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**THEORY AND PRACTICE OF FORMING
THE MANAGEMENT CULTURE OF FUTURE PRIMARY
SCHOOL TEACHERS**

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In the monograph, the formation of the management culture of future
primary school teachers in the process of vocational training is considered
from the perspective of pedagogical management.

Intended for students, candidates for a master's degree, PhD students,
researchers, as well as practitioners.

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INTRODUCTION

Topicality of the research. In the message of the President of the country N.A. Nazarbayev to the people of Kazakhstan “New Kazakhstan in the new world” it is noted that “the quality of higher education must meet the highest international requirements” [1]. At present, a new education system oriented towards entering the world space is being established in Kazakhstan. In this regard, new scientific research is conducted in pedagogical theory and practice, state compulsory educational standards are corrected, curricula and programs are adjusted to meet global trends and focus on improving the competitiveness of educational institutions and their graduates. There is a change in the educational paradigm, and as a result, new approaches, content, technologies are offered, requirements for quality and management of educational processes change.

In its turn, the quality of management of both educational activities and the staff is largely determined by the level of the management culture of teachers and education managers. At the same time, the overwhelming majority of them, including primary school teachers, do not have special management training. The modern level of scientific knowledge dictates the need to use the general theory of management in the organization of the pedagogical process. The presence of higher, as a rule, pedagogical education is not enough to form the management culture of the required level.

The problem of forming the management culture of future primary school teachers on the basis of pedagogical management is determined by the current trends in understanding the processes of teaching and educating students from the standpoint of management science. In this regard, there are new requirements for the training of specialists in the sphere of primary education. Modern society requires not only primary school teachers, but also specialists - education managers, who know the basics of pedagogical management, have the ability to carry out organizational and management activities in the primary education system.

The significance of forming the management culture of future primary school teachers is determined by the tasks of the social development of the modern Kazakhstan society, which are reflected in a number of official documents in the field of education and culture: the Law of the Republic of Kazakhstan “On Education”, the State Program for the Development of Education and Science in the Republic of Kazakhstan for 2016-2019 [2, 3].

The analysis of these documents makes it possible to judge about the need to train specialists, who own innovative methods and modern technologies in the field of primary education, with an important role being given to new approaches in control based on scientific theories. In the

conditions of deep qualitative changes occurring in the process of multi-stage reform of Kazakhstan's education, it is becoming increasingly obvious that a new type of teacher, who is able to manage the teaching and educational process, staff, organization, is needed. Primary school teacher is a teacher, an educator, possessing professional knowledge formed by special competences, high moral qualities, able to organize and control the learners, to be an example and a model with a high level of culture. And the management culture is a necessary, important and inseparable component of a teacher's culture.

The necessity to form the management culture of future primary school teachers is justified by the need for each teacher to form his own unique approach to organizing and conducting lessons and the process of achieving goals and objectives set. The quality and effectiveness of management depends on the level of knowledge of the regularities governing the development of social systems, taking into account the peculiarity of the social situation of a first-grader development in connection with the transfer of leading activities from gaming to training, from the adequacy of the technologies and controls used.

A primary school teacher in the conditions of the modern education modernization should effectively solve management and pedagogical tasks, possess the necessary level of management knowledge, rationally plan, organize, and monitor the teaching and educational process in the primary school and the development process of each person. For the productive management, the future primary school teacher should have the management culture. In this regard, the formation of the management culture of future primary school teachers based on the pedagogical management requires special study and is a topical problem of the vocational training of specialists.

One of the significant problems of Kazakhstan society noted in the "Concept of 12-year secondary education in the Republic of Kazakhstan" is "the formation of a competitive personality ready to not only live in changing social and economic conditions, but also to actively influence the existing reality, changing it to the best" [4].

Changes in the world, society and as a result, in the purposes of education, make it necessary to modernize the matter of education directly in the implementation of the teaching and educational process of educational institutions. This is directly related to the concept of organization and teaching at the elementary level, since primary school is an especially serious period in the life of each individual, when the basics of knowledge, which are the basis for personal development, are formed.

Persistence and effectiveness of the education system is determined by the skills of the teaching staff, their abilities and possibilities of providing

high-quality education in accordance with the requirements of modern society.

Fundamental changes in school and society imply a restructuring of the worldview on humanistic values that correspond to the content of the psychological, educational and management activities. Under these conditions, the role of both the teacher and the head of educational organizations, who should carry out his activities on the basis of the main conditions of the management theory, ideas of cooperation, co-creation, is changed. At the same time, changes in the organization and content of the teaching and educational process of the primary school are closely connected with the profound changes in the vocational training of a future primary school teacher.

In the Message to the people of Kazakhstan “Strategy of Kazakhstan’s entry into the 50 most competitive countries in the world. Kazakhstan on the verge of a new breakthrough in its development” President N.A. Nazarbayev noted that one of the seven key priorities is the development of the modern education and advanced science. “... Educated and literate people are the main driving force of human development in the 21st century. A person, who does not develop, does not go forward, will have to give up his place to another, more competitive specialist”. The head of the nation set the task that “... we must create a flexible, open, continuously developing and accessible system of technical and vocational education” [5].

Today, in terms of multidisciplinary scientific research of specialist training, a new area of scientific knowledge is being developed. It is pedagogical management, which is an important part of the professional activities of a future primary school teacher as a primary education manager.

The interrelation and influence of pedagogical management on the quality of education is confirmed by the research of many scientists of Kazakhstan. Native scientists carry out research in the framework of preparing primary school teachers for the formation of cognitive independence of learners, leadership qualities of a future teacher, for the control of learners’ cognitive activity, for the formation of educational and cognitive skills of learners, for the implementation of an individual approach to teaching learners, for the work under the conditions of inclusive education, for the management activities, for the formation of control skills among younger schoolchildren, etc. [6, 54].

All these researches make a significant contribution to the development of pedagogical management, management of the system of education, the teaching and educational process, but they all consider specific aspects of these processes. At the same time, an analysis of the psychological and pedagogical literature, questionnaire of the primary school teachers showed

an insufficient level of the management culture, which is explained by the lack of the management orientation in the content of a future primary school teacher training, and the low level of the development of the management culture of future primary school teachers in the process of vocational training.

Due to the insufficient level of the development of theoretical and methodological, organizational and practical foundations and the implementation of a scientifically based system of the development of the management culture of future primary school teachers, there is now a need to theoretically substantiate the formation of the management culture of future primary school teachers. Primary school teachers should possess new management technologies and be prepared for the practical use of the corresponding knowledge, skills and abilities in their professional activities.

1 THEORETICAL BASES OF THE FORMATION OF THE MANAGEMENT CULTURE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE PROCESS OF VOCATIONAL TRAINING

1.1 The matter of the management culture and features of the pedagogical management in the professional activities of future primary school teachers

In the conditions of entering the world educational space, the improvement of the higher education system becomes of particular importance. Today, education is considered as a continuous, flexible, focused process of lifelong learning and it is the high quality of education that directly depends on management, determines its effective functioning. Addressing the problems of management and making them the most important in the modern science is the need and necessity of the modern society. The complexity and multidimensionality of this phenomenon determined the diversity of approaches to its analysis and interpretation, the need to realize that the management theory in pedagogy requires a purposeful study.

Transformations occurring in the primary education system determined the need for active teachers, who are able to creatively solve diverse pedagogical tasks in non-standard conditions. It is necessary to form humane, personality-oriented relationships between the teacher and the learner, to focus on respecting the child's personality, creating the environment for his self-realization.

The Bachelor of Education in the specialty "Pedagogy and methods of primary education" has the opportunity to work, not only as a primary school teacher, but also in government authorities, public or private educational organizations.

Such a multiplicity of perspectives requires from the future primary school teacher the formation of the theoretical foundations of economics and management, the readiness, from the perspective of these sciences, to transmit the values of the primary education into society. This leads to the inclusion in the professional education of the modern student the process of forming the management culture of a future primary school teacher.

The transition to the student-centered learning has changed the position of a primary school teacher from the position of a "translator" (the teaching and educational process is based on knowledge, skills and abilities, and the child is the means to achieve the goal) to that of an "organizer", who seeks to create conditions for the self-realization of each child's personality.

A new type of teacher is needed - a teacher-manager, who must possess not only knowledge, have formed competencies in the field of pedagogy,

psychology, private methods, but also have the management culture, because “any teacher, in fact, is the manager of the educational and cognitive process (as a subject of its control), and the head of the educational institution is the manager of the educational process as a whole (as a subject to control this process)” [35, p.3].

However, the analysis of scientific literature, conducting the survey and questionnaire of practitioners in the field of primary education, their own teaching experience revealed a low level of the management culture of a modern primary school teacher. This is due to insufficient and sometimes complete lack of focus on the formation of the management culture in the process of training future primary school teachers.

In the course of research, we used an integrated approach and began with the definition of the essence of the category of “management culture”, which is considered by scientists of various scientific fields - philosophy, psychology, pedagogy, sociology. To clarify the concept of the “management culture of future primary school teachers,” we have identified such leading categories of our research as the concepts of: “management”, “culture”, “management culture” and “pedagogical management”.

Control arose and developed as the need and coordination of actions for obtaining the intended result of human activity. In individual activities, it is the coordination of actions, which each person performs in order to get a certain result, it is an impact on himself, his activity, which requires certain volitional efforts, and anticipation of the desired result; the coordination implies the selection of necessary actions, their combination, sequencing, and adjustment by intermediate results.

Control of individual activity acts as a product of consciousness and the success of such control depends on the development of human consciousness. But the main role in control understanding is played not so much by the analysis of the control of individual activities, but by the control of joint activities of people [55].

The first source of ideas about control is the philosophy of ancient China and ancient Greece. The first scientific definition of the essence of control was provided by H. Hegel: “Control is, first of all, the formal implementation of laws and their maintenance ...” [56, p.314]. Lao Tzu, Confucius, Lung Yu and others (ancient China) understood under the control the set of qualities that a ruler had to be endowed with, and the control activities, in which these qualities manifested themselves.

In ancient Greece, in contrast to ancient China, control was not seen as the sum of the qualities of the individual, but as the ability to implement a certain way of thinking and acting.

At the end of the XIX – beginning of the XX century the science of

control appears in countries with market economies and is given the name “management”. The basic principles and concepts of the modern management theory were justified within the framework of classical management (A. Fayol, F. Taylor, M. Weber, and others).

F. Engels notes that “... control will have to be in charge with not only individual aspects of social life, but with the whole social life in all its manifestations, in all directions” [57] - this is verified by the present state of the development of the modern society. At the same time, the essence and the purpose of the concept of “control” is determined by the specifics of the control object.

In the New Illustrated Encyclopedic Dictionary, this concept is defined as a function of organized systems, ensuring the preservation of their specific structure, the maintenance of the mode of activity, the implementation of their programs and goals [58]. In the Concise Dictionary of Philosophy, control is understood as the ability of the material system to preserve its qualitative certainty, to maintain a dynamic equilibrium with the environment, and to improve [59].

Control is a set of techniques and methods of targeting an object to achieve a certain result [60].

Control is the process of the purposeful influence on the system (mechanical, technological, biological, social), as a result of which its orderliness, development in accordance with the goals set is achieved [61].

Control is a function of different nature systems, ensuring the preservation of their specific structure, the maintenance of the activity regime, the implementation of the program, and objectives of the activity [62].

Control is a set of targeted and interrelated actions of the controlling and controlled system for coordinating the joint activities of people to achieve the goal set [63].

Control (philosophy) is the activity of the subject to change the object to achieve a certain goal. Control is the process of planning, organizing, motivating, and checking necessary to formulate and achieve a goal of the organization [64].

Control is the process of systematic, conscious, purposeful influence of the controlling system on the control object as a whole or its individual links on the basis of knowledge and use of relevant regularities and progressive tendencies in the interests of ensuring its effective functioning and development. In the content plan, control is considered as a type of intellectual work, which is a system of successive control functions, cycles and processes that coordinate and regulate the activity of the control object [65].

The essence of the social control is reduced to the solution of two tasks: orientation and activation of teachers. To solve the first task, the subject of control ensures the development of a specific program aimed at directing the activities of employees in the right direction. The second task is solved by creating stimulating conditions that appeal to the emotional-need sphere of the individual.

Several definitions of the concept of “control” are offered in the works by T.I. Shamova. According to the first definition, control is defined as an activity applied to the control of the educational process with the following specific characteristics: functional composition (planning, organizing, checking and managing), special purpose (organization of joint activities of participants in the educational process and focus on achieving educational goals), and presence of educational activities subjects. The second one is considered as the “impact” of one system on another, one person on another, or as a process of targeted impacts on another person, leading to a change in the latter [66].

