary knowledge, but also strive for success in the upcoming professional activity. It is important to teach students to make decisions independently using a creative approach, which will increase their intellectual and professional level (Ualieva et al., 2021)

The application of this model in pedagogy is aimed at achieving the following results: a) formation of self-value, b) providing professional conditioning of educational content in the future activity of a teacher, and c) orientation of students' professional training to the development of leadership behavior (Zhumasheva, 2019).

G. Messmann, holds a similar opinion, considering leadership an important indicator of successful professional activity of a future teacher (Messmann, 2021). She, revealing the peculiarities of leadership qualities of preschool teachers, emphasises that a teacher-leader needs to constantly work on himself. In this context, the author offers a model of an individual self-development programme focused on the formation of leadership in future teachers.

The formation of a teacher-leader in the conditions of modern modernisation of the educational system is of particular importance. It is the teachers with leadership qualities who can become a key strategic resource in the implementation of significant transformations aimed at improving the educational sphere, including teacher education.

Methods

Literature analysis, which aims to study the scientific literature to establish the importance of the theory and practice of leadership competences in the pedagogical process;

- questionnaire survey of teachers, students and school teachers, in separate focus groups, in order to identify important leadership competences in future teachers;

- testing according to the method 'Leader' in order to assess the ability of future teachers to be a leader and the method 'Leadership Effectiveness' (R.S. Nemov) to assess the potential effectiveness of future teachers' practical activity in the role of a leader;

- methods of statistical and analytical analysis were used to analyse the collected data.

Questionnaire survey was conducted to identify the most important leadership competences required by future teachers. For this purpose, questionnaires were developed, considering the specifics of each focus group (target audience): teachers, students and school teachers.

The questions for teachers of the pedagogical university are:

1. What leadership qualities do you consider the most important for successful fulfilment of professional duties of a future teacher?

2. How do you think these qualities should be developed in future teachers?

3. How important are distributed leadership skills in the work of a modern teacher?

4. What leadership style do you think is the most effective in the educational environment?

5. What, according to your observations, prevents teacher education students from developing the necessary leadership competences?

Questions for teacher education students

1. assess the degree of importance of the following leadership competencies for you in your future professional life:

2. To what extent do you feel ready to fulfil the role of a leader in a teaching team?
3. What difficulties, in your opinion, may arise in realising a leadership position in school?
4. In what ways would you like to develop your leadership skills?
5. Do you have the desire and ambition to engage in scholarly activity in the field of educational research?

Questions for school teachers

1. Name the three most important leadership qualities that you think a modern teacher should possess.
2. What challenges do you face in fulfilling leadership roles in the classroom?
3. Do you need additional support to develop your leadership competencies? If so, in what way?
4. Is the leadership training in pedagogy delivered in a pedagogical university;
5. Your suggestions for training future teachers in the theory and practice of leadership at the university

Results and Discussion

From the point of view of leadership, various scientific theories and methodological concepts are applied in relation to teachers, which allow us to understand how best teachers can fulfil their professional functions. It should be considered that the profession of a teacher assumes that a person has some characteristics of a leader, which he/she needs in order to effectively and efficiently manage all the students of the class, to encourage students to act and to create a favourable environment in the learning process.

The most important theories and concepts regarding the teacher leader are reflected by us in Figure 1.

