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## МАЗМҰНЫ

### ПЕДАГОГИКА

<i>Абильдаева К.М.</i> Білім беру ортасындағы менталитет пен толеранттылық мәселелері .....	8
<i>Байсарина С.С., Кожаналиева А.О.</i> Бастауыш сынып оқушыларының шығармашылық қабілеттерін қалыптастырудың педагогикалық негіздері .....	15
<i>Гелишли Ю., Нурмухамбетова А.Н.</i> Қазақстан мен Түркияның білім беру бағдарламаларын салыстырмалы талдау («Әлеуметтік педагогика және өзін-өзі тану» және «Басшылық және психологиялық кеңес беру» мысалында) .....	21
<i>Қадирсызова Ш.Б.</i> Ұтқырлық - тұлғаның әлеуметтік нысанының құндылығы .....	34
<i>Калкеева К.Р., Алибаева Ж.Е., Халелова А.Х.</i> Студенттердің әлеуметтік-мәдени дамуындағы педагогикалық диалогтың рөлі .....	42
<i>Келдебеков К.К. Абылқасымов Б.А., Слэмгажы А., Бекбауова Ж.М.</i> ХХІ ғасырдағы моральдық білім түсінігі және оның мемлекет дамуындағы алатын орыны .....	50
<i>Копжасарова У.И., Асатиани И.В., Карипбекова А.С.</i> Жоғары сынып оқушыларының шет тілін білуді жетілдіру құралы ретінде лексикалық минимумын қалыптастыру .....	57
<i>Молдахметова Г.З., Канипиева А.Р., Нурмагамбетова Ж.М., Оспанов Ч.К., Искакова А.Р.</i> Оқытуды бағалау практикасы: мәселелері .....	65
<i>Мұқұшев Б.А., Сарбасова Қ.А., Есекешова М.Д., Мукушев А.Б., Турдина А.Б.</i> Жоғары оқу орындары студенттерінің қаржылық сауаттылығын дамыту .....	73
<i>Нурбекова Ж.К., Байгушева К.М., Байгушева Б.М., Ельминова Р.А.</i> Толықтырылған шынайылық технологиясын қолдану негізінде оқытудың дидактикалық моделі .....	81
<i>Сарбасова В. Н.</i> Тұлғаның ұлттық өзіндік сана-сезімі тұлғалық-кәсіби білім ретінде .....	89
<i>Томски Г., Жанбулатова Р.С., Менлибекова Г.Ж.</i> ЮНЕСКО-ның білім саласындағы ынтымақтастықтың дамуындағы рөлі: тарихы және қазіргі болмысы .....	97
<i>Шаяхметова Д.Б., Таутенбаева А.А.</i> Бастауыш сынып мұғалімдерінің басқару құзыреттілігін қалыптастыру үдерісін ғылыми-теориялық моделдеу .....	105

### ПСИХОЛОГИЯ

<i>Айкинбаева Г.К., Ақдәулетова Ә.Т., Сарбасова С.</i> Әскери іс-әрекеттегі әйелдердің тұлғалық-психологиялық ерекшеліктері .....	119
<i>Ганиева Г. Х.</i> Қазақстан Республикасында 2017 жылдан 2019 жылға дейінгі кезеңдегі кәмелетке толмағандардың сотталуы туралы статистикалық деректерді әлеуметтік-психологиялық талдау .....	131
<i>Жүкібаева Г.О., Барабанова Е.И.</i> ҚР мектеп бітіруші түлектері арасында кәсіптік білім алу мамандығын таңдау мен кәсіптік бағдарлаудың байланысы .....	141
<i>Исаханова А.А.</i> Қазіргі Қазақстанның психологиясы және профессор С.М. Жақыповтың мұрасы (70 жылдық мерейтойына) .....	156
<i>Мамбеталина А.С., Ахметова А.Т.</i> Жасөспірімдердің хабардарлығын және жауапты жыныстық мінез-құлқын талдау .....	161
<i>Надирова А.К., Топанова Г.Т., Хананян А.А.</i> Бастауыш сыныбындағы балалардың жетістікке жетуге бейімделудегі ата-ананың рөлі (тілдік кедергі болған жағдайда) .....	169

### ӘЛЕУМЕТТАНУ

<i>Байгабылов Н.О., Сарбасова С.Б.</i> Мүмкіндігі шектеулі жандарды әлеуметтік бейімдеу мәселелері .....	177
<i>Қуатова А.С.</i> Қазіргі отбасының трансформациясының ерекшеліктері .....	182
<i>Насанбекова С.Т., Урузбаева Н.А.</i> Туристік дестинацияның имиджін бағалауда әлеуметтік сауалнаманы қолдану, Алматы мысалында .....	191
<i>Уашева А.К.</i> Балалардан бас тартқан әйелдердің әлеуметтік-демографиялық сипаттамасы және типологиясы (Нұр-Сұлтан қаласының № 2 Перинаталдық орталығы бойынша) .....	201