A more complete and clearer definition of the concept of “control” reflecting all the stages of this process can be found in the works by V.A. Slstenina, I.F. Issayeva, E.N. Shiyanova. Control is an activity aimed at making decisions, organizing, checking, regulating the control object in accordance with the given goal, analyzing and summarizing the results on the basis of reliable information [67].

Control in education is the ability to plan the result, to purposefully regulate the teaching and educational process, to choose such operations that would ensure the effective fulfillment of goals and objectives with the least expenditure of effort, time and resources. The control process acts simultaneously as cyclical and continuous, which is created by the simultaneous and sequential execution of many control cycles. “Goal - action - result - new action” - this is a schematic picture of the continuous control process [68]. This approach to the concept of control, in our opinion, reveals the peculiarities of the relationship of the substantive components of this process, which is a prerequisite for its characteristics.

Analyzing the etymology of the concept of “control”, one can distinguish three main points of view, from which this term is interpreted: 1) consideration of control as a certain type of activity, which is characterized by purposefulness, a certain functional composition, selection of activities subjects; 2) definition of control as a targeted impact of the control subject on the control object, leading to a change in the latter; 3) understanding control as the process of interaction of elements, subjects, as a result of which their interdependent change occurs [69].

Despite the various grounds and accented aspects in these definitions, it

is common to recognize that control represents a particular type of activity performed to ensure the movement of an object towards a goal set. When covering various aspects of the control problem, it is necessary to take into account the structural features of the systems. A system of any level of complexity can be represented as a specially organized, integral totality of less complex parts - subsystems, each of which includes a number of interrelated components. Such a hierarchy allows defining a control object for a specific situation. A characteristic feature of control is that it occurs not in all, but only in complex mobile systems, where there is a high degree of cause-and-effect relationship and a constant transition from one state to another one [70].

From the point of view of control, pedagogical systems can be structured as follows: control object and subject; the subject of joint activities; learning objectives and means of pedagogical communication. All of them are interconnected, and none of the elements can be excluded from the system so that it does not affect its livelihoods. The selection of the subject and object of control as the basic elements of pedagogical systems is conditional, since any participant in the pedagogical process can act both as a subject and as an object, depending on whether it belongs to a higher or lower level of management in the hierarchical series. Moreover, the position of each participant in the educational process as a subject of control is set by the very goals of pedagogical systems, which consist in the transformation of a person from an object into a subject, in the formation of his active autonomy and ability to self-government. The active position of the teacher and the learner lies in the fact that each of them, to a greater or lesser extent, acts as the subject of controlling their own activities and behavior, and the activities of others.

The development and formation of pedagogical systems is not spontaneous. Control gives an organized, systemic view of the changes taking place. The management apparatus, its mechanisms contribute to the organization of multifunctional parts, their unification, and relations with the environment. Pedagogical systems from this point of view can be defined as self-regulating systems. Proceeding from this, the vocational training of future primary school teachers in the framework of the formation of the management culture can be represented as a controlled pedagogical system with the appropriate structures of the elements: the goal and objectives are the expected and predicted outcome; subjects of interaction; content and methods of functioning.

Currently, control is characterized by such a pattern as differentiation, the selection within its framework of such a specific type as management. The genesis of concepts, characteristics of various schools, trends and

approaches in management are well covered in the modern original and translated literature [71-81].

The concept of “management” is interpreted ambiguously. M. Kh. Meskon, M. Albert, F. Headouri consider “management”: as “the ability to achieve goals set, using labour, intelligence, behavior motives of other people”, as “... a function, a type of activity to control people in various organizations”, as “the area of human knowledge that allows carrying out this function” [77, p.66]. V. Siegert and L. Lang believe that management is “such a control of people and such a use of funds that allow accomplishing the tasks set in a humane, economical and rational way” [47, p.25]. P. Drucker argues that modern management is a specific type of control activity that revolves around a person in order to make people capable of joint actions, to give their efforts effectiveness and to smooth their inherent weaknesses [78, p.57]. It would be possible to continue the list of definitions, but even then they would contain such essential characteristics as management activities; orientation towards the final goal; man-centered approach to management.

So, management is understood: first, as a function, a type of management activities to control people in various organizations; secondly, as an integrative science, a specific area of human knowledge that helps to realize this function; thirdly, as the profession and a certain category of people, the social stratum of those, who carry out management work [71, p.73; 81, p.5].

The analysis allows making a conclusion that “control” and “management” can be considered synonyms in view of the insignificant semantic differences between these categories. They are multidisciplinary; occupy an appropriate place in the categorical apparatus of different sciences. Moreover, the authors of scientific research in this area (K.A. Zhussupova, V.B. Poluyanov, T.M. Baimoldayev and others) consider the concepts of “control” and “management” as synonyms, having the same meaning. At the same time, the concept of “control” is broader, since it applies to various types and areas of activity. In the future, in accordance with the research topic, we will use the term “management” in the same sense as professional “control”, highlighting, if it is necessary, various shades and certain aspects of these concepts.

In the foreign and domestic literature, the problems of management theory and practice have long been considered in economic research. However, “... management as both science and art of control established and applied in the sphere of business and material production has become nowadays a sphere of interest of educators, both scientists and practitioners, and this phenomenon is international in nature” [82].

One cannot but agree with the point of view of T.I. Shamova that "... the behavioral side is well developed in the theory and practice of management ... It is this part of management that is extremely useful, due to which we have made an attempt to enrich the intraschool management ..." [83].

We are far from the thought that it is necessary to copy the experience, no matter how advanced and interesting it may seem. Adhering to the point of view of K.D. Ushinsky, we believe that from any experience it is possible to borrow only the idea and, sharing the opinion of V.A. Sukhomlinsky, we consider that the use of such an idea is always a creative matter [84].

In theoretical works in the field of education management, the terms "management" and "manager" have appeared relatively recently [85-90]. Consequently, there is a question about the interpretation of these concepts in education.

As it is noted by Yu.A. Konarzhevsky: "Management is a term that covers both the theory and practice of control as well as the circle of people engaged in management activities" [87, p.3]. Thus, "management in education means the creative process of using the achievements of the theory and practice of management in controlling educational systems, the formation on its basis of philosophy, strategy, principles, functions, methods, style of control of specific educational institutions ensuring their effective functioning and development" [90, p.9]. As it is known, the implementation of this process is carried out by a person - a manager who influences, first of all, the main elements of the organization of people, coordinating their activities. It can be noted that "an education manager is a professionally trained specialist with the basic higher psychological and pedagogical, special subject and management education, possessing the necessary professionally significant and personal qualities" [29, p.53].

According to some authors [34, p. 153; 86, p. 91-95] an educator (a teacher) is, in fact, a pedagogical manager after the formal head. At the same time, the historically established and stable notion of "educator" is not able to undergo a fundamental change due to the fact that pedagogy is a conservative science. However, it is necessary to take into account the fact that there are elements of management in the activity of a teacher, and one of the sides of the professionalism of a primary school teacher is the skillful management of the process of the child's mental and social development in an integral pedagogical process.

Despite such a powerful potential accumulated by the management science, the development of the content of the management aspect of a teacher's activity, from the point of view of management, needs to be carried out with a certain research. In literature, rather cautious assessments were

made with reference to the professional activities of a teacher. Some authors are inclined to believe that this problem is generally unsolvable. Meanwhile, if “management is an indispensable, intrinsic property of society at any stage of its development” [93, p.51], then this property is obviously inherent in the activity of a teacher.

Control is available absolutely at all stages of human life as one of the main forms of organization and regulation of accumulated experience, its socialization. Undoubtedly, control in a more complete sense is a social phenomenon and, as any social process, has the cultural content. The level of culture has a direct impact on all spheres of activity, including control. “The use of the achievements of the world culture and its national identity, orientation to Truth, Goodness and Beauty, spirituality and universal values become characteristics of the organizations themselves, factors of their control” [94, p.11]. The increasing importance of the cultural factor in control is one of the main conditions of the current situation. The level of the management culture as a characteristic indicator demonstrates the quality of relationships in society. Therefore, in order to solve the research problems, we consider it expedient to study different approaches to the definition of the concepts of “culture”.

Culture (Lat. cultura - cultivation, later - upbringing, education, development, worship) is a concept that has a great number of meanings in various areas of human life. Culture is the subject of study of philosophy, cultural studies, history, art history, linguistics (ethno-linguistics), political science, ethnology, psychology, economics, pedagogy, etc. In general, culture refers to human activity in its various manifestations, including all forms and ways of human self-expression and self-knowledge, the accumulation, in general, skills and abilities by a man and society. Culture also appears as a manifestation of human subjectivity and objectivity (character, competences, skills, abilities and knowledge) [96].

Culture is the totality of material and spiritual values, as well as the ways of their creation, use and transfer, produced by mankind in the process of socio-historical practice. Culture is a historical phenomenon, developing depending on the change of socio-historical formations [97].

Culture is the totality of the achievements of mankind in the production, social and mental respect [98].

Culture (Lat. cultura - cultivation, upbringing, education, development, worship) is a historically certain level of the development of society, creative forces and abilities of a person expressed in the types and forms of the organization of life and activities of people, in their relationships, as well as in their material and spiritual values [99].

Culture is a broad concept that has many definitions, but essentially

embraces everything created by people and what distinguishes them from animals. It is customary to distinguish material, spiritual, and normative culture [100].

Having summarized the analysis of the concept of “culture”, it can be noted that culture is considered as civilization, as a world view, culture as a norm of behavior.

Based on the analysis of the various definitions of the concept of “culture”, we conclude that whatever that definition may be, it contains a number of general, axiomatic in its essence representations, which are often dialectically complementary. For our research, the term “culture” is relevant in that it contains not only a system of values and ideas, but also determines the specific conditions for the formation of a personality [101].

The concept of the “management culture” is characterized by a variety of indicators and definitions, which proves its complexity and multidimensionality. The analysis of the psychological and pedagogical literature has shown that, despite a number of studies conducted, a clear definition of the concept of the “management culture” is not formulated. Representatives of various sciences distinguish in its content features specific to their field of knowledge.

Management culture is an “internalized social management experience” expressed in management knowledge; experience in implementing various types of management activities, including creative ones; as well as the experience of value relationships in the process of management interaction, involving knowledge of the norms of attitude and skills in compliance with these norms [102].

Management culture of the head is a holistic dynamic system that includes components characterizing the personality, communication, and its professional activity [103].

Management style, ability to set and solve problems, ability to influence the formation and development of the staff and each employee - all this is the management culture of the head [67, p.404].

E.L. Kumundzhieva notes that the management culture, being a social phenomenon, a specific manifestation of the general culture, simultaneously acts as a specific way of activity, a professional phenomenon, an integrative dynamic property of the head’s personality, a measure and a way of creative self-realization of the person in various types of the management activity [104].

Management culture is a qualitative indicator of human activity in the system of relationships determined by a specific hierarchy of guidance and subordination. A high level of the management culture, being an indicator of professionalism, is developed into a complex of heterogeneous qualities and

characteristics formed in the process of historical and sociocultural development of the management activity. Mastering the management culture is a complex and lengthy process that requires not only substantial efforts, but also certain inclinations in a person [105].

An interesting point of view is presented in the thesis work of L.A. Kostornova, in which the possibility of matching the concepts of “culture”, “management”, and “wisdom” is substantiated. Cultivation contains a management program, object transformation, control - the process of cultivating a system, i.e. culture. Wisdom as a basis in choosing a reasonable line of conduct, as “moral doing,” balancing the complex relationship of a person with other people and the world, concentrates in itself the essential core of the management culture and is associated with the humanization of social life [106].

Based on the above material, in accordance with our analysis of the concepts of “culture”, “control”, “management”, “management culture”, we defined the concept of the “management culture of future primary school teachers” as a part of the teacher’s professional culture, the integrative property of the individual, consisting of professional, general cultural, management knowledge, analytical, projective, organizational skills, as well as personal qualities, the formation of which ensures the specialist’s readiness for creative self-realization in various types of management activities [101, p.43].

Native and foreign scientists recognized the theory of pedagogical management, which is a complex of principles, methods, organizational forms and technological methods of controlling pedagogical systems of training specialists aimed at improving the effectiveness of their professional activities and developing personal qualities as one of the ways to form the management culture [107].

The problem of the effectiveness of the formation of the management culture of future primary school teachers based on pedagogical management as a process of vocational training is also the subject of our analysis. Therefore, we now have felt that it is necessary to consider this important aspect of the problem we are studying.

