

**Drach I. I.**

**THE CONTENT AND THE TECHNIQUES OF MANAGING THE  
FORMATION OF THE PROFESSIONAL COMPETENCE OF MASTER’S  
STUDENTS IN HIGHER EDUCATION PEDAGOGY**

The modernization of the national higher education predicated upon the need to respond to the changes that occur in the modern society requires the revision of the purpose and the outcomes of education and the modernization of its content. The competency-based approach dominates the discussion about identifying the lines of the innovative development of higher education. In Ukraine, it has advanced from the “self-determination” stage to the new level of development – normative implementation. In this regard, the task of improving the quality of training university professors as “the providers” of competency-based education is gaining particular importance. This new type of education is aimed at raising “the independent, active, and responsible members of society, able to interact effectively in the implementation of social, industrial, and economic objectives” [1].

The introduction of competency-based approach to postsecondary education necessitates the creation of appropriate management mechanisms to fulfill the tasks this approach is called on to accomplish. This led us to believe that the study of the management of the competency-oriented education, as well as the development of its theoretical foundations and organizational technological support, are among the major tasks of the modern pedagogical science.

The analysis of research and publications on the essence of the professional competence of university professors [2; 3], modern trends in the management of educational establishments [4 – 8] allowed us to characterize the main approaches to the management of professional competence development in Master’s students studying higher education pedagogy [9], its regulations [10] and principles [11], as

well as to introduce the qualimetric model of the evaluation of the future university professors' learning environment under the competence-oriented management [12].

This article is aimed at reviewing the content and the techniques of managing the formation of the professional competence of Master's students specializing in higher education pedagogy.

The specifics of training Master's students enrolled in Higher Education Pedagogy programs are determined by the nature of their professional competence, which we interpret as an integral capacity of the individual. It involves psychological, pedagogical, and professional knowledge and skills, societal value orientations, motives of activity, style of communication, general culture, ability for purposeful self-improvement, and the ability to understand and interact with people around [13].

We shall define the management of the formation of the professional competence in Master's students enrolled in Higher Education Pedagogy programs (competence-oriented management) as an activity realized by a set of directed interventions of the collective management subject (administration, faculty, and students) into those factors of the educational environment that are conducive to the development of students' readiness to fulfill professional tasks and purposefully develop their personality under rapidly changing conditions. The basis of the competence-oriented management is the interaction between management subjects, while its main result is the development of the personality.

This type of management is:

- an organizational and pedagogical process that is systemically structured, open, and dynamic; it integrates and systematizes management interventions at all levels into the process of forming the professional competence of prospective university professors;

- based on a clear understanding of the proposed structure of the professional competence of the university professor, which consists of key, general professional, and special professional competencies and includes cognitive, activity, and personal components;

- man-centered by its nature and aimed at training broadly educated person, able to act effectively under dynamic changes in the society. Man-centered management is based on the awareness of the importance of the personal component in the professional competence of prospective faculty members and ensured by the establishment of subject-to-subject relations in teaching and management, as well as by the support of the individual development of the student's personality;
- systemic, namely: has a hierarchical structure; it interacts with the environment as a system: on the one hand, it is led by the demands of the society, employer, on the other hand, it affects the environment; and
- an open educational system, which functions and develops on the basis of the mechanisms and processes of self-organization and self-development, harmonization of the external influences with the internal properties of the system; it contributes to the actualization of the creative potential of all members of the educational process.

The text below analyzes the peculiarities of the content and techniques of managing the formation of the professional competence in higher education pedagogy under competency-based approach to the training of Master's students at the University of Educational Management (UEM) affiliated to the National Academy of Pedagogical Sciences of Ukraine.

The main role of the university's *rector* is to create most favorable conditions for managing the professional training of prospective university professors on the basis of competency-based approach: create conditions for the study of the external environment (employment market demands, competition among higher education establishments training prospective university professors, strengths and weaknesses of the educational institution, requirements of employers, requests and needs of students) and the internal environment (analysis of the characteristics of professional training: its resource base, learning environment and learning outcomes); shaping the strategy of competence-oriented training and involving all the subjects of management into its implementation; identification of the relationships between functional and structural units; establishment of the powers and areas of

responsibility of management subjects; supporting competence-oriented training control and assessment efforts; creating most favorable conditions for the implementation of various projects related to the development of professional competence of prospective university professors; creating a system of interventions that enable self-realization, active, creative teaching and research of professors; enhancing professional competence of academic teaching staff by encouraging their postgraduate (including doctoral) studies, participation in scientific conferences; and coordinating relations with the external environment.