## CONTENTS

### PEDAGOGY

<i>Abildayeva K.M.</i> Problems of mentality and tolerance in the educational environment .....	8
<i>Baisarina S. S., Kojanalieva A.O.</i> Pedagogical bases of formation of creative abilities of elementary school students	15
<i>Gelishli Yu., Nurmukhanbetova A. N.</i> Comparative analysis of educational programs of Kazakhstan and Turkey (the case of “Social pedagogy and self-cognition” and “Guidance and psychological counseling”) .....	21
<i>Kadyrsizova Sh. B.</i> Mobility-the social value of the individual .....	34
<i>Kalkeeva K.R., Alibaeva Zh.E, Khalelova A.K.</i> The role of dialogue in the socio-cultural development of students	42
<i>Keldebekov K.K., Abylkassymova B.A., Slamgazy A., Bekbauova Zh.M.</i>	50
<i>Kopzhasarova U.I., Assatiani I.V., Karipbekova A.S.</i> Development of lexical minimum of high school students as a means of enhancement of their foreign-language skills .....	57
<i>Moldakhmetova G.Z., Kanapiyeva A.R., Nurmagambetova Zh.M., Ospanov Ch.K., Iskakova A.R.</i> Learning assessment practices: challenges .....	65
<i>Mukushev B. A., Sarbasova K. A., Yesekeshova M. D., Mukushev A. B., Turdina A. B.</i> Development of financial literacy of higher educational institution students .....	73
<i>Nurbekova Zh.K., Baigusheva K.M., Baigusheva B.M., Yeltinova R.A.</i> Didactic Model of Teaching based on the use of Augmented Reality Technology .....	81
<i>Sarbassova V. N.</i> The national self-awareness of the personality as a professionally-personal education .....	89
<i>Tomski G., Zhanbulatova R.S., Menlibekova G. Zh.</i> The Role of UNESCO in the Development of Cooperation in the Field of Education: History and Modernity .....	97
<i>Shayakhmetova D.B., Tautenbayeva A.A.</i> Scientific-theoretical modeling in formation of managerial competence of primary school teachers .....	105

### PSYCHOLOGY

<i>Aikinbayeva G.K., Akdauletova A.T., Sarbasova S.</i> Personal and psychological characteristics of women in military activities .....	119
<i>Ganieva G. H.</i> Analysis of statistical data on juvenile convictions in the Republic of Kazakhstan for the period from 2017 to 2019 .....	131
<i>Zhukibayeva G.O., Barabanova Ye.I.</i> The relationship of the choice of a vocational training specialty with the vocational orientation of schools graduates of the Republic of Kazakhstan	141
<i>Issakhanova A.A.</i> Modern psychology of Kazakhstan and the legacy of professor S.M. Dzhakupov (to the 70th birthday) .....	156
<i>Mambetalina A. S., Akhmetova A.T.</i> Analysis of awareness and responsible sexual behavior of adolescents .....	161
<i>Topanova G.T., Nadirova A.K., Hananyan A.A.</i> The influence of the role of parents in the successful adaptation of young children (in the presence of a language barrier) .....	169

### SOCIOLOGY

<i>Baigabylov N.O., Sarbasova S. B.</i> Issues of social adaptation of individuals with disabilities to society .....	177
<i>Kuatova A.S.</i> Features of the transformation of the modern family .....	182
<i>Nassanbekova S.T., Uruzbayeva N. A.</i> Sociological survey in assessing the image of a tourist destination in the case of Almaty .....	191
<i>Uasheva A.K.</i> Socio-demographic characteristics and typology of female who abandoned their children (on the example of perinatal center №2, Nur-Sultan city) .....	201

## СОДЕРЖАНИЕ

### ПЕДАГОГИКА

<i>Абильдаева К.М.</i> Проблемы ментальности и толерантности в образовательной среде .....	8
<i>Байсарина С.С., Кожаналиева А.О.</i> Педагогические основы формирования творческих способностей учащихся начальной школы .....	15
<i>Гелишли Ю., Нурмухамбетова А.Н.</i> Сравнительный анализ образовательных программ Казахстана и Турции (на примере специальностей «Социальная педагогика и самопознания» и «Руководство и психологическое консультирование») .....	21
<i>Кадирсызова Ш.Б.</i> Мобильность - социальная ценность личности .....	34
<i>Калкеева К.Р., Алибаева Ж.Е., Халелова А.Х.</i> Роль педагогического диалога в социокультурном развитии студентов .....	42
<i>Келдебеков К.К., Абылкасымова Б.А., Сламгажы А., Бекбауова Ж.М.</i> Концепция морального образования в XXI веке и его роль в развитии государства .....	50
<i>Копжасарова У.И., Асатиани И.В., Карипбекова А.С.</i> Формирование лексического минимума учащихся старших классов как средство совершенствования их иноязычных умений .....	57
<i>Молдахметова Г.З., Кананиева А.Р., Нурмагамбетова Ж.М., Оспанов Ч.К., Искакова А. Р.</i> Практика оценки обучения: проблемы .....	65
<i>Мукушев Б.А., Сарбасова Қ.А., Есекешова М.Д., Мукушев А.Б., Турдина А.Б.</i> Развитие финансовой грамотности студентов высших учебных заведений .....	73
<i>Нурбекова Ж.К., Байгушева К.М., Байгушева Б.М., Ельтинова Р.А.</i> Дидактическая модель обучения на основе применения технологии дополненной реальности .....	81
<i>Сарбасова В. Н.</i> Национальное самосознание личности как профессионально-личностное образование .....	89
<i>Томски Г., Жанбулатова Р.С., Менлибекова Г.Ж.</i> Роль ЮНЕСКО в развитии сотрудничества в сфере образования: история и современность .....	97
<i>Шаяхметова Д.Б., Таутиенбаева А.А.</i> Научно-теоретическое моделирование процесса формирования управленческой компетенции учителей начальных классов .....	105

### ПСИХОЛОГИЯ

<i>Айкинбаева Г.К., Акдаuletova А.Т., Сарбасова С.</i> Личностно-психологические особенности женщин в военной деятельности .....	119
<i>Ганиева Г.Х.</i> Социально-психологический анализ статистических данных об осуждении несовершеннолетних в Республике Казахстан за период с 2017 по 2019 годы .....	131
<i>Жукибаева Г.О., Барабанова Е.И.</i> Взаимосвязь выбора специальности профессионального обучения с профориентационной направленностью выпускников школ РК .....	141
<i>Исаханова А.А.</i> Современная психология Казахстана и наследие профессора С.М. Джакупова (к 70-летию со дня рождения) .....	156
<i>Мамбеталина А.С., Ахметова А.Т.</i> Анализ осведомленности и ответственного сексуального поведения подростков .....	161
<i>Надирова А.К., Топанова Г.Т., Хананян А.А.</i> Влияние родителей на процесс адаптации детей младшего возраста (при наличии языкового барьера) .....	169