Pedagogical management is a complex of principles, methods, organizational forms and technological methods of controlling the pedagogical process aimed at improving its effectiveness.

The most general provisions of the pedagogical management, which determine the effectiveness of both the process management and the process itself, are its regularities, among which the following ones that are relevant to our topic should be noted: purposefulness, optimality, controllability, correlation of the controlling and the controlled subsystems.

Purposefulness expresses the relationship between the goal and the activities to achieve it. All activities necessary for its implementation should be subordinated to the management goal.

Management optimality expresses the relationship between the results, i.e. the management goal and the cost of achieving them. Optimal management is management that ensures the achievement of goals with the minimal expenditure of labor, time, or material and energy resources.

Controllability as a regularity of management follows from the law of necessary diversity known in cybernetics, which states that the diversity (complexity) of the controlling subsystem should correspond to the diversity (complexity) of the controlled subsystem.

Controllability can be normalized. The standards of controllability set the number of employees or departments, which can be subordinated to one head or governing body, subject to ensuring the management effectiveness. From this, it follows that it is impossible to manage complex character constructions through elementary controls - this will lead to the complication of the entire system activity. The determination of the most appropriate number of management apparatus as a condition for the proper functioning of all subsystems should be balanced, since on the one hand, its unjustified increase generates excessive costs for its maintenance, on the other hand, an excessive reduction contributes to a decrease in controllability and, as a result, a decrease in system performance. An important component is the stage of determining an acceptable number of levels in multifunctional control systems, since their unjustified build-up is directly proportional to the quantitative side of the management apparatus and inversely proportional to the effectiveness of activity. In contrast, with the unreasonable reduction of management levels, the amount of work at each level, the difficulty in determining the priority of tasks to be solved, the delay in solving problems that arise, the difficulty of management, and the decrease in control increase.

Correlation of the controlling and the controlled subsystems. The essence of this pattern is the need to ensure the compliance with the controlling and the controlled subsystems by nature, structure and activity conditions. Any significant change in the structure, nature and activity conditions of the control object should be accompanied by the corresponding changes in the structure and content of the activity of the controlling subsystem [108].

In order to maximally ensure the scientific credibility and validity of methods and ways of the practical implementation of theoretical ideas in the field of training primary school teachers for the pedagogical management, which underlies the formation of the management culture, we have considered it necessary to characterize a set of principles and functions of the

pedagogical management.

The principles of the pedagogical management are reviewed by us in accordance with their classification offered by V.P. Simonov. In his opinion, the principles of the pedagogical management as a system-forming factor are the basic rules of behavior of the management subject when interacting with controlled subjects (objects).

He includes the following in the system of the principles of the pedagogical management: 1) the principle of humanization, 2) the principle of optimality, 3) the principle of analytical activity of the management subject, 4) the principle of specific goal-setting, 5) the principle of cooperation and labor division, 6) the principle of the functional approach, 7) the principle of complexity, 8) the principle of systemic self-improvement [35, p.67].

Humanization as a principle of the scientific organization of labor in the structure and content of the pedagogical management is the main condition for the development of learners' abilities in an organized pedagogical process. In our case, this principle, presenting itself through the humanization of the content of education, in the modern paradigm of education ensures the equal partnership of subjects of the pedagogical management as subjects of interpersonal relations.

Optimality as the basic principle of the scientific organization of labor in the structure and content of the pedagogical management is a condition of the necessity and sufficiency of the number of requirements (prescriptions, instructions) imposed by the management subject on the activities of the performer (optimal number of sections of the work plan, number of planned activities, etc.). In the professional activity of a teacher, the observance of this principle ensures the consistency of pedagogical requirements for learners. It is clear that this consistency should be reflected and consolidated in educational and organizational documents, for example, in curricula.

Principles of analytical activity of the management subject are the basic rules that the manager of the teaching and educational process should follow when observing, analyzing and evaluating the performance of a teacher and learners.

The principle of specific goal-setting as the basis of both planning and control is the basis of the content of the entire activity of a manager at any management level. The violation of this principle in practice at all times brought to education as a whole a very large pedagogical and social damage. This was manifested, for example, in such teaching and educational as well as management purposes as: "we will bring complete, one hundred percent academic performance", "from a creatively working teacher to a creatively working staff", "to teach (per an academic year ?!) each learner to live, learn

and work in the communist manner”, etc. Such slogan-like goals came into serious contradiction with real life and with the real possibilities of educational institutions in particular. The governing bureaucratic structures of the education system particularly abused such “goals” in the period up to 1985.

In general, this principle reflects the consideration of optimality and reality, social significance and perspective of the requirements of the goal when setting them. An indefinitely formulated goal (unnecessarily complicated or simplified) already at the initial stage of the management process is a disorganizing, disorienting factor, and a complicated goal is also unrealistic to achieve. Perspective and social significance of the goal reflect the continuous nature of the progressive movement and the development of a complex educational system.

The principle of cooperation and labor division reflects the most important requirement for the management activity of a manager at any level. The leader’s desire to do everything by himself is unacceptable: to draw up a work plan, organize its implementation, individually control and coordinate the activities of all the performers. In such a situation, the initiative and creativity of the performer gradually decrease, and the head is more and more buried in the “routine”. Therefore, only reliance on the social organizations of the educational institution, on collective creativity and collective intelligence allows the leader realizing this most important provision. This is especially relevant in the era of transition and the emergence of democracy and publicity both in the life of our society in general and in educational institutions in particular.

Clear implementation of the basic ideas of the pedagogical management in practice is simply impossible without the implementation of the principle of the functional approach. The implementation of this principle is also a prerequisite for the continuous development, improvement of the management activities on the basis of constant updating, clarifying and specifying the functions of performers. Job descriptions, internal labor regulations, scientifically based requirements for the teaching and educational activities of a teacher cannot be frozen once and for ever, for many years. Inertia, pattern, outdated stereotype in this important matter give rise to formalism, which is expressed in the preference given to the usual, easy and “convenient” forms of organization (and in fact - disorganization) of activity, contrary to the spirit, meaning and essence of its content.

The principle of complexity involves a combination of targeted, functional and linear control. The system management is unthinkable outside the complex of scientifically based subject-subject management influences, and this principle is its essence. It is impossible, after having defined the

goals and objectives of management, to stop at the stage of planning the activities of subordinates, letting the whole thing take its course. In practice, unfortunately, there are still some facts, when the work plan at school is drawn up clearly, from a scientific point of view, but the stage of its implementation - the organization of the implementation of the decisions made - is overlooked. There is another situation - the plan is thought out, its implementation is organized, for example, at the beginning of the school year, but managers forget from time to time to monitor and coordinate the activities of the performers (they don't have time, cannot do that, etc.). In this case, the principle of complexity is not implemented in practice, which leads, despite the presence of a correctly implemented first component of the pedagogical management, to a decrease in the effectiveness of management of the pedagogical system as a whole.

Effective scientific management also provides for the implementation of the principle of its systemic self-improvement based on the achievements of the management theory and its best practices. This situation is especially important at the moment, when the whole mechanism of control is being improved in our society, at all levels. Adherence to this principle in its organic unity with all of the above, will provide for not only effectiveness, but also mobility in the development of innovations and understanding of significance and value.

The content of the management process consists of a set of functions. Functions in mathematics "there is a law or a rule that establishes a one-to-one correspondence between two sets"; in philosophy, functions are defined as "external manifestations of the properties of an object in a given system" [97, p. 617]. Management functions are operations, actions of the management subject; their totality corresponds to the stages of the management cycle.

Management functions are defined as a certain type of the management activity that is objectively necessary to ensure a targeted impact on the management object. Management functions answer the question of what needs to be done in the management subsystem so that the management process can proceed more effectively. Thus, the function is not the activity by itself, but only the potential possibility of activity, the determination of the necessary content of the activity. The process of implementing functions is functioning.

The significance of management functions lies in the fact that they determine the content of the activity of the management apparatus and serve as the basis for creating the management structure and organization of the management apparatus work. It is very important to identify the full list of functions, establish interdependence between them, rank by the degree of

importance. The lack of a complete list of functions can lead to the fact that the structure and activity of the management subsystem will also be incomplete, and this will adversely affect the management effectiveness. Management functions are grouped according to the focus of their content on the general, explaining the essence of the management procedure; special, defining trends of directional influence on a certain type of action; that of meta-management, which is based on the control of the management apparatus.

Having considered the values of the management procedure, it is possible to systematize the management functions according to the main indicators: components of the management process, stages and duration of the management cycle.

Pedagogical management emphasizes the function of organizing the implementation of decisions and plans, which includes the process of communicating the decision (plan) to the performer; material and technical support of the possibility of implementing this decision (plan); coordination of this plan (decision) with the attitudes and needs of the performer's personality (the second management subject).

There are complex relationships between common management functions. Taking into account is the initial information for control. Control and accounting data are necessary for making decision and for its implementation. Functions of planning, regulating, analyzing and evaluating, activating are also implemented through accounting and control in the form of planned, regulatory, analytical, evaluative and incentive decisions.

Functions of prospective, current and operational management are carried out respectively through the compilation of prospective, current and operational plans, regulation of their implementation, analysis and evaluation of the outcomes got as a result of their implementation and activation. Control over large periods of time in relation to control at shorter cycles is guiding. Control at smaller cycles in relation to large ones is regulatory. Without such milestones, it is impossible to ensure the reliable achievement of remote management goals.

Thus, the concept of the functions of the pedagogical management is its important component, which reflects the main content of the management activities, or rather, a complete cycle of certain actions making in their sum the management activities as a whole. In other words, a function is a special type of management actions (from the standpoint of subject-object relations – management influences) on the management object or special types of actions of the management subject with information. This is a very significant concept, since the information necessary for management is the subject and, at the same time, the product of the management activity, i.e.

management as a whole.

In the complex, these functions reflect the course and sequence of certain management influences, their completed cycle. How significant they are for a primary school teacher as a manager can be judged in the following logic: expressing the universal essence, these functions look very specific, when they begin to “act” in a particular class, be performed by a specific teacher, at a particular time and depending on subjective (individual abilities, personal orientation, strength of motivation, professional skills, etc.) and objective factors. Therefore, the significance of these functions, as well as the previously stated principles, is difficult to define and evaluate outside the specific context of their practical implementation.

In the process of organizing and exercising control, the subject masters various types of activities, owing to which it becomes possible to influence the system of relations “subject-subject”. Subject-subject relations are characteristic of the functioning of any system, regardless of whether the type of control is socially significant or not. Therefore, the peculiarities of these relations were not taken into account in determining the essence of the management process in order to further correctly reveal its substantive and procedural characteristics. All known studies are mainly aimed at determining the essence, content and basic laws of the process. However, a more or less unambiguous solution to this problem in general still does not exist. This happens because management processes in two main types of systems: “subject – object” and “subject – subject” are considered in isolation from each other. In the first case, they are guided only by the main provisions of the general control theory, without taking into account the psychological factors that are present in the control of any system. In the second case, the absolutely necessary basic principles and provisions of the general control theory are transferred to the “subject-subject” system without taking into account its specificity.

Management culture is an important feature of the professional activity of a specialist in the totality of relationships determined by a kind of subordination of the head and employees, a teacher and a learner. In the context of our research, it is necessary to consider the structure of the management culture, since in various studies it is represented by unequal elements.

As a part of the management culture V.V. Kuznetsov identifies such components as ideological, axiological, practical, creative, reflexive-projective [103, p.42].

The mode of management, the ability to establish and resolve difficulties that arise, the ability to exert influence in the development and formation of a staff and an individual - all this is the management culture, in

which a number of scientists [13, p.414] distinguish the following components: axiological, technological; personally creative.

Motivational and value, professional-gnostic, socio-psychological, organizational and technological are the main structural components of the management culture, which were determined by A.P. Pozdnyakov in his studies [102, p.21].

V. Slabodyan revealed the following components: various personal qualities and abilities; special knowledge and skills necessary to perform management tasks: social maturity, management thinking, emotional-volitional potential, functional features, official ethics [109].

Defining the management culture of school principals as a “measure and method of creative self-realization of the personality of a school principal in various types of management activities aimed at mastering, transferring and creating values and technologies in school management,” the authors identify the axiological, technological, personally creative components of the management culture [110].

T.M. Goryunova, exploring the basics of the management culture, defines it as “the holistic development of all spheres of the teacher’s personality” and identifies its structural units as the axiological, epistemological, and technological components [111].

In the thesis work by L.B. Sergeyeva the social-determinative, information-innovative, organizational-creative, acmeological components of the management culture are substantiated [112].