In the implementation of competence-oriented training, the *director* of the Institute of Management and Psychology of UEM assigns specific tasks to the Institute's structural subdivisions, establishes links between them; establishes the powers and areas of responsibility of deputy directors within the competence-oriented management of professional training; defines the role of academic departments in the implementation of the professional training of prospective university professors and supervised their activities; develops appropriate action plans to achieve desired results; identifies and distributes resources for the implementation of competence-oriented training; organizes the process of monitoring the level of prospective university professors professional competence formation; ensures the participation of employees and students in the projects; organizes methodology seminars, practical seminars, workshops to enhance the professional competence of the faculty; and establishes relations with the external environment.

*Deputy directors* organize the processes of competence-oriented management within the scope of their authority, regulate and control it; develop the programs to achieve the desired result according to their functional responsibilities and the tasks of their subordinates; organize and supervise the educational process; and regulate the interaction of the department chairs, professors, and students.

In the implementation of competence-oriented training, *department chairs* plan the work of their departments in the area of the formation of prospective university professors' professional competence, update the curriculum beyond the common core by introducing new disciplines in order to reveal the modern relevance and the nature

of the competency-based approach to training professionals, organize the monitoring of the current data to track the status of the professional competence of students; coordinate the efforts of individual professors in the area of the competence-oriented training of students in accordance with the objectives of the Institute; organize and supervise the research efforts of professors and students in the field of professional training; ensure the participation of the faculty and students in the projects and programs sponsored by the university; and create conditions for productive interaction with other academic departments involved in professional training, as well as with other higher education establishments.

In the implementation of competence-oriented training, the duties of *university professors* include projecting normative requirements to professional competence onto the academic discipline taking into account the individual characteristics and the educational trajectories of students; creating conditions for building professional competence by means of individual disciplines; analyzing learning outcomes against the content of professional competence and adjusting instruction accordingly; developing educational and methodological resources to support academic disciplines on the basis of competency-based approach; encouraging the purposeful independent work of students; participating in the programs and projects sponsored by the university; bringing in students to participate in research initiatives on the competence-oriented training.

One of the ways professors can manage students' learning is by a phased delegation of certain functions directly to students (goal-setting, choice of means and methods to achieve the goal, implementation, analysis of the results, correction of the means and methods, as well as the results of the activity). In this way, students master the mechanism of managing their learning, become its full-fledged participants, whereas independent work promotes the understanding by students of the inherent worth of the process of learning. The role of the instructor is to supervise (facilitate) this process.

Collegial governing bodies, including Academic, Research and Methodological Councils of the Institute and University, played an important role in the process of managing the formation of students' professional competence.

*The Academic Council of the University* reviews the strategic objectives of the competence-oriented training of professionals, determines the content and the direction of the development of the learning environment the university strives to create, analyzes the effectiveness of the university departments in managing the training of prospective university professors. Under the supervision of the rector, the academic council of the university formulates the requirements for scientific and methodological, informational, technical, technological, and personnel support of the process of training prospective university professors.

On the basis of the agreed-upon decisions, *the Academic Council of the Institute* forms the action plans to implement competence-oriented training of future university professors taking into account the existing conditions and the development prospects of the Institute; coordinates the management process to achieve the intended result; provides the quality management of professional training; and coordinates the work of subdivisions.

*The Research and Methodological Council of the University* makes sure that the educational process at the university is consistent with the requirements of the external environment, develops the research and methodology strategy to pursue under the competence-oriented training, analyzes the quality of the research and methodological support of the educational process, summarizes the experience of academic teaching staff on the implementation of the competency-based approach, selects the most effective methodological systems of working with students, and forms a database of the best methodological practices.

*The Research and Methodological Council of the Institute* supervises the research and methodological efforts of the academic teaching staff, makes sure that the educational and methodological support is consistent with the objectives of competence-oriented professional training, contributes to the preparation of the

academic teaching staff to use effective methods of work, monitors the organization of students' research, and improves the process of training.