### СОЦИОЛОГИЯ

<i>Байгабылов Н.О., Сарбасова С.Б.</i> Проблемы социальной адаптации людей с ограниченными возможностями в обществе .....	177
<i>Қуатова А.С.</i> Особенности трансформации современной семьи .....	182
<i>Насанбекова С.Т., Урузбаева Н.А.</i> Использование социологического опроса в оценке имиджа туристской дестинации на примере г. Алматы .....	191
<i>Уашева А.К.</i> Социально-демографическая характеристика и типология женщин, отказавшихся от детей (на примере перинатального центра № 2, г. Нур-Султан) .....	201

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### **Scientific-theoretical modeling in formation of managerial competence of primary school teachers**

**Abstract.** The article is devoted to the issue of formation of managerial competence of primary school teachers. The managerial competence of the future primary school teacher is an integrative unity of the functional and personal components that ensure the implementation of managerial functions and personal qualities for the purpose of teaching, education and development of all subjects of the educational process in primary school. The structural components of the managerial competence of future primary school teachers include functional and personal managerial competencies. The managerial competence model includes the following blocks: methodological block (approaches: systemic, competency-based, subjective, student-centered, integrative-differentiated); target block (goal and objectives); content (the content of the educational material of the managerial competence of the future elementary school teacher); technological unit (stages; program; forms, methods and means; psychological-pedagogical conditions for the formation of the managerial competence of a future elementary school teacher); outcome (increasing the level of managerial competence of future primary school teachers).

**Keywords:** managerial competence, structural components, functions, qualities, primary school teachers, model, methodological, target, content, technological and outcome blocks, program, management of educational systems, experiment.

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Modern Kazakhstan is actively integrating into the world educational area, directing its efforts to finding new ways of becoming a specialist's personality, able to successfully navigate the multicultural space and realize its values, competent in shaping its own professional position and in developing the personality of another person.

The success of the modernization of education carried out in the Republic of Kazakhstan largely depends on the readiness of teachers to implement it.

New conditions of existence of the educational environment, updating of the content of education, innovative forms and methods of teaching, increasing requirements to quality of knowledge, complication of forms of the organization of educational process - all this demands increase of professional competence and formation of readiness of the future teacher to effective performance of professional activity.

The study of the results of psychological-pedagogical research and analysis of real school practice show that the professional competence of the modern teacher and his mentality do not fully meet the requirements of the modernization of basic education, especially in the part that is necessary for the development of students' own cognitive activity, for the organization of the learning process in such a way that it becomes the interaction of two equally active subjects.

The modern school is in need of teachers, not only able to explain new material and organize their work, but also able to competently manage the educational and cognitive activities of students.

It is a question of a new role of the teacher - *the teacher-manager*, able to provide a guaranteed level of education of the student, i.e. achievement of the predicted and diagnosed result for the scheduled time and within in advance defined expenses of resources.



The analysis of curriculum in the direction of training «Pedagogical education» (qualification (degree) “Bachelor”) suggests that the formation of managerial competence is especially relevant for a modern teacher.

In particular, it is extremely important to possess the skills of reflection, self-assessment, self-control, the development of a number of competencies (the ability to carry out pedagogical support of the processes of socialization and professional self-determination of students, to organize cooperation of students, to maintain activity and initiative, independence of students, to actualize their creative abilities, etc.).

The issues of training teachers, including elementary schools, which are able to carry out education in accordance with modern requirements, were dealt with by many scientists, in whose studies managerial activity was presented as an important component of the teacher’s professional activity and the need for targeted preparation for it. However, the problem of formation of managerial competence of future primary school teachers in the process of their University training has not been the subject of special consideration.

However, some general theoretical issues remain insufficiently clarified, the understanding of which is necessary for the study of the designated topic, for example, the content of the concept of “managerial competence of the future primary school teacher”, methods of research of the process of managerial competence formation, theoretical justification of psychological-pedagogical conditions that ensure the formation of students’ managerial competence in high school.

Thus, there is a contradiction between the recognition by pedagogical science of the importance of studying the managerial competence of the modern teacher and the insufficient study of many issues on this topic; between the need of society for qualified primary school teachers with a high level of managerial competence, and the lack of special training for the future primary school teacher in this area.

The desire to find out the ways to resolve these contradictions determined the problem of our article.

*The aim of the article* is to develop, scientifically substantiate the psychological-pedagogical conditions for the formation of managerial competence of future primary school teachers.

The objectives of the article:

- To determine the essence and structure of managerial competence of future primary school teachers.
- To develop and test the model and identify the psychological and pedagogical conditions for the formation of managerial competence of University students.
- To create and test a program aimed at the formation of managerial competence of the future primary school teacher.

The managerial activity of the teacher has centuries of experience, despite this, its ideology undergoes continuous changes, which indicates the influence of historical transformations taking place in society. The problems of the managerial activity of a teacher are increasingly becoming the subject of pedagogical research.

Today, the prevailing ideas about the managerial competence of the teacher are not enough. There are relatively few works devoted to the managerial competence of a teacher (Yu. V. Gromyko, V.V. Davydov, L.N. Dolgovitskaya, S.V. Kulakov, S.Ts. Nimbueva, M.A. Rubin, V.A. Slastenin, G.P.Shchedrovitsky).