S.E. Dzhadzha represents the management culture of the head of an educational institution by the following components: cognitive, technological, reflexive [113].

Stating the described, it can be noted that scientists identify equivalent components of the management culture, filling them with such a content as deep knowledge, formed management skills, management abilities, creativity, management thinking. Based on the analyzed works of researchers, we have identified four components in the structure of the management culture of future primary school teachers: motivational and value, informative, technological and reflexive.

The motivational and value component is aimed at forming the desire to carry out management activities in the professional sphere; the informative component allows forming knowledge and creativity in the field of management; the technological component of the management culture forms the creative attitude of students to the process of studying management disciplines, skills and abilities to organize and implement the management activities; the reflexive component of the phenomenon under study is aimed at actualizing the need for self-educational reflexive activity and making the

transition to the level of the productive reflection. We will consider these structural components in more detail in the next section.

An analysis of the essence of the pedagogical management suggests that the theory of the pedagogical management is a scientific discipline focused on solving practical problems, which allows selecting the management aspect of the professional activity of a primary school teacher in the framework of pedagogical systems. Therefore, its postulates cannot be estimated at the stage of the development of theoretical provisions. The significance of theoretical recommendations can only be determined in real conditions. Many principles of management, in essence, are hypotheses that require further research and verification.

Thus, the analysis of the psychological and pedagogical literature and the presented scientific research allows clarifying the concept of the “management culture of future primary school teachers”, and also in accordance with the theoretical provisions of the pedagogical management justifying the need to form the management culture of future primary school teachers in the process of vocational training on the basis of the pedagogical management; to determine the structure of the management culture of future primary school teachers, which leads to the need to design a theoretical model of the management culture of future primary school teachers on the basis of the pedagogical management.

1.2 Theoretical model of the management culture of future primary school teachers based on pedagogical management

Revealing control in the broad sense of the term as a continuous process of influencing the control object (person, staff, technological process, enterprise, state) to achieve optimal results with the least amount of time and resources, we see that every specialist in the field of control should know the theory, master the practice and art of control, be able to clearly define the goals of his activities, develop strategies and tactics necessary to achieve the goals set, take decisions on control and personal responsibility for them.

The analysis of the etymology of the basic concepts and the content of the control process carried out in the previous paragraph allows determining control as a combination of the following processes:

- formulation of social policy and its ranking in the form of operational goals;
- the development of the program and control of its implementation;
- the organization of financing and the provision of material and human resources;
- control of the interaction between other organizations (vertically and

horizontally);

- organization and control over the work of the personnel;
- performance of representative functions and public relations;
- education, teaching and training;
- evaluation and implementation of innovations in order to increase work effectiveness.

Any society needs to control people, social groups, to correct their behavior, which is a necessary condition for the normal functioning of society. At the same time, new conditions and priorities of the modern society raise the question of improving professionalism in management, training of the management personnel [114].

The control of social processes in society is always purposeful and is based on the achievement of goals and objectives set with the help of professional tools of the management personnel, including special methods and ways. This is due to the fact that at the present stage the effectiveness of school work depends not only on the amount of the theoretical knowledge of a teacher, but on the systematic nature of his thinking, the ability to independently, creatively solve professional tasks of any level of complexity. The formation of a learner's personality is impossible without a teacher's proficiency in the conceptual apparatus, acquisition of stable analytical skills, mastering the ability to predict and model the pedagogical process in accordance with the goals set [115].

Civility of society is largely determined by the level of the management culture and the professionalism of specialists performing the management functions in the context of the implementation of the subject-practical activity, which includes scientific knowledge on the nature of management, its regularities, principles, styles, the practical management experience, the coordination of employees actions to increase quality and production effectiveness.

The basis of professionalism in the field of management is knowledge of the management system, which includes:

- management mechanism - goals, means, methods, functions, principles;
- management structure - personnel, management technology, organizational and staff structure;
- management process - governing bodies, technology, material part of governing bodies;
- management system rationalization - the introduction of scientific achievements in management, personnel renewal, the improvement of the economic management system.

The content of management is realized in its functions, which are activities, with the help of which the management subject influences the controlled object.

The following general functions are peculiar to all the management subjects:

- setting and ranking goals;
- planning ways to achieve goals, including the provision of the necessary tangible and intangible resources;
- control and coordination of joint activities;
- discussion and problem solving, regulation of relations with staff and customers;
- public relations and informational support;
- control over the quality and quantity of social services provided to customers;
- assessment of the future needs of the organization; performance of representative functions of an organization or institution.

The task of effective performance of the management functions is based on mastering the following skills and abilities by a modern specialist: to interact with people of different levels; to establish business and creative relationships with colleagues; to perceive, absorb and use information, etc.

All this puts high demands on the management training of specialists, including primary school teachers. For the effective career growth and professional self-determination, in our opinion, there is an objective need to develop the management culture among future specialists, in particular, among future primary school teachers.

To analyze the conditions of the formation of the management culture of future primary school teachers based on the pedagogical management, we studied the State compulsory educational standards, the educational program of the specialty 5B010200 - Pedagogy and methods of primary education, typical curricula for identifying the management component in the content of training [116].

The analysis of the content of the State compulsory educational standard allowed drawing certain conclusions that the content of the standard emphasizes the development of such activities that we can attribute to the components of the management culture: to plan and organize pedagogical, teaching and educational, scientific and methodological, scientific and research, organizational and management activities in the primary education system; to control the teaching-educational process.

Among the types of professional activity, graduates of the bachelor degree in the specialty 5B010200 - Pedagogy and methods of primary education can carry out organizational and management activities, which

include:

- organization and conduct of the pedagogical activity in primary school;
- administrative work in state-administrative structures on primary education as an educator, specialist, administrator, etc.

The analysis of the requirements for the key competencies of the bachelor in the educational program of the specialty 5B010200 - Pedagogy and methods of primary education suggests that they also contain the management component of training. For example, a bachelor in the educational program 5B010200 - Pedagogy and methods of primary education should:

know:

- systems, functions, theoretical, economic, legal and organizational bases of the management of primary education and its modern models;

be able to:

- in the methodically reasonable manner plan, control and manage: the process of teaching and education, the level of training, the health of children of the primary school age;

- scientifically organize management and marketing at different levels of education management;

have skills:

- on planning, control and management of the teaching and educational process in the primary school;

- on selection, methods of forecasting, modeling, monitoring;

be competent:

- in the management of the teaching and educational process in the primary school;

- in the implementation of the organizational and mass work with younger learners, in the program-methodical support for primary education, in its planning and development;

- in the organization of management and marketing at different levels of management of the teaching and educational process.

Bachelor of the specialty 5B010200 - Pedagogy and methods of primary education should:

- master projecting, organizational; general intellectual, constructive skills (gnostic, communicative);

- be competent in the matters of sociology of education, family, religion, sports, social communication, as a consumer, employee, owner;

- have skills to improve the social situation;

- have a scientific understanding of the sociological approach to the personality, the factors of its formation in the process of socialization, the

basic regularities and forms of regulation of the social behavior in the primary education field, etc.

Thus, we can summarize the presence in the content of the training of future primary school teachers a substantive component in the context of the management culture formation.

To confirm our thought about the need to form the management culture of future primary school teachers, we studied a wide range of scientific sources, which allowed us stating that the formation of the management culture was not only an education task, but also an objective need of both the modern society and the learners themselves.

The analysis of the psychological and pedagogical literature [117-124] and the study performed show the results of a survey conducted among the students on issues that made it possible to determine the level of the need of future primary school teachers in the necessity to master the knowledge of the management theory, the pedagogical management and determined the conditions for their positive influence on the vocational training and the anticipated career growth.

The results of the survey indicate that half of 132 respondents (52.3%) are interested in the questions of management and pedagogical management. But they are not satisfied with the level of their knowledge in the field of management. 2nd year students are already aware of the need to study management disciplines. They answered the following to the question “Why do you need the management knowledge?”: for future work - 34.8%, for understanding current events - 11.4%, for solving life problems - 53.8%. The skepticism of some 1st year students towards management disciplines can be explained by a lack of understanding of the meaning of the terms “management” and “control”. Senior students show a strong interest in the management education. The majority of respondents (69.7%) consider it necessary to acquire knowledge and develop skills in planning, organizing work, and managing staff in the process of teaching in universities.

More than half of the respondents (53.8%) believe that studying management will help overcome management illiteracy, develop management skills, better prepare for their chosen profession, develop logical thinking, and form management culture.

The majority of respondents (82.6%) call practical training as the most effective form of studying management, of which 36.6% of respondents have a negative attitude towards the issues of independent studying of management sections.

73.5% of respondents would like to gain additional knowledge in management. According to the survey, the following qualities are important for a modern primary school teacher:

- honesty and ethical behavior - 91.7%;
- situation analysis and decision making - 79.5%;
- professionalism - 90.2%;
- organization, responsibility, independence in solving issues arising in the course of professional activity - 85.6%;
- team interaction - 75.0%;
- ethics and culture of communication - 62.9%;
- leadership and communication skills - 85.6%.

In general, management training is rated positively by students. Many (87.1% of respondents) would like to receive a diploma of manager in parallel with a specialty in the field of pedagogy and methods of primary education.

Zhunusbekova A. in her study on the basis of a survey of primary school teachers also concludes that “primary school teachers do not have an idea of the core competencies necessary for a teacher to implement management activities. Basically, they judged management as director’s activities” [125].

Clarification of the concept of the “management culture of future primary school teachers”, analysis of scientific research, conducted surveys give us the opportunity to start designing a theoretical model of the management culture of future primary school teachers based on the pedagogical management.

Modeling as a method of scientific knowledge is actively used when conducting pedagogical research to clarify ideas about complex pedagogical phenomena and processes, to obtain objective and reliable knowledge about the subject of the study. In the philosophical dictionary [126], the following definition of modeling is given: reproduction of characteristics of some object on another object, specially created for its study, which is called the model. For our study, the theoretical model is a prototype of the final result: the formed management culture is a necessary component of the design of the latter.

In a broad sense, modeling expresses some universal aspect of the cognitive process. To know the process means to model it. In this sense, concepts, categories, scientific theories are also models. In the narrow sense of the word, modeling is a specific way of cognition, in which one system (object of study) is reproduced in another model. Modeling as a method of research implies the existence of clear methodological and theoretical backgrounds and arguments. From this point of view, the methodological basis of modeling is the materialistic dialectics, the initial one is the material unity of the world, the laws of its development, according to which similar,

especially structural and functional regularities, organization regularities are inherent in qualitatively different system [127].

In the course of our research, we applied a modeling method that allowed us more fully investigating the formation of the management culture, since a scientific approach to solving a problem implies the existence of an object model. Model (French. modele, Lat. modulys - measure, sample) is an image, a standard. In a broad sense, it is any image, analog (mental or conventional: picture, description, scheme, drawing, schedule, etc.) of any object, process or phenomenon (“original” of this model) used as its “representative” [126, p.324].

Model is a measure, a pattern, a norm; in logic of methodology, it is an analogue (scheme, structure, sign system) of a certain fragment of natural or social reality, a product of human culture, conceptual and theoretical formation, etc. [128].

V.A. Shtoff interprets model as a mentally imaginable and / or materially realizable system reflecting and / or reproducing an object of study, capable of replacing it so that its study gives a new function about this object [129].

In modern methodology there are several approaches to the definition of the concept “model”. The first approach is based on identifying a specific property - an analogue of the model with the original [130]. The second approach defines a specific function of the model in cognition - the function of the heuristic substitute for the original [129, p.19]. These two approaches define and clarify the qualitative side of the model of a pedagogical phenomenon or process. The third approach is based on systematization and simplification of the pedagogical phenomenon itself (B. P. Bitinas, V. I. Mikheyev, L. G. Turbovich), since the distinctive features of the scientific model are simplicity, the consistent arrangement of its structural components, which to a certain extent corresponds to the original.

Having analyzed works on the application of modeling in the modern science, we set ourselves the task of designing a theoretical model of the management culture of future primary school teachers based on the pedagogical management. The design of such a model is necessary to define the goal, the tasks of each stage of training future primary school teachers, and to determine the adequate and optimal means of achieving the goal of the research.

As a result of the a priori design of a theoretical model of the management culture of future primary school teachers based on the pedagogical management, the following construction represented by the structural elements indicated in Figure 1 was obtained.

Conducted work on the analysis of materials on issues of management,

pedagogical management, culture and management culture allowed determining the approaches, basic management concepts, regularities, principles and functions of management.

As part of further research, it is necessary to dwell on scientific approaches that, in our opinion, reliably provide the methodological foundations of the management culture of future primary school teachers - system, competence-based, synergistic, reflexive-pragmatist.

