

Substantial Specific Nature of Communicative Competence Development of an Educational Institution Manager in the Course of Professional Training

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Abstract: Based on theoretical and empirical studies, the substantial specific nature of communicative competence development of an educational institution manager within master's degree program has been analyzed. Educational environment resources of a higher educational institution involved into training of educational institution managers have been tested on actual examples of academic teaching staff activity. The stages of continuous master's degree training focused on improvement of foreign language skills aiming at communicative competence development have been presented.

Keywords: master's degree program; educational institution manager; foreign language skills; communicative competence; professional communication; professional training

Ukraine's entry into the world economic community, development of market relations lead to the radical changes in all spheres of our country activity: the emergence of new activities, the increased need for professional training of the management personnel that will be able to function efficiently in the new conditions. Noting that an educational institution can be referred to as "a state in the state", it therefore reflects all the problems, views and relations of society through the teachers' and students' activities. Nowadays, management of an educational institution demands a professional, who will be specially trained for efficient management operation.

The abovementioned factors make the content of manager's activity urgent for successful functioning of an educational institution, require certain innovative approaches to the training of education managers, cause the necessity to implement new management techniques, stipulate changes in regulatory requirements to the managers that are capable to orient in the increasing flows of information, to create efficient working teams, to use verbal and non-verbal means of communication in order to achieve mutual understanding between its participants.

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The modern labor market requirements to a graduate of a management institution include not only deep theoretical knowledge, but also the ability to implement it in unconventional, constantly changing real situations. We reckon this ability as crucial in the transition process from the society of knowledge towards the society of life competent citizens, where the cornerstone of any personal life success will be the system of continuing education. Education management system that has been developed over the last years demands some quality changes on the basis that at present it is not capable to provide the grounds and resources for educational institutions on the way to the intensive development and self-development, which imply professional and personal growth of education managers.

It should be stated that in any modern society there is a vital necessity in preparation of new generation of educational institutions managers that will be capable to ensure harmonious development of a human being considered as the most valuable constituent of the society. The value of education that is becoming of crucial importance is the developing in a person:

- the feel of the need and opportunity to step out of the learning process frames,
- the ability to realize their creativity potential,
- the need to focus on self-development and self-education during their lifetime.

Thus, in the National Strategy of Education Development in Ukraine Project for 2012-2021, it is emphasized that there is a vital need to enhance the accessibility of quality competitive education for Ukrainian citizens according to the requirements of innovative development of society, economy, and every citizen. In the frames of the 13th International “Adult Education Week” it was stressed that there is a necessity for a specialist to apprehend the ways of life in social relations, which are becoming more and more complicated, and also to study a language and culture of the society where a person lives.

The abovementioned strategy of education development has determined the objective of our research, which is to define potentials of university learning environment in the education manager training process in the frames of master training, which combines the need for pedagogical management from one side, and the task of self-development and self-realization of a personality from the other side.

The issues of modern education managers training and forming the flexible management system have been discussed in numerous works by such scholars as V. Berek, O. Bila, G. Yelnikov, V. Zveryeva, L. Karamushka, Y. Konarzhevsky, L. Kravchenko, V. Kryzhko, Z. Kurlyand, V. Lozytsya, N. Obozov, G. Schokin and others.

We would like to point out that a manager of an educational institution is characterized by several psychologically conditioned manifestations. Firstly, this is a person of authority that manages a large number of personnel. Secondly, this is a

leader capable to guide the subordinates by using his/her authority, professionalism, and positive emotions (Berman, 1970, p. 23). Thirdly, this is a diplomat that establishes contacts with the partners and with the power, and successfully regulates internal and external conflicts. Fourthly, this is an educator with high moral standards able to create a team and guide its development in the appropriate direction. Fifthly, this is a novator, who understands the role of science in the present conditions, who is able to evaluate and implement a rationalizing proposal. Sixthly, this is a personality that possesses profound knowledge and skills, high cultural level, whose features are honesty, determination and at the same time discretion, a person that is a model for the subordinates in all respects.

One of the important competences of a future educational institution manager is a communicative one. Communicative competence comprises establishment and maintenance of relationships with the pedagogical staff members, students and their parents, which makes it a problem of special attention in the process of education managers training. The ways of communicative competence developing are being widely studied by a great number of Ukrainian scholars. Among the scientists whose views we would like to distinguish, there are works by O. Bruhovetskaya, V. Kan-Kalika, O. Konyeva, E. Rogova, G. Chaika, T. Chmut, I. Tsymbaluk.

The survey of future education managers (107 respondents), who studied or/and are still studying (2008-2013) at the Master course in Pre-Danube branch of Interregional Staff Management Academy, revealed the following needs in the process of communicative competence development: “the need to master the professional vocabulary of a manager” – 49%; “the need to overcome communicative barriers” – 64%; “the need to have a good command of a foreign language in order to study the management experience of educational institutions abroad and also to communicate with foreign partners” – 71 %.