The system of professional education of teachers, the standards of higher pedagogical education are not designed, as noted by K. A. Bazhenova, to prepare teachers for solving organizational and managerial tasks [1].

Managerial activity of the future teacher is formed in the learning process by mastering the system of knowledge and skills.

Consider the content of the *concept of managerial competence* in modern psychological and pedagogical literature.

It should be noted that most of the studies of managerial competence relate to the activities of managers and other specialties in which managerial activity is leading, constitutes the very basis of activity.

According to V.I. Bezrukov, there is a wide variety of classification bases of management activity. "This process is due, on the one hand, to approaches that emphasize aspects of the complex, contradictory and multi-level nature of modern management activities; on the other hand, with approaches oriented to the patterns and needs of the managed facility. Classification grounds, in which both directions are organically combined, are of paramount importance for management practice" [2].

In the thesis of V. S. Plotnik, managerial competence is a "property of the personality that allows the personality to effectively interact with the professional environment due to the presence of the necessary Fund of knowledge, skills, and attitudes" [3]. Managerial competence is a leading regulator of professional development of the individual; it implies a deep understanding of the professional environment and its place in it [3, p. 7]. Thus, that managerial competence is the possession of a person by joint professional activity, cooperation, as well as the possession of the methods of professional communication adopted in this profession.

O.A. Kuznetsova notes that there are several approaches to the definition of managerial competence: functional analysis of activities and the model of personal characteristics. In her research, the author combined both these approaches, giving them a qualimetric description of characteristic features. In the structure of functional managerial competence, the author identifies the following competencies:

- resource management;
- managing people;
- information management;
- management activities.

The structure of personal managerial competence includes such competencies as:

- goal setting and evaluation;
- leadership;
- sociability;
- the ability to guide subordinates;
- specialized abilities [4, p. 9-10].

Next, consider the research on the managerial competence of the teacher.

According to K.A. Bazhenova, the managerial competence of teachers should be understood as readiness to single out, accurately formulate, holistically and deeply analyze the problems of development of research activities of learners and find the most appropriate and effective ways to solve them in relation to a specific situation [1]. The structure of managerial competence of the teacher includes cognitive, organizational, reflective, communicative components. The content of the cognitive component of managerial competence consists in the knowledge and ability to carry out logical-objective and historical-logical reconstruction of the content of the material; organizational component - in the ability to form a group of students-researchers and manage its activities in accordance with the values and norms of research activities; reflective component - in carrying out the reflection of the managerial activity; communicative component - in supporting communicative interaction between students and other participants in the research activities [1].

Managerial competence of a teacher is considered by O. Y. Zaslavskaya as "a specific ability necessary for the implementation of an effective educational process in a specific subject area and including highly specialized knowledge, special kind of subject skills, ways of thinking, as well as responsibility for their actions" [5, p. 54]. Managerial competence of the teacher in the education system is formed in three stages:

- 1st stage - based on pedagogical University;
- 2nd stage - based on the school methodological service;

3rd stage - based on continuing education system [5, p. 54].

T.I. Shamova notes that for a successful educational process and improving the quality of education, each of its participants must master a certain managerial competence: students, teachers, parents, heads of educational institutions [6; 7]. The author considers the managerial competence of the participants of the educational process as “the integration of a complex of managerial knowledge, skills and social experience, personal qualities, creative orientation to achieve personally and socially significant pedagogical results. Moreover, for a teacher, mastering managerial competence is necessary for the implementation of management and self- management in the educational process based on a personality-oriented approach and interactive technologies” [6].

M.I. Maryin, I.V. Ivanikhin and S.I. Lonchak point out that “the managerial competence of a teacher is a system of internal resources necessary for the organization of effective management of students in accordance with all components of the teacher’s activity (goals, principles, content, technologies, etc.). It should be considered as a complex system that includes scientific-theoretical, operational-technological and socio-psychological characteristics of managerial competence” [8, p. 10].

According to A. F. Dobudko, the scientific-theoretical characteristic of the managerial competence of the primary school teacher assumes the scientific-theoretical readiness for management activities, including the necessary amount of psychological-pedagogical and special knowledge, the organization of their knowledge and thinking abilities [9]. M.I. Maryin associates effective managerial activity with the presence of a formed reflective level of intelligence and its inclusion in all thought processes and managerial activity [8].

The operational-technological characteristics of managerial competence includes, according to M.I. Maryin, adequate orientation in the goal-setting of the learning process, setting specific tasks to achieve learning goals, determining the priority and subordination of these tasks. Operational-technological competence represents “an integral ability that characterizes the degree of professionalism” [8, p. 11].

Another aspect of the teacher’s managerial competence is the socio-psychological one, which includes “adequacy in the field of interpersonal perception and interaction, the ability to prevent conflict situations, the flexibility of leadership style, and also communicative ability - the ability to establish and maintain necessary contacts with other people” [8, p. 14]. M. I. Maryin writes that “the essence of the socio-psychological competence of a teacher is determined by the measure of the relationship between the objective tasks of managerial activity and the subjective capabilities of his personality” [8, p. 14]. According to D.B. Shayakhmetova, “this personal state is a unity of motivational-value, emotional-volitional and substantive-operational components and characterizes the level of professional development of a personality and his activity” [10].

It should also be noted that managerial competence is the basis for the implementation of management activities. But it should take into account the fact that the management competence should include elements of management activities, mastered by specialists in the training process. Since managerial competence generates managerial activity, it is necessary to identify specific skills that the teacher shows in the process of implementing the managerial function. These skills should be contained in the managerial competence of primary school teachers.

Based on the functional-analytical approach to determining the content of managerial competence, T.I. Shamova defines managerial skills on the basis of the above-mentioned managerial functions [6].