The system approach provides relatively independent elements of the model designed by us to perceive them not in isolation, but in their interrelation, development and movement; it makes it possible to detect integrative system properties and qualitative characteristics that are absent for the elements forming the system. Multifunctional aspects of the system approach are carried out on the basis of the principles of historicism, taking into account comprehensive connections and development, unity of the pedagogical theory, experiment and practice, which allows gaining knowledge about the regularities of models, their behavior and basics of the effective organization.

The transition from the knowledge-centered education model to the competence-based one is a requirement for the development of the modern society, when a specialist is required not only good knowledge, but also the ability to put it into practice, to be creative in solving non-standard tasks.

Important characteristics of the competence-based approach are: the shift of the center of gravity from the learning process to its results; orientation on the professional and personal readiness; quality assurance mechanisms are becoming a central component of the education system management "by results" [131].

The competence-based approach, enhancing education, its subject-professional aspect, emphasizing the role of experience, abilities to practically realize knowledge, to solve is opposed to knowledge-skills-abilities [132].

The competence-based approach has the following features in the formation of the management culture:

- it combines the intellectual and skill components of management activities;
- in the ideology of the competence-based approach there is a conceptual basis for the specifics of the content of this management and pedagogical activity, which is formed "from the result, the output standard";
- it has an integrative nature, including groups of homogeneous or similar skills and knowledge related to the diverse activities of pedagogy, culture and management (analytical, prognostic, psychological, educational, organizational, informational, economic, legal and others [133]).

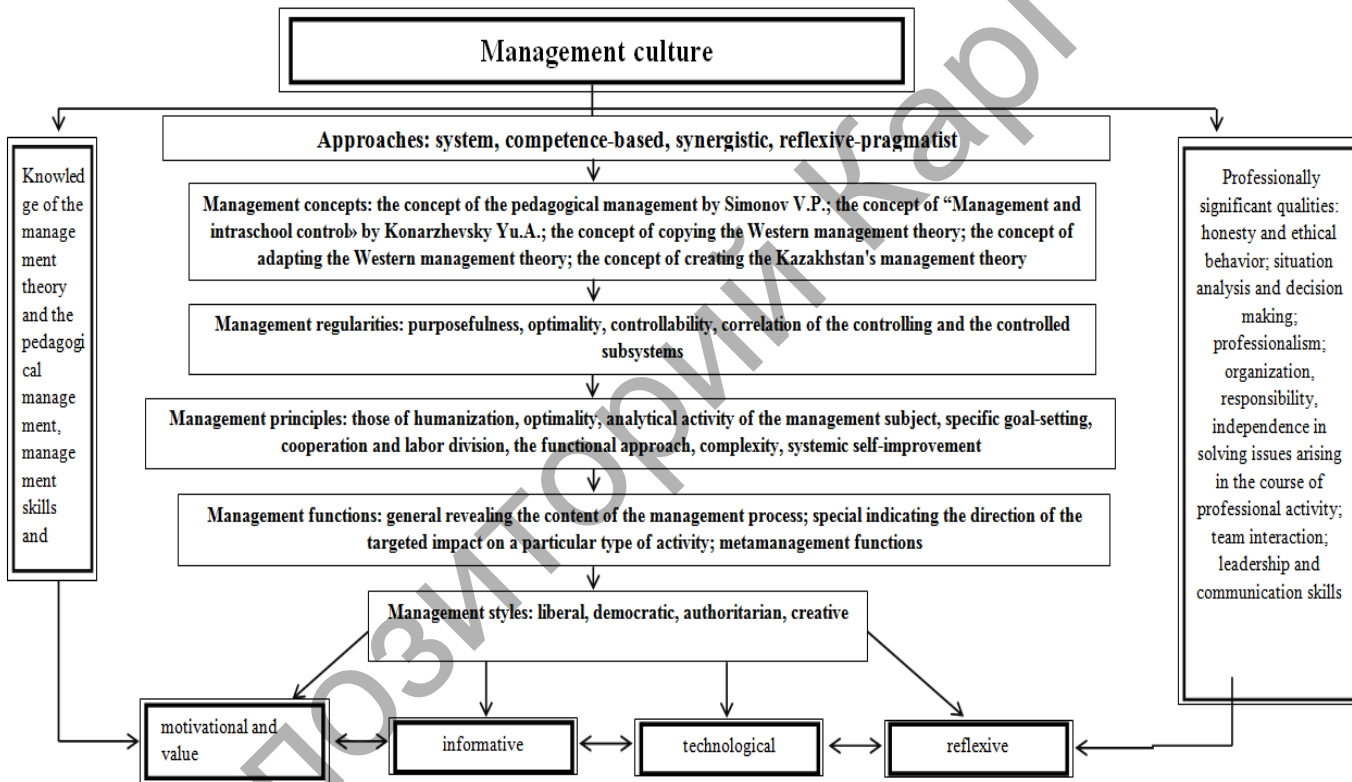


Figure 1 – Model of the management culture of future primary school teachers based on the pedagogical management

The use of the synergistic approach in the study of the management culture increases the possibilities for using the various concepts and models available in synergetics. Synergetics is a modern theory of self-organization, a new worldview associated with the study of the phenomena of self-organization, non-linearity, non-equilibrium, global evolution, the study of the processes of becoming “order through chaos” [126, p.475].

With regard to the management culture, the synergistic approach is to form self-management and self-sustaining development. The synergetic paradigm of the social system management has a behavioral orientation, which connects it with the education system.

V.A. Ignatova identifies three major components of the use of the ideas of synergetics in education:

- didactic aspects of adapting the ideas of synergetics in the content of education;
- their use in modeling and forecasting the development of educational systems;
- application in the management of the teaching and educational process [134].

The reflexive-pragmatist approach, provides for the study of the phenomenon of freedom in the unity of the processes of awareness, experiencing and changing the boundaries of virtual capabilities in activities by a person, is based on the subject-pragmatist approach of S.L. Rubinstein, understanding of awareness, reflection in philosophy (R. Descartes, I. Kant, H. Hegel, I. G. Fichte, M. Mamardashvili) and psychology (V. Lefevre, V. P. Zinchenko, G.P. Schedrovitsky, I. N. Semenov, S. Yu. Stepanov and others).

The reflexive-pragmatist approach is based on the pragmatist approach, but unlike it assumes interaction and functional unity of reflection and activity in the whole diversity of their connections. The reflexive-pragmatist approach is expressed in the fact that activity is the basis, means and decisive condition for the personality's development [135].

The reflexive-pragmatist approach takes into account the individual involvement of learners in the development of the management and teaching activities, turning it into a creator of their own knowledge. With this approach, knowledge acts as a means of solving professional problems. The reflexive-pragmatist approach gives an opportunity to realize your abilities, aspirations, to reach the top of professionalism.

Based on the theoretical and empirical analysis, we hypothetically determined that the element-by-element composition of the fundamentals of the management culture under study is represented by the unity of motivational and value, informative, technological and reflexive components, the selection of which was justified in the previous paragraph. The system-

forming factor is formed knowledge of the management theory and the pedagogical management, management skills and abilities, developed professionally significant qualities - honesty and ethical behavior, situation analysis and decision making, professionalism, organization, responsibility, independence in solving issues arising in the course of professional activity, team interaction, ethics and culture of communication, leadership and communication skills.

Let us give a more complete description of the components we have defined.

The motivational and value component is aimed at forming the desire to carry out management activities in the professional sphere and consists in the awareness of the teaching profession values, its place in society and human life. The ability to meet the spiritual and social needs, to develop the social and cognitive activity that emerges in relation to the management and teaching activities, scientific and research and public work shows a stable system of professionally significant personal qualities, motives for achieving success, interaction, which are necessary for the successful professional activity, orientation of needs and interests towards the management of the teaching and educational process and children's behavior. This component encourages a future teacher to the effective management work, the conscious formation of the management culture. In the context of our research, the motivational component is manifested in the awareness by future primary school teachers of the most important tasks that primary education has in the field of education, training and personal development.

The substantive component determines the availability of knowledge of the methodological foundations of management, the theoretical foundations of the pedagogical management, its essence, regularities, tasks, principles, functions and technological procedures, features of work with primary school learners, knowledge of the criteria for the effective management of the pedagogical process. Certain knowledge of the management mechanism, inter-subject relations, management styles will allow purposeful changing the state of the object of impact, on a scientific basis managing the system of mutual relations, achieving goals. In the context of primary school teachers the ability to self-education develops.

The technological component forms the skills of future primary school teachers to determine the subjectively accepted goal of the activity, develop a model of meaningful conditions, draw up a program of actions in accordance with the specified and subjective criteria, determine the true, from the point of view of pedagogy, relationship with learners, their parents and colleagues, and adequately use strategies and management styles in accordance with the professional activities. This component includes ways and methods of

planning, organizing, controlling and regulating the teaching and educational process, implies the solution of peculiar pedagogical problems and tasks. The solution of these problems and tasks is based on the skills of concrete analysis and planning, monitoring and creative management of the training process in the field of primary education.

Reflection is an image, a system of informative feedbacks, which plays a large role in the development of the personality, its activity, communication, interaction. Self-analysis of one's knowledge and cognitive activity is also called reflection [136]. Based on this definition, we have defined a reflexive component, which predetermines the ability of future primary school teachers to manage their mental state and behavior, regulate their activities, adequately assess intermediate and final results of activities, as well as evaluate themselves from different angles and positions, self-analysis and self-correction. Formed reflection skills enable the future primary school teacher to independently plan and implement the goals and results of the upcoming professional activity, regulate his further education, which is the basis for the professional self-improvement of any specialist.

We believe that due to the complexity and multi-factorial nature of the pedagogical activity, the interrelation between the components of the management culture is dialectical. It is defined by an integral structured system of professionally significant personal qualities of future primary school teachers, grounded on a variety of objective and subjective factors. It has been proved that a characteristic of the whole is the obligatory presence of a common structure that unites individual elements and imposes an imprint on these elements [137].

In this regard, it is necessary to consider the category of "relationship", because structure is understood as a natural, sustainable way of connecting elements into certain integrity, a system. The category of "relationship" is defined as the interdependence of the existence of phenomena separated in space and / or in time [97, p.573].

In our work, we study the management culture as a whole, exploring all the components in the unity of their influence on the personality of future primary school teachers. Each of the components performs a specific function of the management culture, which is revealed in the independent activity of learners [138]. This determines the first side of the management culture components relation and its impact on the development of the personality of future primary school teachers in general.

The second side of the relationship is the mutual influence of components on each other, i.e. when in the process of mastering one "side" of relationship there is a need for the other, when one side answers the other's questions arising "inside the personality" [139]. Preparation for the formation

of the management culture based on the pedagogical management should be carried out in such a way that during the process there is a need to confirm or refute one or another position of the management theory in practice and, on the contrary, in the process of practical activity to design such situations that make it necessary to study additional theoretical material. Frequent use of such situations helps to strengthen the relations between the components of the management culture, influences the formation of the personality of future primary school teachers. The above ideas about the category of “relationship” formed the basis of the structure of the projected theoretical model of the management culture of future primary school teachers based on the pedagogical management.

For the successful formation of the management culture of future primary school teachers based on the pedagogical management, it is necessary to identify and justify the criteria for its formation. The criterion is defined as “... a measure of assessment, judgment”, as “... the sign, on the basis of which the assessment is made, the means of verification, the measure of evaluation” [140, 141]. In the pedagogical literature, the criterion refers to the various requirements that an object (subject) should satisfy. “Criterion, by the definition of V.A. Slavenin, is a measure, an indicator (or a set of indicators subordinated in a certain way), which gives a qualitative and quantitative characteristic of the state of the controlled object at a certain level” [142]. Criterion is a sign on the basis of which the assessment, definition or classification of something is made; a measure of judgment, assessment of any phenomenon [143].

Indicators of the criteria are data that can be used to determine the development, progress, condition of something; in our case, the indicators are data that allow determining the level of the formation of the management culture of future primary school teachers, giving the most complete picture of the qualitative and quantitative state of the desired phenomenon. The general requirements for them are as follows: adequacy, preferential use of objective indicators, and the use of several indicators characterizing the success of management activities.

We relied on these provisions when determining the criteria for the formation of the management culture of future primary school teachers based on the pedagogical management. The presented criteria (table 1) are established on the basis of our formulated notion of the “management culture of future primary school teachers”, as well as a result of the study of scientific research and educational and methodical literature. In our opinion, an experiment using these criteria will make it possible to determine the real level of the formation of the management culture of future primary school teachers based on the pedagogical management.