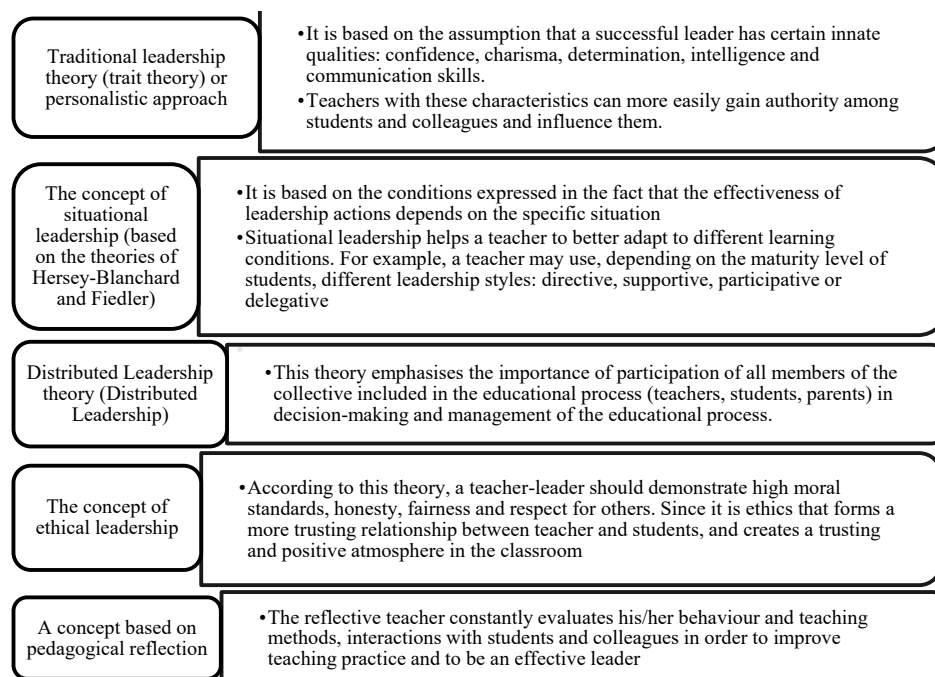


Figure 1. Theories and concepts regarding the pedagogue leader

The results of the questionnaire survey, which was conducted in order to identify the most important leadership competences needed by future teachers and to establish the level of their preparation in the pedagogical university, are reflected in Tables 1, 2, 3.

Table 1. Results of the response of teachers of a teacher training university

| Questions | Answers |
|-----------|--|
| 1 | 1. Confidence - 70% 2. Communication - 80% 3. Organisational skills - 70% |
| 2 | Practical training at school (70%), Professional development courses (20%), Self-education (2-%), Case discussions (40%), Project work (30%), Role-playing (20%), Soft skills training (50%) |
| 3 | Very important - 60% Of medium importance - 40% Not important - 0% |
| 4 | Directive - 20%, Supportive: 30%, Participatory - 20%, Delegating - 10%, Transformational - 20% |
| 5 | Lack of practice: 40%, Lack of motivation: 30%, Fear of responsibility: 20%, Low self-esteem: 10% |

University teachers consider confidence, communication and organizational skills to be key leadership qualities. The main methods of leadership skills development are school practice, soft skills trainings and project work. The vast majority of respondents recognize the high value of distributed leadership skills in modern education. Supportive leadership style is recognized as the most demanded leadership style, followed by directive and participative styles. Lack of practice, lack of motivation and fear of responsibility are named as the main obstacles to the development of leadership competencies in students. Project activities, internships and student councils are most often used to develop leadership skills. The majority of faculty rarely encounter student resistance when implementing leadership development activities. The main assessment of the effectiveness of leadership competencies is carried out by observing students' behavior. Most of the respondents rate the support of university administration as medium to high importance. Among the techniques used, digital platforms, interactive classes and coaching for the development of leadership competencies stand out.

Table 2. Results of the response of students of the pedagogical university

| Questions | Answers |
|-----------|--|
| 1 | Charisma - 80%, Confidence - 90% Communication skills - 70%, Empathy - 60%, Decisiveness - 80%, Self-development skills - 70%, Time management skills - 50%, Organisational skills - 60%, Adaptability - 70%, Creativity - 80% |
| 2 | Completely ready - 30%, Feeling unsure - 40%, Need more experience - 20%, Not at all ready - 10% |

| | |
|---|--|
| 3 | Conflicts with students - 40 per cent, Discipline problems - 50 per cent, Distrust from colleagues - 30 per cent, Difficulties in time management - 40 per cent |
| 4 | Participation in student projects - 50%, Attendance at trainings - 60%, Lectures and seminars - 40%, Individual consultations - 30%, Internships in schools - 70%, Development of own programmes - 50% |
| 5 | High - 20 per cent, Medium - 50 per cent and Low - 30 per cent |