For the competent implementation of *the information-analytical function* of managerial activity, according to T.I. Shamova, the following skills are necessary:

- to select the relevant information;
- to analyse the information;
- to analyze training-program documentation;

– to analyze the means of diagnosis and measurement of knowledge, skills of students [6].

One of the specific skills of primary school teachers can be called the analysis of the interaction of curriculum in different disciplines.

To implement *the motivational-objective function* of managerial activity, the teacher must be able to:

- to set and form diagnostic goals before students;
- to stimulate students ‘ interest in academic work;
- to form a sense of involvement in group affairs (group vision of problems), pride and team spirit;
- to promote the development of students ‘ abilities [6].

Implementation of *the planning-prognostic function* of managerial activity requires the following skills from the teacher:

- to predict the development of pedagogical activity;
- to plan the goals of their own activities and the activities of students in accordance with the strategy of educational institutions development;
- to use technical means of teaching [6].

A specific skill of a primary school teacher can be the prediction of the effectiveness of the methods used for various categories of students.

To implement *the organizational-executive function* of managerial activity, the teacher must be able to:

- to use techniques, methods, organization technologies of joint activities of students;
- to allocate and evaluate available resources of all kinds to achieve the goals [6].

One of the specific skills of a primary school teacher can be highlight:

- to use of games in organization of joint activities.

The implementation of *the regulatory-correctional function* of managerial activity assumes the presence of the following skills of the teacher:

- to monitor the progress of the tasks set before the students;
- to analyze the reasons for deviations in the implementation of planned learning objectives;
- to make necessary adjustments in educational activities of students to achieve the planned learning objectives;
- to present the results of students’ activity [6].

A specific skill for a primary school teacher will be differentiated correction without interruption from the learning process.

On the basis of the analysis of literary sources (first of all, T. I. Shamova’s researches) and the analysis of own experience of pedagogical activity, we allocated functional managerial competence which includes analytical, target, prognostic, organizational and regulatory functions. Thus, taking into account the structure of the managerial competence of the primary school teacher, the necessary managerial skills are allocated to ensure the competent performance of the managerial function.

Next, we consider the personal qualities of the teacher, necessary for the implementation of managerial activities. Features of managerial activity, the specifics of performing managerial functions determine the special requirements for the personality of the teacher.

The effectiveness of managerial depends largely on the individual-typological characteristics of the subject of activities. The effectiveness of the activity is refracted through the prism of personality traits. The requirements of the profession to the properties of personality are objective, and they can change with the change of the activity itself.

Determination of the complex of individual-psychological characteristics of the personality of the teacher is possible through the consideration of management activities through the prism

of the requirements that the profession currently imposes on the personality of the teacher. The analysis of domestic and foreign literature on the problem of managerial activity allows highlight the most significant personal qualities necessary for the effective implementation of managerial activities [11]. First of all, as O.P. Denisova notes, these qualities include the following individual psychological characteristics: ability to take risks, courage, behavioral activity, social intelligence, ability to communicate with people, communication skills, leadership qualities, motivational orientation of a person to professional activities emotional comfort [11]. First of all, as O.P. Denisova notes, these qualities include the following individual psychological characteristics: ability to take risks, courage, behavioral activity, social intelligence, ability to communicate with people, communication skills, leadership qualities, motivational orientation of a person to professional activities, emotional comfort [11].

The indicators of the level of the personal component's development can be expressed leadership qualities, communicative competence, responsibility, decisiveness, organization, stress resistance [10]. The listed personality characteristics can be grouped as follows. The first group includes decisiveness. Without independent decision-making, without the right to their own position the teacher will feel the pressure of a risk situation because he is not ready to accept the decision and be responsible for the possible consequences.

The second group of O. P. Denisov is characterized as behavioral activity [11]. Behavioral activity implies aspiration to achieve the desired goal.

The third group of professionally important qualities, according to O.P. Denisova, is the ability to communicate with people, communicative skills, leadership qualities, social intelligence, a set of psychological knowledge and the ability to apply them in managerial activities [11].

The personal component of managerial competence includes the content and direction of the system of life values, a set of psychological and social properties of a person as a subject of activities [10]. To professionally important qualities that make up the personal component of a teacher, V.I. Bezrukov relates professional mobility, independence, collectivism, responsibility, social mobility, individuality [2].

L.N. Plakhina understands the managerial qualities of a teacher's personality as basic characteristics of a teacher's personality, which are an important factor in his successful professional activity and a means of his self-realization. These qualities can manifest themselves in various levels: "on a personal level (self-confidence, activity and initiative, determination, perseverance, creativity, responsibility, sociability) and activity (motivation to achieve success in pedagogical activity, value attitude to the future profession, reflection, organizational skills, ability to fulfill oneself, ability to self-development) levels. "The formation of managerial qualities of the teacher from the standpoint of personal-activity approach is a "process of neoplasms, in which the person acts as the subject of his professional growth".

Thus, the analysis of psychological-pedagogical research has shown that the activity of the teacher, in essence, is managerial; the teacher increasingly performs the functions of a methodologist, diagnostician, expert, engaged in the design of its activities.

**Managerial competence** is a complex of individual-psychological education of a teacher, reflecting the unity of his theoretical-managerial readiness to practice his professional activity, which consists in the teacher's ability to solve the problems of personal and students' development, which is possible due to his scientific-justified means of solving managerial problems, accepted in this profession by methods of professional communication, as well as the formation of personal managerial qualities of the teacher. Managerial skills can be distinguished on the basis of managerial functions performed by the primary school teacher: analytical, target, prognostic, organizational and regulatory functions.