The criteria for diagnosing the levels of the formation of the managerial culture are adequate to the structure-forming components, which is predetermined by the logic of building a theoretical model of the management culture of future primary school teachers based on the pedagogical management.

In the psychological and pedagogical science, certain ideas about the process and levels of the formed knowledge, skills and abilities, the development of professionally significant qualities are described; the experience of identifying levels is presented. Summarizing the findings of various studies, we relied on the following provisions:

1. The level reflects the dialectical nature of the development of any quality, allows understanding the subject in all the diversity of its properties, connections and relationships.

2. The process of the development of readiness is a subordination of its levels, forms, the transition from one level to another one [144].

Any previous stage is the basis for the transition to the next, higher, because the accumulated mass in the aggregate of all its interrelations, passing from a subordinate state to a leading one, becomes the basis of the new stage of development.

We have identified the following levels of the formation of the management culture of future primary school teachers based on the pedagogical management: high, medium, low. In identifying these levels, we were guided by the fact that each level corresponds to a conditioned set of features, which, on the basis of a quantitative approach, is represented as follows:

- 0% - 39% - low;
- 40% - 80% - medium;
- 81% - 100% - high.

Let us give a characteristic of the formation of the levels of the management culture of future primary school teachers for each component of the management culture in accordance with certain levels.

The low level indicators of the motivational and value component of the management culture of future primary school teachers demonstrate the low focus of learners on the management and pedagogical activity, lack of understanding of the social significance of the profession, dissatisfaction in the choice of profession; learners do not show interest in the study of the pedagogical management and improvement of knowledge in the field of management, do not demonstrate any interest in managing the teaching and educational process and the development of learners' personality, have low self-esteem, show high personal anxiety.

The low level of the formation of the informative component of the management culture of future primary school teachers says about the lack of knowledge of the originality of professional activity from the point of view of the pedagogical management, the lack of understanding of the essence of management strategies in a teacher's work, the presence of insignificant knowledge of theories, concepts, functions, principles of the pedagogical management, the lack of the creative direction in activities.

Table 1 - Criteria and indicators of the formation of the management culture of future primary school teachers

Components	Criteria	Indicators
Motivational and value	Focus on the management and teaching activities	<ul style="list-style-type: none"> - awareness of the social importance of the teacher's profession; - sustained interest in the pedagogical management; - the constant need to improve knowledge in the field of the pedagogical management; - orientation of interests towards the management of the teaching and educational process and the development of learners' personality
Informative	Knowledge of the theoretical and methodological foundations of the management theory and the pedagogical management	<ul style="list-style-type: none"> - knowledge of the specifics of the professional activity from the point of view of the pedagogical management; - understanding the essence of the management strategies in the activities of the teacher; - purposefulness, sustainability, awareness of management; - creative orientation in the management activity
Technological	Mastery of ways to manage the teaching and educational process and the personal development of learners	<ul style="list-style-type: none"> - ability to set the goal of the management and educational activities; - the ability to adequately apply management strategies in accordance with the activities; - ability to predict and design upcoming relationships; - ability to optimally combine management styles; - ability to manage the development of learners' personality
Reflexive	Ability to manage the state and the personal development	<ul style="list-style-type: none"> - finding the reasons for the failure of own activities; - evaluation of intermediate and final results; - regulation of the activities performed; - ability to self-education; - self-analysis and self-correction of professional opportunities

The formation of the technological component of the management culture of future primary school teachers at a low level can be characterized by the insufficient level of the formation of skills: to develop the goal and objectives of the management and pedagogical activity, to apply management strategies in accordance with the activities, to plan and organize the teaching and educational process from the point of view of the pedagogical management, to design and predict upcoming relationships, personal development of learners.

The low level of the reflexive component of the management culture of future primary school teachers is determined by the insufficient level of skills to manage the condition and personal development, by the inability to find the reasons for the failure of own activities, inadequate self-analysis, by the lack of desire for regular self-education classes. Mostly students at this level have an authoritarian style of management and communication, they are touchy and irritable.

In general, it can be noted that at a low level, there is a partial formation of the management culture of future primary school teachers, which is reflected in insufficient theoretical knowledge, inability to rationally use them both in the learning process and in the period of practice, an indifferent attitude to the control of the teaching and educational process. These students are inherent in the use of standard techniques and standard ways of organizing their activities; the lack of ability to independently plan, define goals and objectives; they are characterized by the personal lack of organization and inadequate self-esteem. In general, the activity of future primary school teachers with a low level of the formation of the management culture has a reproductive appearance.

The motivational and value component of the management culture of future primary school teachers at the medium level is determined by the conscious need for the importance of the teacher's profession, a more stable attitude to the management and pedagogical activity, attention to the study of the pedagogical management and interest in improving knowledge of the management theory, permissible anxiety, normal state but still inadequate self-esteem.

The informative component of the management culture of future primary school teachers at the medium level is marked by fragmentary knowledge of the management theory, concepts and strategies, obligatory knowledge of the management functions and methods, issues of intraschool management and management psychology, etc.

The medium level of the formation of the technological component of the management culture of future primary school teachers is characterized by the ability to set goals for the management and pedagogical activity, but not

always by their right implementation, by the desire to use management strategies in accordance with the activity, by the ability to plan and organize the teaching and educational process from the point of view of the pedagogical management but by the insufficient skills to design and predict relationships, by the desire to avoid conflict. Mainly liberal style of management style and relationships is formed.

The reflexive component at the medium level is characterized by the inconsistent self-analysis, an adequate assessment of own failures and the determination of their reasons, by the insufficient initiative, an episodic assessment of the mental state and behavior, by planning for self-education, but irregular implementation of plans.

The high level of the formation of the motivational and value component of the management culture of future primary school teachers is determined by the sustained interest and satisfaction of the chosen profession, by the positive focus on the management and pedagogical activity, by the constant need to improve and increase knowledge in the field of pedagogical management, by the need for quality management of the teaching and educational process and the development of learners' personality, by the focus on success and low personal anxiety.

The high level of the informative component of the management culture of future primary school teachers says about the systemic knowledge of the theoretical and methodological foundations of the management theory and the pedagogical management, about the creative orientation in activities.

The high level of the formation of the technological component of the management culture of future primary school teachers is characterized by the ability to set goals for the management and pedagogical activity, to develop and realize tasks for their implementation, to properly use management strategies in accordance with the activities, to plan and organize the teaching and educational process from the point of view of the pedagogical management, to intentionally correct and coordinate the actions of learners. Mainly democratic style of relationship is formed.

The reflexive component at the high level is justified by the formation of skills to meaningfully plan and analyze activities, manage the behavior and personal development based on self-assessment, self-analysis, self-education and self-correction.

In general, the activity of future primary school teachers with a high level of the formation of the management culture has a productive creative character.

Thus, the analysis of scientific works dealing with the research in the field of modeling has allowed us designing a theoretical model of the management culture of future primary school teachers based on the

pedagogical management, which includes such structural components as approaches, regularities, principles, functions, management styles, four components - motivational and value, informative, technological, reflexive and is a necessary element of the activity of a teacher and the management system of educational institutions.

The results of the study of the theoretical foundations of the research subject - the formation of the management culture of future primary school teachers - made it possible to develop the following set of criteria: focus on the management and educational activities; knowledge of the theoretical and methodological foundations of the management theory and the pedagogical management; mastery of ways to manage the teaching and educational process and to develop learners' personality; the ability to manage own state and behavior, self-analysis and self-correction and indicators in combination with the characteristics of the levels of the formation of the studied phenomenon allows not only predicting the result, but also measuring it.

Thus, a systematic holistic presentation of the theoretical model of the management culture of future primary school teachers based on the pedagogical management, the substantiation of its components, criteria, indicators and levels of the formation is a necessary theoretical prerequisite for the study of trends, principles, conditions and factors of the development of the phenomenon under study.

1.3 Pedagogical system of the formation of management culture of future primary school teachers in the process of vocational training

In the course of the study, the necessity and expediency of the development and implementation of the pedagogical system for the formation of the management culture of future primary school teachers in the vocational training process was established. Therefore, it is necessary to analyze the basic concepts of the learning process. The theory of education and learning justifies the regularities of teaching and learning, identifies and reveals the essence, principles, content, methods and organization of the educational process. Problems associated with the learning process were addressed by the prominent philosophers and scholars of the past (Socrates, Democritus, Aristotle). For the first time in the history of the pedagogical thought, the theory of learning as a system of scientific knowledge, as the science of pedagogy was justified by A.Ya. Komensky in his famous work "Great didactics". Since then, educators, public figures addressed to the issues related to education (J.-J. Rousseau, Pestalozzi, K. D. Ushinsky, L. N. Tolstoy, V. G. Belinsky, A. S. Makarenko, etc.) [145].

Learning as an educational process includes the following categories:

the notion and essence of the learning process, principles, content, methods, organizational forms and means of learning. The main objectives of the learning process are improving the teaching and educational process and enhancing learners' cognitive activity based on the organization of special conditions of the educational process: applying the theory of step-by-step learning (P.Ya. Galperin, N.F. Talyzina) [146-148], organizing problem situations (M.N. Skatkin, I.Ya. Lerner, A.M. Matyushkin, M.I. Makhmutov and others) [149-154], programming separate sections of learning material (T.A. Ilyina, V.P. Bepalko and others) [155, 156], increasing motivation for learning (T.A. Ilyina, G.I. Shchukina, M.A. Danilov) [157-159], applying principles of integration and parallelism in learning (S.I. Arkhangelsky) [6, p.27], principles of nature conformance and intensity of learning (Bespalko V.P.) [156, p.42].

Yu.K. Babansky defines learning as a purposeful process of interaction between a teacher and learners, during which the person's education, teaching and development is carried out [160]. P.I. Pidkasisty characterizes learning as a process of active, purposeful interaction between a teacher and learners, as a result of which a learner generates certain knowledge, skills, abilities and experience [161].

Hence the functions of the learning process allocated in didactics are educational, teaching and developmental. The educational function involves the assimilation of scientific knowledge, the formation of special and general scientific skills and abilities. If scientific knowledge is based on facts, concepts, laws, regularities, theories, special skills and abilities include specific, practical skills and abilities peculiar only to the corresponding academic discipline and branch of science. The implementation of learning functions occurs through teaching methods appropriate for age and level of training.

Training of future primary school teachers occurs in the process of vocational training, within which they acquire knowledge, form special skills and competencies, develop professionally significant qualities necessary for the implementation of professional activities.

In the pedagogical theory, there is a number of significant studies that reveal the regularities of the vocational training of future teachers. The basic value is the work of F.N. Gonobolina [162], N.V. Kuzmina [163], V.A. Slastenina [164], N. D. Khmel. [165].

In conducting our study, we relied on the definition of V.A. Slastenin who defined professional and pedagogical training as the unity of the following components:

- psychological training, i.e. focus on educational activities;
- scientific and theoretical training, providing the necessary amount of

pedagogical, psychological, social knowledge;

- practical training, i.e. availability of professional skills and abilities formed at the required level;

- psycho-physiological training, i.e. the presence of appropriate prerequisites for mastering pedagogical activities, the formation of professionally significant qualities;

- physical training, i.e. the compliance of the health state and physical development with the requirements of the pedagogical profession and professional performance [164, p.117].

Therefore, summarizing the results of research on the issue of studying vocational training, it can be concluded that this is a complex structural formation, in a combination of interrelated parts, such as positive attitudes, motives, and values of the profession; a complex of professional knowledge, skills and abilities, special competencies, professionally significant qualities. Vocational training guarantees the integrity of these components with the orientation to professional activities and further career growth.

The next stage of the research was the development of the pedagogical system of the formation of the management culture of future primary school teachers in the process of vocational training.

The pedagogical system is the interaction of various interrelated structural components that are united by one educational goal of developing individuality and personality. Based on the statements reasoned by Bepalko V.P. on the importance of developing a pedagogical system, it can be noted that, firstly, the process of preliminary design of the teaching and educational process takes place; secondly, a project of the teaching and educational process, which determines the structure and content of the learner's educational and cognitive activity, is created; thirdly, there is the process of goal setting, which is considered in two aspects: 1) that of diagnostic goal setting and objective control of the quality of learners' learning of the material and 2) personal development in general; fourth, the principle of integrity, which means the interaction of all the components, both horizontally and vertically, is implemented [156, p.93].

The pedagogical system consists of such structural components as: the purpose of learning and training, training content, learners, teaching methods, tools and forms, which enables research, in our case - the formation of the management culture of future primary school teachers as a holistic pedagogical phenomena [156, p.108; 166-168].