For further organization of our study we focused on the working managers of educational institutions that were not trained professionally, but were appointed to the position as experienced and competent educators. 102 working managers of educational institutions in Odessa region have participated in our survey. According to its results we can specify the following needs in the process of communicative competence development: “the need to implement the ethical principles of business communication of an education manager” – 51 %, “the need to find the time for improving personal communicative culture through trainings and self-education” – 66 %; “the need to establish contacts with foreign colleagues for the exchange of professional experience on education management issues” – 68 %.

Thus, it was discovered that there is a close similarity of future education managers' needs and needs of those professionals that have been working for years on managing positions. Our attention was drawn by the new, as we see it, need

mentioned by both, the first and the second groups of respondents, that is caused, in our opinion, by the demand of modern educational practice: the need to cooperate with foreign colleagues and partners on the issues relating to the learning process organization and management of educational institutions. The abovementioned need, as it was noticed by the future and working education managers, emerged due to the appearing mutual educational research projects, participation in abroad programs for professional training, expansion of information environment, e.g. Internet conferences, activization of pilot projects that involve an exchange of managers and teachers of Ukrainian and foreign educational institutions, opening of the Montessori and Steiner schools in Ukraine.

This is why the requirements for foreign language proficiency, which is understood as a certain level of ability and skills of an individual to speak or perform in an acquired language, are getting stricter. The abovementioned is also enhanced with the extension of international cooperation and adoption of the “Europe without Boundaries” conception, where the focus is made on the spread and learning of foreign languages in the world.

In 1996 in Strasburg they adopted the document “Common European Framework of Reference for Languages: Learning, teaching, assessment”. It was pointed out that communicative competence comprises the following types of competences: linguistic, socio-linguistic, discourse, socio-cultural, social, and strategic¹.

Research and pedagogic staff of the Branch attempted to define the basis for experimental strategy of future education manager training on development and improvement of communicative competence. The basic tenets are grounded on the idea of advanced development of students' positive dynamics of innovative pedagogic thinking and expanding of communicative competence as a component of education management culture.

Further work was split into the following stages: the first stage was the basic one, and had a dual objective: general introduction of the professional vocabulary in a foreign language to the future managers, and an overview of the common educational institutions management issues in foreign countries, humanistic management paradigms and forming the basic knowledge and skills in educational institution management sphere. The second stage was a reinforcing one, which was aimed at expansion of future manager's knowledge and skills in the framework of their future professional activity, enforcement of stable motives as for the need to communicate with the foreign colleagues, and stimulation of the multifaceted display of student's progress toward professional growth. The third stage was consolidating and adjusting, that was aimed at gaining communicative experience

¹ Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Case studies. Strasbourg: Council of Europe, 1996.
[http://www.coe.int/t/dg4/linguistic/Source/Framework EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) Council of Europe.

by future managers of educational institutions and consolidating of obtained knowledge and skills with the elements of self-correction, self-development, and self-management, and also communicative personally oriented mobility.

At the first stage the focus was made on “filling up” with professional vocabulary and overcoming problems of foreign language learning, which was of social interest to us as an element of professional communication. Elective courses that they were implemented had system creating and compensating purposes. The course “Foreign Education Manager Culture” stood out from the others as the one characterized by the positive dynamics in forming of communicative competence.

The organization of extracurricular educational activities on the problem under study deserved our special attention. As a result our students were engaged in the project: “Student Country: Ukraine-America” in the form of telebridge, which was organized by the professors of Kansas State University and Interregional Staff Management Academy in the city of Izmail in Odessa region. The project was launched in October 2012 with the objective to overcome communicative and social barriers between students of English-speaking and Ukrainian-speaking tertiary institutions, as communicative competence is seen as an important part of future professional success.

Future education managers discussed issues relating to education management, common students' problems in studying and self-training organization, students' participation in students' self-control projects, and others.

One of the peculiarities of the second stage was the focus on the students' communicative activity regulation in the process of the scientific and research work. Future managers worked on the whole complexes of scientific and periodical publications in foreign languages on the issues of management of educational institutions. The students were also learning how to write annotations on the articles and reviewed the material in a foreign language they worked on improving vocabulary use skills and their own management culture in the direction of professional growth.

The third stage of our experimental study provided for the search by master course students for the information in a foreign language (materials of international conferences, congresses, work with the Internet resources and foreign educational institutions sites in order to be prepared for the practical classes and seminars of the regulatory training courses such as: “Pedagogy of Higher School”, “Psychology of Higher School”, “Higher education and Bologna Process”, “Psychology of Management”, “Education Manager”.

On the grounds of professional and graphic monitoring it was experimentally proved that the most relevant resources of professional and pedagogic training of a future education manager should be considered: research pedagogic practice; organization of out-of-class students' activity; work with the Internet resources;

organization and regulation of scientific studies being carried out by future specialists on the education management issues in foreign countries.

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