The positioning of higher education not as a social institution for the preparation of narrow field experts-agents, but as a socio-cultural space forming the personality, determines the relevance of the self-organization of students and the student government in particular. In the most general sense, we shall define the student government as an independent, active, and responsible activity of students, which involves the participation of its members in managing the educational process in higher educational establishments in cooperation with the administration and faculty. The social environment in the higher educational establishment is an external factor that creates the system of self-organization.

*The student self-government bodies* have the following tasks with regard to the competence-oriented training of prospective university professors:

- at the Institute level – explore the potential of the positive influence on the process of the professional training for the benefit of students, ensure the presence of students in the university management structures, participate in the decision-making with regard to all-Institute's initiatives, coordinate the interests common to the majority of students; shape the public opinion on the major issues of the life in the Institute, maintain the established traditions and create new traditions related to student life; supervise the execution of the measures intended to form the professional competence of future university professors, involve students in projects; qualify the opportunities for the contacts with the environment; take part in the preparation and staging of the annual student scientific and practical conference "Days of Science"; provide sufficient and reliable information to the students with regard to the progress and results of competence-oriented training;

- at the student group level – help monitor the level of the professional competence of students, report the group's need for assistance by other management agents, plan and organize the group's activities in all the areas of the professional competence formation, and provide feedback to the administration and faculty.

The competence-oriented management required the implementation of the matrix organizational structure of management, reflecting the management of the functional and linear departments of the higher educational institution in terms of the operation and management of individual projects and programs in the mode of development. The matrix management structure meant that the UEM's administration created the conditions for the staff and students of the University to participate in projects. Thus, the UEM faculty participated in the development of the joint project of the International Bank for Reconstruction and Development and the Ministry of Education and Science of Ukraine "Equal Access to Quality Education", as well as in the project "Reform Strategy for Education in Ukraine" with the support of the United Nations Development Program, The International Foundation "Renaissance", and The Open Society Institute (Budapest). These projects led to the development and discussion of the qualification requirements for the professional activity of educators, as well as to the articulation of the recommendations on the educational policy in Ukraine.

Among the peculiarities of the project "Equal Access to Quality Education" was the active involvement of university students as participants on a voluntary basis. The enthusiasm of the students, despite their busy schedule, was noteworthy (approximately 80% of the total student population).

To increase the efficiency of projects under the competence-oriented management in UEM, a research laboratory studying the formation of the professional competence of future university professors was established. The University faculty, as well as the scholars from outside the University, were invited to work in the laboratory on a voluntary basis and/or participate in the laboratory's research initiatives.

The laboratory pursued the following projects:

- the analysis of the world trends in training university professors to be used in Ukraine;
- the psychological and educational research into the content and structure of the professional competence of future university professors;



- the development of the scientific foundations of managing the formation of the professional competence of prospective university professors;
- the development and approbation of the model of managing the formation of the professional competence of prospective university professors;
- the development of the recommendations regarding the implementation of the developed model of managing the formation of the professional competence of prospective university professors;
- the innovative and consulting support and monitoring of managing the formation of the professional competence of prospective university professors;
- the psychological and pedagogical support of individual self-development of future university professors during their training;
- the promotion of student research; and
- the information and educational outreach in pedagogy and pedagogical management.

The result of these projects was the development of the two study guides: “Professional Competence of the University Professor” and “Competency-based Approach to Managing the Formation of the Professional Competence of Prospective University Professors”. Master’s students enrolled in the Higher Education Pedagogy and Management of Educational Establishments programs pursued the following research topics: the management of the educational process in secondary schools on the basis of the competency-based approach, the training of the law students on the basis of the competency-based approach in the universities of the I and II levels of accreditation, the pedagogical conditions of the formation of the primary school teachers’ professional competence, and the formation of the health care competence in medical students.

The competence-oriented management emphasizes the use in the educational process of innovative pedagogical techniques aimed at the development of the professionally relevant qualities in Master’s students enrolled in Higher Education Pedagogy program (collaborative learning (learning in small groups), projects, discussion, brainstorming, games (didactic and business games, role playing), Delphi

technique, problem-solving learning, case method), quasi-professional workshop). To make sure that UEM professors are able to use and teach these techniques to Master's students, an advanced course in teaching/learning innovative pedagogical techniques, their development and implementation, and the exchange of experience, as well as a computer technology course were offered to UEM faculty. Academic departments systematized proceedings of the scientific conferences on competency-oriented approach. During the workshops and roundtables, their participants discussed the publications by the UEM scholars devoted to the implementation of the competency-based approach to the management of training Master's students enrolled in Higher Education Pedagogy program.