Students highly value leadership qualities such as charisma, confidence, empathy, and creativity. About half of students feel insecure as potential class leaders, feeling the need for more experience. Conflicts with students, discipline issues, and time management difficulties are key challenges. The highest preference is for activities such as practicing in schools, participating in student projects, and attending trainings. More than half of the students assessed their level of leadership competencies as average, one third indicated a low level. Only a small share of students are engaged in independent work on leadership development outside the university. Despite the equivalence of experience in leading a project or event, half of the students have never taken on such responsibility. Fear of failure and lack of support are considered to be the main factors preventing the free exercise of leadership skills. An effective teacher-leader is characterized by creativity, effective classroom management and innovativeness of ideas. The absolute majority of students support the inclusion of leadership studies in the compulsory program of the Faculty of Education.

Table 3. Results of teachers' response

| Questions | Answers |
|-----------|---|
| 1 | Charisma - 60%, Confidence - 70%, Communication skills - 50%, Empathy - 60%, Decisiveness - 80%, Self-development ability - 40%, Time management skills - 50%, Organisational skills - 60%, Adaptability - 50%, Creativity - 40%: |
| 2 | Completely ready - 30%, Feeling unsure - 40%, Need more experience - 20%, Not at all ready - 10% |
| 3 | Time deficit - 60%, Disobedience of students - 60%, Need to handle conflicts - 40%, Lack of recognition from administration - 50%, High stress level - 60% |
| 4 | Required - 80%; not required - 20%. Additional courses - 50%; Professional development - 40%; Consultation with experts - 30%; Sharing experience with colleagues - 60%; Material support - 20% |
| 5 | High 40%, Medium 50% and Low 10% |

Teachers emphasize communication, authority and charisma as the most important leadership qualities for successful teaching. The main obstacles in the implementation of leadership functions are students' discipline, stress resistance and lack of time. Almost three quarters of teachers believe that the available leadership training at the university is not enough, citing the need for additional courses and regular trainings. They see the greatest benefit in the increase in the number of practical tasks, feedback from experienced teachers and the use of interactive

learning formats. Approximately two thirds of teachers come across examples of successful leadership among their colleagues. A significant proportion of respondents are convinced that participation in school events has a positive impact on the development of personal leadership skills. Seminars, online courses and specialized literature are mentioned as useful tools for developing leadership competencies. Predominantly, pupils' success in leadership development is suggested to be assessed by observation, less frequently by testing and projects. The main reason for insufficient development of leadership skills among schoolchildren is seen in the absence of a positive role model and low interest of parents.

The basic qualities of leadership are shown in Figure 2. And the level of higher education is shown in Figure 3.