Based on the analysis of psychological-pedagogical literature and professional experience, we have developed *a model of managerial competence formation of future primary school teachers*. This model reflects the system of the managerial competence of future primary school

teachers.

The *model* consists of interrelated blocks: methodological, target, content, technological and outcome.

The *methodological block* presents approaches: systemic, competency-based, subjective, student-centered, integrative-differentiated.

The *target block* defines the purpose and objectives of forming the managerial competence of future primary school teachers in university conditions.

The *content block* contains the content of the educational material, which includes special knowledge about the managerial competence of an elementary school teacher as an integrative unity of functional and personality components; about practical management methods; about active forms of education, etc.

The *technological block* includes the *stages* (development of the theoretical foundations of managerial competence; the formation of a functional component; formation of the personal component); *forms* (interactive: problem-solving lecture, training (role-playing, business games), analysis of decision-making tasks “case study”, etc.); *methods* (analytical, dialogue, partial search, practical, etc.); *means* (teaching materials, multimedia, etc.); *psychological-pedagogical conditions* (diagnostics of the development of managerial competence; subject-subject interaction of the teacher and student; implementation of the formation program of managerial competence; combination of classroom and extracurricular activities of the teacher and student).

The developed model is completed by the *outcome block*, which fixes the increase of managerial competence of future primary school teachers: knowledge, habits, skills necessary for effective management and increase of personal efficiency; formation of managerial functions; development of personal managerial qualities (social intelligence, organizational and communicative abilities, volitional qualities, subjective control, focus of professional activity on the child).

Table 1

**Model in formation of managerial competence of future primary school teachers**

<b>The methodological block</b>	<b>Approaches:</b> systemic, competency-based, subjective, student-centered, integrative-differentiated.
<b>The target block</b>	<b>The goal</b> is the formation of the managerial competence of the future teacher of elementary school in a university. <b>Objectives:</b> 1) development of motivation of professional activity, 2) formation knowledge, habits, skills of effective management of educational process, 3) formation of managerial functions, 4) development of personal managerial qualities.
<b>The content block</b>	<b>The content</b> of the educational material includes special knowledge about the managerial competence of the primary school teacher as an integrative unity of functional and personal components, about the methods of practical management, about active forms of education, etc.

<b>The technological block</b>	<p><b>Stages:</b></p> <ol style="list-style-type: none"> <li>1. development of the theoretical foundations of managerial competence;</li> <li>2. formation of a functional component;</li> <li>3. formation of the personal component.</li> </ol> <p><b>Forms:</b> interactive: problem-solving lecture, training (role-playing, business games), analysis of decision-making tasks “case study”, etc.</p> <p><b>Means:</b> analytical, dialogue, partial search, practical, etc.); <i>means</i> (teaching materials, multimedia, etc.</p> <p><b>Psychological-pedagogical conditions:</b></p> <ul style="list-style-type: none"> <li>– diagnostics of the development of managerial competence;</li> <li>– subject-subject interaction of the teacher and student;</li> <li>– implementation of the formation program of managerial competence;</li> <li>– combination of classroom and extracurricular activities of the teacher and student.</li> </ul>
<b>Outcome block</b>	<p>The outcome is an increase in the level of managerial competence of the future primary school teacher.</p> <ul style="list-style-type: none"> <li>– knowledge, habits, skills necessary for effective management and improving personal effectiveness,</li> <li>– formation of managerial functions,</li> <li>– development of personal managerial qualities (social intelligence, organizational and communicative abilities, volitional qualities, subjective control, focus of professional activity on the child).</li> </ul>

To test the effectiveness of the model and the psychological-pedagogical conditions for the formation of managerial competence of students - future primary school teachers, the experimental work was carried out.

An experimental study was conducted on the basis of the Faculty of Primary Education of the Abay Kazakh National pedagogical University during 2017-2018. The study involved 168 students of 3 and 4 courses of the faculty of primary education specialty “Pedagogy and methodology of primary education”. To check the effectiveness of the developed program for the formation of managerial competence of future primary school teachers control (KG) and experimental (EG) groups were formed. The experimental group consisted of students of groups No. 31 and No. 41 in the amount of 88 people, the control group - students of groups No. 32 and No. 42 in the amount of 80 people. Students of the experimental group took part in the program developed by us for the formation of managerial competence of future primary school teachers.

Let’s consider the stages of the organization of the experiment conducted by us on the formation of managerial competence. Experimental work on the formation of managerial competence of future primary school teachers at the University was carried out in three stages.

At the stage of ascertaining experiment the questionnaire of students of experimental and control groups was carried out, aimed at identifying their ideas about management and managers as a target indicator of functional managerial competence of future primary school teachers. Students of the experimental and control groups were also tested, aimed at identifying the level of development of their social intelligence, communicative and organizational abilities, strong-willed qualities, subjective control and the formation of the pedagogical orientation of the person to professional activity, as indicators of students’ personal managerial competence. Then, the relationships between the characteristics of the functional managerial competence of future primary school teachers and the above-mentioned indicators of personal managerial competence were analyzed.

At the stage of the forming experiment, a program for the formation of managerial competence of future primary school teachers was tested, which included three stages of work: lectures and practical classes on the training course “Management of educational systems”, aimed in formation of functional managerial competence (managerial functions); psychological- pedagogical training,

aimed primarily at developing personal managerial competence.

An analysis of the psychological-pedagogical conditions created at the Abay Kazakh National pedagogical University, faculty of primary education showed that the preparation of primary school teachers for the implementation of managerial functions is carried out within studying a number of disciplines, the main place among which is the discipline “Management of educational systems.” The study of the discipline “Management of educational systems” implies the generalization and completion of the formation of students - future teachers of functional and personal managerial competence. Therefore, this discipline was analyzed by us and taken as a basis for the organization and provision of pedagogical conditions for the formation of managerial competence of future primary school teachers, primarily functional managerial competence.