The described above approach to the management of the formation of the professional competence of Master's students enrolled in Higher Education Pedagogy program brought about comprehensive solutions to a variety of tasks. The success of this approach was achieved by the involvement of a considerable number of employees; effective coordination of their efforts, which overcame the disunity among structural subdivisions; efficient use of resources; self-development of certain subsystems of the organization and the self-realization of individual management agents; and the reconciliation of the internal needs of individual management agents with the goals of the organization.

Further research may focus on the study of the tools that assess the efficiency of the competence-oriented management of the professional training of Master's students enrolled in Higher Education Pedagogy program.

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### **Драч І. І. Зміст і технології управління формуванням професійної компетентності магістрантів з педагогіки вищої школи**

У статті розглянуто сутність управління формуванням професійної компетентності в студентів (компетентнісно зорієнтованого управління) як виду діяльності, що забезпечується сукупністю цілеспрямованих впливів колективного суб'єкта управління (адміністративного та науково-педагогічного персоналу, студентів) на всі фактори освітнього середовища, здатні забезпечити готовність студентів до професійної діяльності та цілеспрямованого саморозвитку в умовах, що динамічно змінюються. В умовах компетентнісно

зорієнтованої освіти цей вид управління становить системно структурований, відкритий, динамічний організаційно-педагогічний процес, особливість якого полягає в інтеграції та систематизації управлінських впливів усіх рівнів на процес формування професійної компетентності майбутніх викладачів вищої школи.

Автором проаналізовано особливості здійснення управлінських впливів під час компетентісно зорієнтованої підготовки магістрантів з педагогіки вищої школи в Університеті менеджменту освіти НАПН України.

*Ключові слова:* компетентнісний підхід, професійна компетентність, компетентісно зорієнтоване управління.

### **Драч И. И. Содержание и технологии управления формированием профессиональной компетентности магистрантов педагогики высшей школы**

В статье рассмотрена сущность управления формированием профессиональной компетентности у студентов (компетентностно ориентированного управления) как вида деятельности, обеспечиваемого совокупностью целенаправленных воздействий коллективного субъекта управления (административного и научно-педагогического персонала, студентов) на все факторы образовательной среды, способных обеспечить готовность студентов к профессиональной деятельности и целенаправленного саморазвития в условиях, которые динамично меняются. В условиях компетентностно ориентированного образования данный вид управления представляет собой системно структурированный, открытый, динамичный организационно-педагогический процесс, особенность которого заключается в интеграции и систематизации управленческих воздействий всех уровней на процесс формирования профессиональной компетентности будущих преподавателей высшей школы.

Автором проанализированы особенности осуществления управленческих воздействий при компетентностно ориентированной подготовке магистрантов

педагогика высшей школы в Университете менеджмента образования НАПН Украины.

*Ключевые слова:* компетентностный подход, профессиональная компетентность, компетентностно ориентированное управление.

### **Drach I. I. The Content and the Techniques of Managing the Formation of the Professional Competence of Master's Students in Higher Education Pedagogy**

The article describes the essence of the management of the formation of professional competence in students (competence-oriented management) as an activity realized by a set of directed interventions of the collective management subject (administration, faculty, and students) into those factors of the educational setting that are conducive to the development of students' readiness to fulfill professional tasks and purposefully develop their personality under rapidly changing conditions.

In the context of the competence-oriented education, this type of management creates an educational process that is structured as a system, open, and dynamic. Its distinguishing feature is the integration and systematization of the management interventions of all levels in the process of the formation of the professional competence of prospective higher education faculty.

The author analyzes the distinguishing features of the management interventions realized under competency-based approach to the training of Master's students enrolled in Higher Education Pedagogy program at the University of Educational Management affiliated to the National Academy of Pedagogical Sciences of Ukraine.

*Key words:* competency-based approach, professional competence, competence-oriented management.

*The article was received by the Editorial Office on 05.06.2013*

*The article was put into print on 01.11.2013*

*Peer review: Khrykov Ye. M., Doctor of Pedagogical Sciences, Professor*