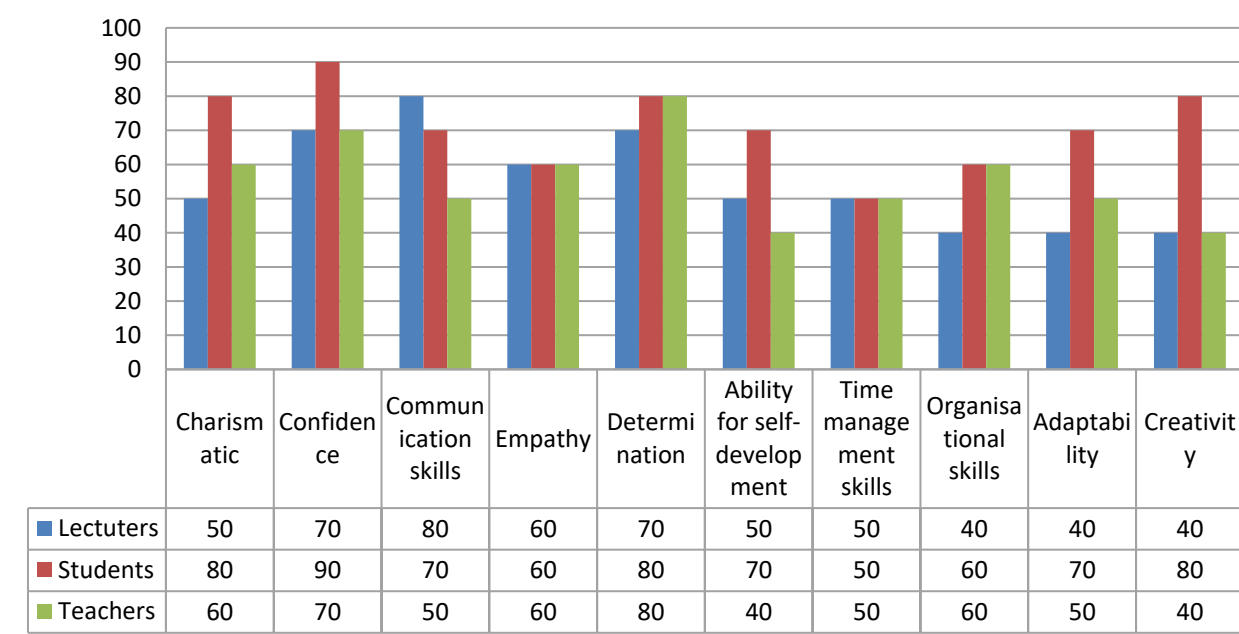


Figure 2. Comparative characteristics of the most important leadership competences needed by future teachers

Teachers noted in more: Confidence - 70% Communication - 80% Organisational skills - 70%. Pupils choose most often confidence, charisma, determination and creativity. To a lesser extent, time management skills. Teachers mostly identify leadership skills such as decisiveness 80% and confidence 70%. Self-development ability and creativity (40% each) are the least.

Readiness for the role of a leader among students varies from full readiness to uncertainty (as only 30% are ready, 60% are uncertain and need additional experience, and 10% are not ready at all).

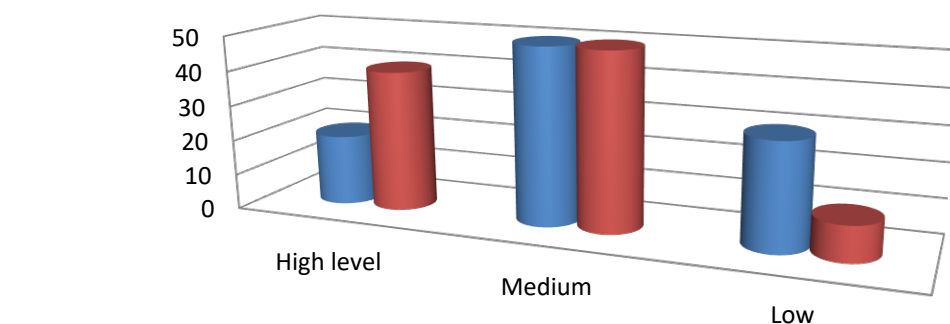


Figure 3. Comparative characteristic of the indicator on the level of preparation of future teachers for leadership in higher education institution

Half of pupils define the average level of preparation for leadership in higher education (50%), 20% as the highest and 30% as low. Half of teachers also define the average level of preparation, but the highest level is given by 40%, while the low level is given by only 10%.

The results of testing according to the 'Leader' methodology are shown in Table 4.

Table 4. Assessment of students' ability to be leaders

| Level of severity | % |
|---|----|
| Strongly pronounced (36-50 points) | 33 |
| Moderately pronounced (up to 25 points) | 57 |
| Weakly pronounced (up to 25 points) | 10 |

The test results show the distribution that more than half of the students (57%) have an average level of expression of these qualities, which indicates the presence of basic skills and potential for the development of leadership abilities. Slightly more than a third of students (33%) show a strongly expressed inclination to leadership, which indicates a high level of readiness to make responsible decisions and manage a team. A small part of students (10%) have weakly expressed leadership qualities, which may indicate the need for their development.

The results of testing according to the method 'Leadership Effectiveness' are shown in Table 5.