This course “Management of educational systems” includes 20 hours of lectures and 16 hours of practical classes. Lecture content of the course: 1. The topic of the lecture: “Management and pedagogical management”; 2. The topic of the lecture: “Education System in the Republic of Kazakhstan”; 3. The topic of the lecture: “School as an educational system and object of management”; 4. The topic of the lecture: “Fundamentals of educational institution management”; 5. The topic of the lecture: “Managing the development of the school”; 6. The topic of the lecture: “School management functions”; 7. The topic of the lecture: “Scientific and methodological support of the educational system”; 8. The topic of the lecture: “Ways to improve the professional competence of teachers”; 9. The topic of the lecture: “The system of intraschool control”; 10. The topic of the lecture: “Managerial culture of the head of the educational system”; 11. The topic of the lecture: “New information technologies in management”.

The lecture course of this discipline is aimed at the formation, first of all, functional managerial competence. The program of formation of managerial competence of the future primary school teacher in addition to lectures included practical classes. Thematic planning of practical classes was built in accordance with the managerial functions performed by the teacher, highlighted by us in the theoretical part of our article: analytical, target, prognostic, organizational and regulatory functions.

Based on the selected managerial functions, the topics of practical classes were developed by us as follows: 1. Characteristics of the concept of “management of the development of the educational system” (analytical function); 2. Characteristics of the law “On education” of the Republic of Kazakhstan (analytical function); 3. The main documents defining the activities of the school (analytical function); 4. Pedagogical systems and their development (analytical function); 5. Directions of managerial activity (prognostic function); 6. Object of educational institution management (prognostic, organizational, regulatory functions); 7. The managerial system of an educational institution (prognostic, organizational, and regulatory functions); 8. School work planning (prognostic, organizational, regulatory functions); 9. Methods of pedagogical system management (prognostic, organizational functions); 10. Program management of school development (organizational function); 11. Performance indicators of development management (regulatory function); 12. Presentation of practical work of students (target, organizational functions).

These topics were studied and performed by students using practical management techniques: the method of control tests, the method of “chair” cases, the method of “field” cases and the method of problem-solving.

Thus, in the process of students’ work in practical classes, the formation of managerial skills took into account all the managerial functions that we identified. At the same time, students’ work was organized using special teaching methods aimed at the formation of these managerial skills.

First, we analyze the results of the diagnosis of functional managerial competence (objective function) of students at the ascertaining stage of the experiment (Table 2).



**The results of the questionnaire “Representation about management and managers” of students of experimental and control groups before the program (in %)**

Diagnosed quality indicators of management perceptions	Experimental group (EG)	Control group (CG)
The predominance of the importance of the managerial function of management	30,43 %	42,11%
The predominance of the importance of the economic function of management	13,04%	5,26%
Understanding the need to use management in an educational institution	39,13 %	52,63%
The possession by management of the teacher	47,83 %	42,11%
The possession by management of a Director of an educational institution	60,87 %	73,68%
The need for knowledge and the possession of IT by the manager	4,35 %	15,79%
The need of management for the elementary school teacher	21,74%	15,79%

As can be seen from the table, there were no significant differences in such an indicator of functional managerial competence as the “objective function” among students of the experimental and control groups prior to a comprehensive program for the formation of managerial competence of future primary school teachers.

The majority of students in the experimental and control groups (60.87% and 73.68%, respectively) are characterized by the notion of mandatory possession of management, primarily by the director of an educational institution. Understanding of the need to use management in an educational institution was revealed in 39.13% of students of the experimental group and 52.63% of students of the control group. The idea of the need to use management in their work by the elementary school teacher was formed only in 21.74% of students in the experimental group. In the control group, this indicator was 15.79% of students. At the same time, students of the experimental and control groups (47.83% and 42.11%, respectively) believe that the collective image of a teacher (a teacher of middle and senior classes, first of all) requires mastery of management skills in their work, unlike an elementary school teacher.

Now let’s analyze the results of diagnostics of the “objective function” of functional managerial competence of students of experimental and control groups at the controlling stage of the experiment.

An analysis of the dynamics of students’ perceptions of management shows that in the experimental group, a larger number of respondents indicate the importance of the managerial function of management (from 30.43% in the ascertaining stage to 65.22% in the controlling). In the control group, however, there is an increase in the choice of the importance of the economic function of management (from 17.39%) to 31.58%), which seems unreasonable to us, since management arose as an evolutionary level, its distinguishing feature is, first of all, corporate nature (Table 3).

Table 3

**The results of the questionnaire “Representation about management and managers” of students of experimental and control groups after the program (in %)**

Diagnosed quality indicators of management perceptions	Experimental group (EG)		Control group (CG)	
The predominance of the importance of the managerial function of management	30,43 %	65,22%	42,11%	36,84%
The predominance of the importance of the economic function of management	13,04%	17,39%	5,26%	31,58%
Understanding the need to use management in an educational institution	39,13 %	73,91%	52,63%	57,89%
The possession by management of the teacher	47,83 %	86,96%	42,11%	63,16%
The possession by management of a Director of an educational institution	60,87 %	95,65%	73,68%	78,95%
The need for knowledge and the possession of IT by the manager	4,35 %	34,78%	15,79%	26,32%
The need of management for the elementary school teacher	21,74%	65,22%	15,79%	36,84%

In the experimental group, growth dynamics are observed with respect to the need to use management in an educational institution (from 39.13% to 73.91% in the experimental group and only from 52.63% to 57.89% in the control group), which is due to most likely, using in the experimental group management games in practical exercises, which are one of the management techniques.