Having examined and analyzed scientific works that deal with issues related to the pedagogical systems, we have found out that the main emphasis is placed on the fact that the main characteristic of the pedagogical system is its orientation to the predetermined and clearly described learning outcomes.

Based on the theoretical and practical experience that exists in didactics, we have developed a pedagogical system of the formation of the management culture of future primary school teachers in the process of vocational training (Figure 2).

In order to implement the pedagogical system of the formation of the management culture of future primary school teachers in the process of vocational training developed by us, training materials were developed, methods and organizational forms of training were substantiated and introduced, and the knowledge control system was thought out.

Any didactic problem can be solved with the help of an adequate pedagogical system, the integrity of which is ensured by the development and use of three components: the organizational form, the didactic process and the qualification of the teacher. The pedagogical system developed by us is implemented as follows: the didactic process - through the content of academic disciplines, the organizational form - through various types of training sessions.

The pedagogical system of the formation of the management culture of future primary school teachers in the process of vocational training is presented in the form of a system of interrelated components. The system-forming factor of the learning process as a system defines the goal of learning, in our case it is the formation of the management culture of future primary school teachers, the activities of a teacher and a student - teaching and learning, teaching methods, means, organizational forms of learning. The variable component is - the content of the material. The key beginning of the functioning of the whole pedagogical system is the interaction of a teacher and a student, owing to which the system is holistic and functions in the given mode.

Thus, the provisions of the system approach to the educational process have become the basis for the design and implementation of the intensification of the educational process as an integrated system that promotes the formation, development and reproduction of learners' cognitive activity, creativity, system ideas, independence, skills and abilities of the system approach, system thinking, self-control, etc.

Science confirmed the basic regularity that the human development occurs in the process of activity and relationships. To ensure the comprehensive development of the personality, it is necessary to organize its various activities, to include gradually expanding and deepening educational and production relations in the system [167, p.142]. The solution of these tasks is based on the use in the educational process of progressive pedagogical technologies that stimulate the formation of the management culture of students.

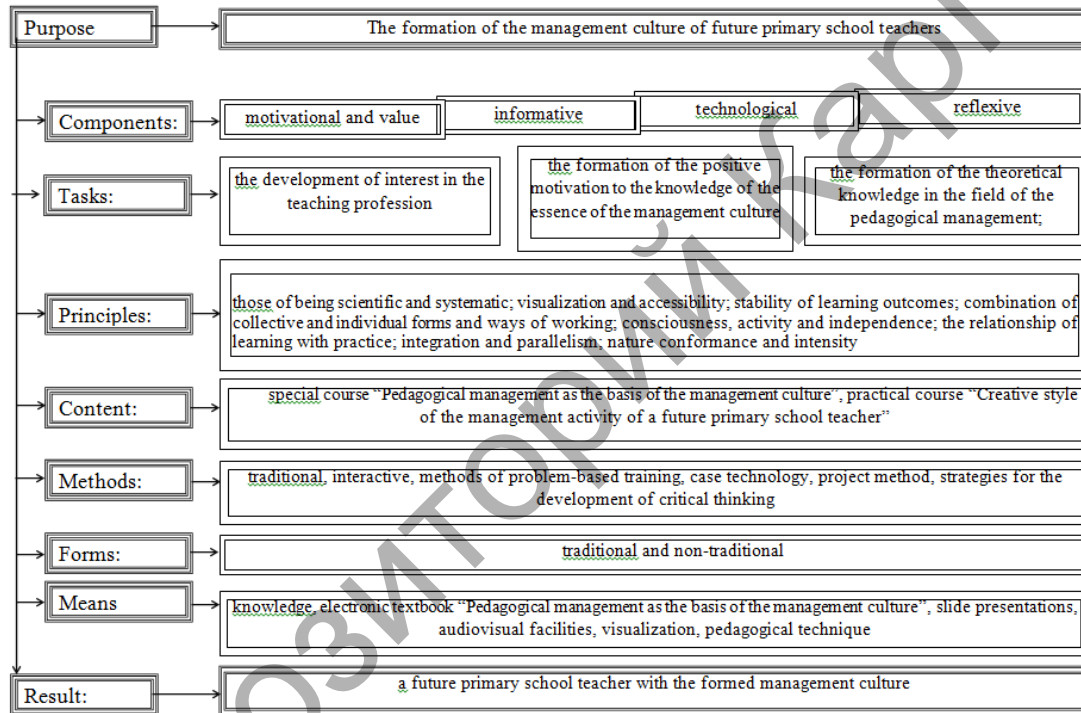


Table 2 - The pedagogical system of the formation of the management culture of future primary school teachers in the process of vocational training

If to look at the content of education, it is known that the goals of education fulfill a system-forming function in the pedagogical activity. The choice of content, methods and means of teaching and training depends on the choice of goals. V.P. Bespalko calls the method of describing pedagogical goals that meets this requirement as the diagnostic task of the goal [156, p.67].

Tasks in the system of “goal setting - goal implementation” imply the process of performing step-by-step operations for the implementation of the goal set. In our case, if goal implementation implies a certain algorithm of actions, each task will correspond to one of the stages in the formation of the management culture of future primary school teachers. Such a goal-setting in the design of the pedagogical system of the studied phenomenon will determine the consistency and integrity of this process, since the predicted result, its reliability, accuracy and measurability help the corresponding definition of the content and complex of means for transforming the initial position into the final result.

The main tasks of the formation of the management culture of future primary school teachers are the development of interest in the teaching profession, the formation of the positive motivation to the knowledge of the essence of the management culture; the formation of the theoretical knowledge in the field of the pedagogical management; the formation of the management skills, the development of professionally significant qualities. To effectively accomplish the tasks set, the following conditions should be met:

- a creative approach to the organization of the teaching and educational process;
- pedagogical control in combination with the development of the initiative, activity and independence;
- the use of the innovative technologies, methods and means of education, various forms of work with students - traditional and non-traditional.

The basis of the developed pedagogical system of the formation of the management culture of future primary school teachers in the process of vocational training was the fundamental principles of didactics (S.I. Arkhangelsky, Yu. K. Babansky, V.A. Slastenin, P.I. Pidkasty, etc.) contributing to the achievement of the maximum learning effect:

- the principle of being scientific and systematic is based on the use in the educational process of progressive scientific facts, evidence-based substantiation of the scientific nature of the material under study, problematic issues, the search for scientific information to confirm the point of view. The systematic nature of the didactic process can be traced in the use of

disciplines studied in all courses for the realization of the pedagogical system, with the constant complication of the content of the material and training tasks, beginning from simple reading and interviewing and continuing with solving problematic situations, specific business problems;

- the principle of visualization and accessibility. Accessibility is determined by the differentiated selection of educational material depending on the students' training course;

- the principle of stability of learning outcomes is confirmed by a set of specific tasks, repetition and reproduction of which contribute to the achievement of the required level of learning stability, and the systematic introduction into the educational process of the increasingly complex material, the application of which is based on the previously studied one, which makes students take the educational process seriously;

- the principle of the combination of collective and individual forms and ways of academic work. This principle is determined by the use in the educational process of entertaining and problem situations, the solution of which is possible through teamwork, competitiveness in solving educational problems, as well as assignment to each student individual exercises and variations of tasks;

- the principle of consciousness, activity and independence means the conscious assimilation of knowledge in the process of active cognitive and practical activities; understanding the meaning of the content of the studied disciplines; confidence in the importance of the knowledge gained and their subsequent demand in professional activities;

- the principle of the relationship of learning with practice is one of the main ones in the modern didactic system, according to which learning is effective when learners show cognitive activity, are subjects of activity. The condition for the implementation of this principle is the use in the educational process of the modern information technologies used in the projected professional activity. The design in the educational process of real practical situations and the involvement of students to solve them;

- the principle of integration and parallelism of education is based on the establishment of the relationship of each academic discipline with other subjects and types of education, the introduction of a certain amount of information from these subjects into the newly studied ones;

- the principle of nature conformance and intensity of the didactic process. According to the principle of nature conformance, the formation of the teaching and educational process should most closely correspond to the natural mechanisms of assimilating experience by the learners and the development of their abilities. The criterion of the compliance with this didactic principle is the degree of the learner's desire and his interest in the

educational process.

According to M.V. Skatkin the training content should ensure the formation of a modern picture of the world in learners, which can be built only on the basis of the unity of analytical and synthetic consideration of reality, the connection of parts into a whole. It is realized through the inclusion in the educational process of courses of a generalizing nature and of generalizing themes in the content of individual subjects, through interdisciplinary connections, through the unification of the educational material around the leading, key ideas of science, through the formation of the categorical structure of thinking [149, p.47].

Therefore, the following structural component of the developed pedagogical system is the informative component, which includes the special course “Pedagogical management as the basis of the management culture” and the special seminar “Creative style of the management activity of a future primary school teacher”. The content of the special course is aimed at forming among students general theoretical ideas about this new field of knowledge, reveals the essence of the pedagogical management, principles, methods, organizational forms and technological management techniques aimed at increasing the effectiveness of the educational process. The peculiarity of the pedagogical management is that it is consistent with the creative activities of people. The content of these disciplines aimed at the formation of the management culture of future primary school teachers contributes to the development of personality, creates a comfortable psychological and pedagogical climate for all the participants in the educational process. We will focus on the content of this special course and special seminar in more detail in the second section of our study.

An important role in planning and the organization of the teaching and educational process is played by the choice of teaching methods in relation to the development of all the key components of teaching: objectives, content, forms and means. The correct selection of teaching methods makes it possible to build the learning process in the best possible way. Based on the well-known approach developed and offered by Yu.K. Babansky “optimal choice of the teaching method” [160] in the implementation of our developed special course and special seminar, we have used both traditional and modern teaching methods and technologies that improve the quality of vocational training, in our case, of future primary school teachers.

The use of traditional teaching methods, which are based on the informational and illustrative activities, was justified by the need to inform learners of a large amount of material, familiarity with the current facts, and little-known information. Memorization, comprehension, reasoning, discussion of the new knowledge obtained allows their further application

directly in the professional activities.

Despite the development of methodology as a science, the emergence of methodological innovations, modern learning technologies, we used the information-receptive method, which includes speech techniques implemented through a lecture, explanation in practical lessons, discussions on problem situations, work with scientific publications and textbooks, where the perception, assimilation of previously unknown information takes place, interdisciplinary connections and dependencies are determined, the basic concepts are systematized according to characteristic features, as a result of which the management knowledge and educational activities are formed.

The constantly growing flow of information makes it necessary to intensify the learning process, and as a result, to use such learning methods that will enable to transmit a greater amount of knowledge in a relatively short time, guarantee a high level of knowledge and consolidate it in practice.

The management culture of a primary school teacher, the formation of which we are exploring, regardless of its content-quality completeness, is a dynamic system, which makes it possible to actively apply interactive methods along with the traditional ones. Interactive methods are characterized by extensive resources, which are determined primarily by communication, relationships, interpersonal interaction, the need for which is justified by the basis of these pedagogical phenomena, as well as a number of those qualities that underlie the management culture.

Interactive (“inter” - reciprocal, “act” - do) is a special model of organizing cognitive activity realized in the joint collective activity, in which all participants interact with each other, exchange information, solve difficulties together, imitate conditions, evaluate others and their own actions, are immersed in the actual atmosphere of business cooperation in solving the problem. The peculiarity of interactive teaching methods is the practical development of the knowledge and skills that are transmitted.

The use of the interactive teaching methods makes it possible to solve the following tasks:

- to activate each learner in the process of understanding and mastering the content of the educational material being taught;
- to strengthen the cognitive motivation of learners;
- to form effective communication skills (listening skills, skills of making a conversation, discussing a given topic, constructing a dialogue, correctly asking questions);
- to develop the interest and skills of independent learning activities (to identify the main and intermediate tasks, to calculate the consequences of choice, to give an objective assessment);
- to form skills of working with a team and in a team;

- to develop leadership skills;
- to take responsibility for the general and personal work to achieve the result.

In the process of the implementation of the developed special course and the special seminar, such interactive methods as group discussion, debate, situation analysis, brainstorming, various types of business games, solving situational problems, project method, case technology, elements of critical thinking development strategies and others were used.

For example, at practical lessons, students were asked to divide into several teams and choose a team leader, who would represent the task performed, prove the priorities taken by his team as a basis. At this stage, we considered it appropriate to use interactive learning methods. Their advantage is that they help develop rhetoric, oratory, reasonably discuss, form the skills to skillfully defend their own point of view, skillfully engage in discussion on controversial issues, acute problems, confirming the position with the factual material.