Table 5. Assessment of students' potential leadership effectiveness

| Level of severity | % |
|-------------------------------|----|
| Strongly effective (30-40) | 17 |
| Moderately effective (11-29) | 53 |
| Weakly effective (10 or less) | 20 |

The largest number of students identified as moderately effective (53%), indicating that they have only the basic skills for effective leadership. 30% of students rated high, indicating that they have strong leadership skills that can be used for effective leadership. Only 27% of students were rated low, indicating that they need to develop their leadership skills.

Conclusion

According to the results of the questionnaire it was found that teachers of pedagogical university consider the most important qualities of leadership to be: confidence, communication and organisational skills. They identified the main ways of leadership development as: practice at school and professional development courses. The majority of teachers consider distributed leadership skills to be very important. Supportive and participative leadership styles were also identified as important. The main difficulties in the development of leadership competences in future teachers, according to teachers, are lack of time and lack of motivation.

Students define the most important leadership qualities for themselves: confidence, charisma, determination and creativity. According to students, the main difficulties in realising leadership position will depend on conflicts with students. The main ways of leadership development are considered to be practice in schools and leadership development with the help of special trainings. The level of leadership training at the university is assessed as average.

According to teachers, the following characteristics of their leadership are recognised as important: decisiveness and confidence. The main problems in performing leadership functions are time deficit, high level of stress and disobedience of pupils. A high level of additional support for leadership development is recognised. The process of leadership training at a teacher training college is assessed as average.

In the course of comparative analysis, it was found out that all surveyed groups highlighted confidence as a key quality for successful performance of professional duties as a teacher leader. Teachers of the pedagogical university put the main emphasis on the fact that future teachers need more practice in school to develop leadership competences. Students point out the need for more practice and other forms of leadership development. Teachers point out the need for support of future teachers by teachers and university administration.

The obtained results allow us to identify the most important leadership competences of future teachers: confidence; communication skills; decisiveness; charisma; creativity and empathy. The level of leadership training at the pedagogical university can be assessed, in the opinion of both students and teachers, as average and requiring its development. At the same time, it is important to note that teachers of pedagogical university point out the need for more in-depth practical training of students through courses and practice.

The results of testing on the methodology 'Leader' and 'Leadership Effectiveness' indicate that future teachers, in their majority need to improve leadership skills and leadership effectiveness.

Based on the obtained results, we recommend for the formation of leadership competences in future teachers: active leadership trainings; involvement of students in volunteering and/or in the assets of the university; introduction of elective disciplines such as pedagogical skills, classroom management and conflict management, etc.; virtual simulators, imitating the activities of teachers in the school environment; and others.

Contribution of the authors

Kenzhebayeva Zh.T. – focused on the study of the relevance of leadership competences for the management of educational institutions. She analysed key theoretical approaches to leadership, such as traditional leadership theory, situational and transformational leadership, distributed and ethical leadership. Her contribution lies in justifying the need to prepare educational leaders who will be able to adapt to change and innovate in the educational environment.

Mugauina G.O. – conducted an empirical study by organising a survey among students and teachers of pedagogical universities to identify significant leadership qualities. Her work included analysing the respondents who identified confidence, communication skills, decisiveness, charisma, creativity and empathy as key leadership competencies for successful teaching. She also analysed the current level of students' leadership training, noting that the level was generally rated as average.

Kasabolat A.Zh. – focused on the development of proposals to improve the educational programmes of teacher training institutions. She suggested to include active trainings on development of specific leadership skills, school leadership projects, case assignments for analysis of managerial situations and use of virtual simulators for practice of pedagogical management. This contribution aims to create more practice-oriented programmes that will allow future educators to practice the necessary leadership skills in a safe learning environment.

Matayev B.A. – contributed to the development of recommendations for the introduction of specialised courses such as time management and pedagogical design courses. These courses are aimed at developing strategic thinking, time management skills, and designing educational processes, which contributes to the formation of comprehensive leadership skills in future teachers. The author also suggested practical assignments oriented to the development of reflection and strategic thinking.