Also, in both groups, there is a growth dynamics in relation to the need of management of the teacher (from 47.83% to 86.96% in the experimental group and much smaller dynamics from 42.11% to 63.16% in the control group). At the same time, in both groups there is also a growth dynamics in relation to the possession by management of the director of an educational institution (from 60.87% to 95.65% in the experimental group and a much smaller dynamics from 73.68% to 78.95% in the control group). It is noted that in both groups there is also a growth dynamics in relation to the need for knowledge and the possession of IT by the manager (from 5% to 35% in the experimental group and from 19% to 27% in the control group).

Also in the experimental group there is an increase in the confidence of respondents that management is necessary for the primary school teacher (from 21.74% to 65.22%), in the control group this dynamics is less pronounced (from 15.79% to 36.84%).

In the course of the study, a theoretical justification and practical implementation of the psychological and pedagogical conditions was carried out, which ensure the formation of the managerial competence of future primary school teachers in a university.

The content of the concept of “managerial competence of future elementary school teachers” has been clarified, which is interpreted as an integrative unity of functional and personal components that ensure the implementation of managerial functions and personal qualities for the purpose of teaching, education and development of all subjects of the educational process in elementary school.

The structural components of the managerial competence of the future elementary school teacher are revealed: functional and personal. Functional managerial competence contains specific skills that a primary school teacher displays in the process of implementing managerial functions. Managerial skills are distinguished on the basis of managerial functions performed by the teacher: analytical, target, prognostic, organizational and regulatory.

An analysis of the results of the development and testing of a program for the creation of psychological and pedagogical conditions that ensure the formation of managerial competence of students at a university, including theoretical and practical training of future elementary school teachers, allows us to draw the following conclusions. The personal managerial competence of the future primary school teacher is comprised of the personality's managerial qualities, which are the basic characteristics of the person and an important factor in her successful professional activities: social intelligence, communication skills, organizational skills, volitional qualities, level of subjective control, and personality orientation.

A model in formation of managerial competence of future elementary school teachers, including methodological, target, content, technological and outcome blocks has been created and implemented.

The program aimed at the formation of managerial competence of the future primary school teacher was developed. The program includes lectures and practical classes on the discipline "Management of educational systems".

At the control stage of the experiment, positive changes in the functional and personal managerial competencies of students of the experimental group (EG) were revealed. The level of formation of the managerial competence of students in the control group (CG) also has positive dynamics, but the differences are not statistically significant.

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### **Бастауыш сынып мұғалімдерінің басқару құзыреттілігін қалыптастыру үдерісін ғылыми-теориялық моделдеу**

**Аннотация.** Мақала бастауыш сынып мұғалімдерінің басқару құзыреттілігін қалыптастыру мәселесіне арналған. Болашақ бастауыш сынып мұғалімінің басқару құзыреттілігі бастауыш мектепте білім беру үдерісінің барлық субъектілерін оқыту, тәрбиелеу және дамыту мақсатында басқарушылық функциялар мен жеке қасиеттерді іске асыруды қамтамасыз ететін функционалдық және жеке компоненттердің интегративті бірлігі болып табылады. Болашақ бастауыш сынып мұғалімдерінің басқарушылық құзыреттілігінің құрылымдық компоненттері негізінде функционалдық және тұлғалық басқару құзыреттілігі болып табылады.

Басқарушылық құзыреттілік моделі келесі блоктардан тұрады: әдіснамалық блок (тәсілдер: жүйелік, құзыреттілік, субъективті, жеке тұлғаға бағытталған, интегративті-сараланған); мақсатты блок (мақсаты мен міндеттері); мазмұндық (болашақ бастауыш сынып мұғалімінің басқарушылық құзыреттілігінің оқу материалының мазмұны); технологиялық блок (кезеңдері; бағдарлама; формалары, әдістері мен құралдары; болашақ бастауыш сынып мұғалімінің басқарушылық құзыреттілігін қалыптастырудың психологиялық-педагогикалық шарттары.); нәтижелі (болашақ бастауыш сынып мұғалімдерінің басқару құзыреттілігінің деңгейін арттыру).

**Түйін сөздер:** басқарушылық құзыреттілік, құрылымдық компоненттер, функциялар, бастауыш сынып мұғалімдерінің сапасы, модель, әдістемелік, мақсатты, мазмұнды, технологиялық және нәтижелі блоктар, бағдарлама, білім беру жүйелерін басқару, эксперимент.

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### **Научно-теоретическое моделирование процесса формирования управленческой компетенции учителей начальных классов**

**Аннотация.** Статья посвящена проблеме формирования управленческой компетенции учителей начальных классов. Управленческая компетенция будущего учителя начальных классов представляет собой интегративное единство функциональных и личностных компонентов, обеспечивающих реализацию управленческих функций и личностных качеств с целью обучения, воспитания и развития всех субъектов образовательного процесса в начальной школе. Структурными компонентами управленческой компетенции будущих учителей начальных классов являются функциональные и личностные управленческие компетенции.

Модель управленческой компетенции включает следующие блоки: методологический блок (подходы: системный, компетентностный, субъективный, личностно-ориентированный, интегративно-дифференцированный); целевой блок (цель и задачи); содержательный (содержание учебного материала управленческой компетенции будущего учителя начальных классов); технологический блок (этапы; программа; формы, методы и средства; психолого-педагогические условия формирования управленческой компетенции будущего учителя начальных классов); результативный (повышение уровня управленческой компетенции будущих учителей начальных классов).

**Ключевые слова:** управленческая компетенция, структурные компоненты, функции, качества учителя начальных классов, модель, методический, целевой, содержательный, технологический и результативный блоки, программа, управление образовательными системами, эксперимент.

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