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Білім беру процестерін басқаруды жетілдірудегі болашақ мұғалімдердің көшбасшылық құзыреттіліктерінің рөлі

Аңдатпа. Мақалада білім беру процестерін тиімді басқарудың әлеуеті ретінде педагогикалық университеттер студенттерінің көшбасшылық құзыреттіліктері мәселелері мен перспективалары талданады. Зерттеудің өзектілігі көшбасшылық қасиеттерді көрсете алатын және білім беру мекемелерін сәтті басқара алатын мұғалімдерді даярлау қажеттілігімен анықталады. Талдау үшін көшбасшылықтың негізгі теориялық тәсілдері, соның ішінде дәстүрлі Көшбасшылық теориясы (қасиеттер теориясы), ситуациялық көшбасшылық тұжырымдамасы, трансформациялық Көшбасшылық теориясы, бөлінген көшбасшылық тұжырымдамасы және этикалық Көшбасшылық теориясы қарастырылды. Мақалада сонымен қатар көшбасшылық құзыреттіліктің маңызды аспектісі ретінде педагогикалық рефлексияның маңызы талқыланады.

Педагогикалық жоғары оқу орындарының студенттері мен оқытушылары арасында жүргізілген сауалнама нәтижелеріне сәйкес, респонденттердің көпшілігі табысты педагогтың негізгі сапасы ретінде көшбасшылық құзыреттіліктерді бөледі. Ең маңызды қасиеттердің бірі – өзіне деген сенімділік, қарым-қатынас, берілгендік, харизма, шығармашылық және эмпатия. Алайда, сауалнамаға қатысушылардың пікірінше, педагогикалық жоғары оқу орындарында көшбасшыларды даярлау деңгейі орта деңгей ретінде бағаланады, бұл білім беру бағдарламаларын жетілдіру қажеттілігін көрсетеді. Атап айтқанда, нақты көшбасшылық қасиеттерді дамытуға бағытталған белсенді тренингтерді қосу, мектепте көшбасшылық бойынша жобаларды енгізу, басқару жағдайларын талдау үшін кейстер әзірлеу, педагогикалық менеджмент дағдыларын пысықтау үшін виртуалды тренажерлерді пайдалану ұсынылады.

Түйін сөздер: құзыреттілік, көшбасшылық, көшбасшылық құзыреттілік, педагогикалық менеджмент, болашақ педагогтар, студенттер, мұғалімдер.

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Роль лидерских компетенций у будущих педагогов в совершенствовании управления образовательными процессами

Аннотация. В статье анализируются проблемы и перспективы лидерских компетенций у студентов педагогических вузов как потенциала для эффективного управления образовательными процессами. Актуальность исследования определяется необходимостью подготовки педагогов, способных проявлять лидерские качества и успешно управлять образовательными учреждениями. Для анализа были рассмотрены основные теоретические подходы к лидерству, в том числе традиционная теория лидерства (теория черт), концепция ситуационного лидерства, теория трансформационного лидерства, концепция распределенного лидерства и теория этического лидерства. В статье также обсуждается значение педагогической рефлексии как важного аспекта лидерской компетентности.

Согласно результатам опроса, проведенного среди студентов и преподавателей педагогических вузов, большинство респондентов выделяют лидерские компетенции в качестве основного качества успешного педагога. Среди наиболее важных качеств – уверенность в себе, коммуникабельность, целеустремленность, харизма, креативность и эмпатия. Однако уровень подготовки лидеров в педагогических вузах, по мнению участников опроса, оценивается как средний, что свидетельствует о необходимости совершенствования образовательных программ. В частности, предлагается включить активные тренинги, направленные на развитие конкретных лидерских качеств, ввести проекты по лидерству в школе, разработать кейсы для анализа управленческих ситуаций, использовать виртуальные тренажеры для отработки навыков педагогического менеджмента.

Ключевые слова: компетенции, лидерство, лидерские компетенции, педагогический менеджмент, будущие педагоги, студенты, учителя.

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