For the purpose of the better perception of information, students prepared presentations, and the emphasis was on its graphic presentation. To do this, they used the method of the “presentation of information in clusters” or “clusters” as a way of the graphical organization of the material, which makes it possible to visualize the thought processes that occur during the immersion in a particular topic and is a reflection of the nonlinear form of thinking [169].

As a use of practical training methods, it was offered that each subgroup develops its own management concept, and provides for the mechanisms for its implementation. This way of conducting studies allows shifting the focus from the ability to reproduce literally the text of the educational material to the understanding of key facts, concepts, laws, and theories of science, the ability to independently search for and apply knowledge, reason, prove, solve new, non-standard tasks.

In the implementation of the practical part, such stages of the problem-based learning as the discussion of the developed hypotheses, obtained conclusions and developed methods are mastered.

Let's see the possibilities of a business game. F. Goodman notes that the games put learners in a position, in which their thinking is constantly checked by the confrontation with the thinking of a large number of people. Games activate human thoughts, which make it possible to potentially analyze thinking [170].

Business games largely develop a person's creative potential, which makes learning intensive and more effective. They are based on the development of a model of a real business, a real situation, life

circumstances, into which the future teacher of primary classes can fall, and these circumstances are played with a maximum approximation to reality. In a business game, future primary school teachers play out their management and educational activities, which reflect the features of both educational and future professional activities. A business game allows mastering a system of skills, abilities, models of behavior and socio-psychological relations in a real situation.

Business games form the skills of communication, interaction, management, and also contribute to the definition of effective solutions in real life situations. The positive thing is that in this situation of decision making there are no negative practical consequences. Of course, it is impossible to play out all the possible situations. But there are typical, the most characteristic circumstances:

- traditionally used in school (lessons; typical interaction situations; competitions; holidays, etc.);
- possible options for the relationship of the teacher and the student, the teacher and the group of students (violation of discipline, conflict situations, etc.);
- teacher relationship with parents, colleagues, administration.

These are all cases, where future elementary school teachers are in the position of choosing certain actions, finding solutions to the organizational tasks and choosing the most appropriate ones. Modeled and played out in advance, such situations allow future specialists not making these mistakes in the future or reducing them to a minimum. An important feature in the application of business games is the presence of an incentive system (encouragement and punishment in the form of points), which encourages game participants to act more productively. So, business games contribute to the formation of skills "to enter the position of other people", to the better understanding their positions and feelings, to the realization of the importance of socio-psychological factors in a person's life.

No less effective is the method of discussion, which is based on the organization of educational group discussions on specific issues. Discussion is an exchange of judgments, opinions in various forms. The practice of events demonstrates that the formation of a society is impossible without an exchange of views and the attendant debates and disputes.

Based on the content of the studied issue, problems, the discussion may have a different look. The peculiarity and difference of the educational discussion from its other types is that the novelty of its problems is subjective, i.e. what is already known in science is to be found by the participants of the discussion themselves directly in the educational process. Properly prepared dialogue has the learning and the educational importance,

teaches a deeper perception of the problem, how to defend own point of view, to evaluate the views and arguments of others.

Thus, it can be noted that this method makes it possible to apply the skills of students, contributing to the active development of the new educational material. This is explained by the fact that during a collective discussion of the issue, the students themselves come to the correct conclusion by finding confirmations, explanations, evidence of the approaches and principles recommended by the teacher based on their own knowledge and experience.

Despite the different views that exist on the problem-based learning - a new approach to learning (T.A. Ilyina), a new didactic system (T.V. Kudryavtsev, M.I. Makhmutov, A.M. Matyushkin), a teaching method (I. J. Lerner, A.E. Steimets), a type of training (E.P. Nevsky), a type of the educational process (I.E. Schwartz) - none of these points of view, however, according to P.I. Pidkasty cannot be recognized as the only true one, since in its pure form, apart from others, such directions, with which we fully agree, do not exist.

According to A.Ye. Abylkassimova, the problem-based learning is the main way to involve students in an independent search, a means of their cognitive activity and creativity. The main components of the problem-based learning are a problem question, a problem task, a problem situation and the solution of a learning problem [171]. A problem situation is an objective contradiction arising in the process of learning in the form of difficulty, the overcoming of which requires intensive mental activity from the student. Didactics provides for the following stages of solving educational problems: 1) the creation of problem situations; 2) the formulation of a learning problem; 3) the development of hypotheses; 4) the discussion of hypotheses; 5) technical implementation of the solution of the educational problem; 6) a discussion of the findings and methods developed.

When implementing the pedagogical system of forming the management culture of future primary school teachers in the vocational training process, we also applied the problem-based learning method, the essence of which consists in the specific concept of the learner's intellectual operations aimed at generating new knowledge based on such cognitive methods as analysis and synthesis, induction and deduction, specification, and generalization.

A study of the functions of business games brings us to the following conclusion. One of the tasks of teaching at a higher educational institution is students' mastering effective behavioral models, when organizing an educational process, testing new activity projects, when a more effective way of teaching is in the form of a game. Directly business game provides for the

real opportunity to predict, design, simulate, for the professionally-directed relationships aimed at forming the management culture of future primary school teachers.

Case-based technologies are also interactive. In the literature we have analyzed, there is no unambiguous name for this method: case study, case study method, case method, case technology. Despite this, the content of its essence is treated in the same way - learning occurs through the solution of specific problems (cases). Case technology is a combination of problem-based learning, information and communication technologies, and the project method. The validity of the choice of this method is characterized by the fact that in the process of solving the proposed specific learning situations, using practical material, students develop teamwork skills, the ability to analyze, listen to an opponent, understand the opposite point of view, provide for a motivated view of their position and defend it reasonably, make management decisions, i.e. these are the qualities that underlie the management culture.

Some of the options for training and control are the method of questions, using strategies and techniques of developing critical thinking: strategies "Question words", "Fat and thin questions", "6 W" method, "Questions chamomile" or "Bloom's chamomile" [172]. This method can be fundamental, since it forces the university teachers to constantly improve their skills in order to be able to correctly ask the question. The content of the question, the skillful formulation of it influence the quality of the student's work. Perceiving a question, a student learns to develop his thoughts, creative, cognitive, and communication capabilities. Careful preparation of the asked questions contributes to the same thorough activity of students, when choosing the correct answer, which most adequately reveals the essence of the problem. The method of asking questions is used during the current and final control, both at the individual and group levels. This method is successfully superimposed on any type of activity and at the same time most adequately evaluates the work of a group or an individual student. At the same time, the deductive nature of this method can be noted, since its basic requirements are the transition from the particular to the general, from the simple to the complex. The ability to ask questions helps to better orientate in the situation, to understand it more deeply. However, it is necessary to clarify that, using this method, it is necessary to rely on objective prerequisites, and not on own motives, so as not to bring down the interest and desire of future primary school teachers to actively think and learn.

The combination of traditional and innovative methods and ways of teaching allows the student to comprehend the essence of the management and pedagogical activity deeply; to consistently, gradually form management skills; to develop professionally significant qualities of future primary school

teachers, which is the basis for the formation of the management culture of future primary school teachers.

As forms of the organization of the didactic process, types of studies characteristic of a higher educational institution were used: lecture, practical lessons or seminars, independent work of students, independent work of students done together with a teacher, and a knowledge control system.

The subject and the content of the lecture material of the special course “Pedagogical management as the basis of the managerial culture” is based on problem-based learning, namely, each lecture provides for the formulation of the problem and the search for the ways to solve it. It also implements the principle of the integrated learning, the system of which, according to S.I. Arkhangelsky “... proceeds from the task of establishing and emphasizing the connection of each academic discipline with other subjects and types of training to introduce a certain amount of information from these subjects” [173].

The theoretical knowledge obtained during the lectures by students is tested at practical lessons, as a result of which it undergoes deeper study, comprehension, generalization. There is a practical connection between the theory and real possibilities of the realization in practice of the acquired knowledge. The feedback is also carried out - the control of learning material by students, which allows making adjustments to the learning process [174, 175].

In order to more effectively conduct practical lessons of all types, it is necessary to pay attention to the following personality and behavioral peculiarities characteristic of teachers - masters of their craft [176]:

- emotional and communicative influence (the ability and skills to regulate students' communication with the prevention of tension and conflict; significance, accessibility, conviction, “contagious influences; psychological culture and tact”);
- democratic delegation (lack of authoritarianism, underlining and demonstrating high status, erudition, communicative distance);
- personal involvement (positive emotional contact with students, emotional openness and expressiveness of “serving” own personality, optimistic attitude, working with a little “fire”);
- analytical manner (observation, flexibility, consistency of actions, taking into account the attitudes, the strengths and weaknesses of the students).

These features made it possible to maintain the atmosphere of collective search at practical lessons, to maintain a positive emotional attitude of students.

However, the traditional system of training based on lectures, seminars

and practical exercises, giving the student in-depth knowledge, unfortunately, does not contribute to the transformation of the professional management--pedagogical knowledge into practical skills, therefore this form of the organization of educational activities, such as training, was also used.

Training form of teaching allows in a short time to purposefully form specific practical skills, basic models of the management behavior, which later are transferred to actual practical activities. One of the main features of the training is that this form allows “connecting” theoretical knowledge with practical activities, “technological” aspect of the management training with the psychological one [177].

The training prepares not only for future professional activities, the most difficult work is work with people, the ability to formulate, substantiate, prove their thoughts and feelings, the development of reflection skills, self-knowledge and self-improvement. At the trainings, various situations are modeled and practiced so that in the professional activity it is quite possible to make the right informed decision.

Thanks to the trainings, the need for the professional self-improvement, the formation of design skills for future professional activities, self-diagnostics skills, the correctness of self-esteem are activated. A characteristic distinguishing feature of the trainings is high saturation and intensity in conducting classes using various methods to achieve the set learning goal. At trainings in the process of modeling certain installations, the actual development of the material under study occurs. Students were greatly interested in such trainings as “Motivational management”, “The art of human resource selection”, and “Leadership” [178], during which they mastered various aspects of management, for example, motivation of subordinates, decision making, work organization in teams, etc. As a result, students not only analyze the process of learning activities, but also learn the knowledge and algorithms for solving management problems and develop their leadership skills that are professionally important for the formation of the managerial culture.

Effective learning of the knowledge gained occurs in the process of students' cognitive activity, which is organized through the independent work of students and the independent work of students done together with a teacher. When developing tasks for the independent work of students, we relied on the following requirements:

- the level of the autonomy of trainees, when they perform one or another group of cognitive and practical tasks, is different and therefore the difficulty of these tasks should increase gradually;
- the independence and activity of the trainees in the performance of various types of independent work is achieved if these tasks include not only the

reproduction of some knowledge and skills, but also the independent implementation of reconstructions, transformations, the solution of partial search and research tasks;

- the development of students' autonomy and creativity is ensured by the presence in the tasks for independent work of motives for their implementation. Therefore, the independent work of the trainees should include problem tasks, the fulfillment of which most effectively creates such motives;

- independent work contributes to the qualitative assimilation of knowledge and skills, as well as the development of students' creative "potencies", and therefore they should include tasks that would enable them to self-deepen and expand this knowledge, skills and abilities, professional abilities and creative thinking [179].

The integrated use of the various forms of the organization of educational activities contributes to improving the quality of training future primary school teachers, both in terms of theory and practice, which in turn is a stepping stone for the successful pedagogical practice. Further pedagogical practice contributes to the expansion of possible behavioral options, and also increases the possibility of integrating new models of management activities into existing personal structures.

Pedagogical practice is a method of mastering not only professional skills, but also scientific teaching methods and pedagogical experience, a way of developing pedagogical thinking, applying theoretical knowledge in practical activities and acting as a special socio-educational environment that performs socio-cultural functions: accelerates the development process and the formation of the student as a person, subject and individuality, ensures the formation of spirituality, value orientations and moral principles . This is a constantly expanding sphere of professional activity of a specialist, which includes a growing wealth of culturally mediated ties with the outside world. Practice teaches us to extract experience from our own activities, observations and perceptions, to reveal the vital importance of the objects being studied, to comprehend the principles of our own actions and to be guided by them in new situations, and also creates the necessary social environment that stimulates self-improvement, self-development and self-realization of an individual, which is especially important in the conditions of a radically changing society taking into account the prospects for its development [180].

During the period of pedagogical practice, future primary school teachers can directly determine their potential activities, compare them with the level of the current knowledge, the ability to apply them in practice, and identify problems that have arisen. Pedagogical practice is an opportunity for students to realize the difficulties they experience when working with

children, and this in turn leads them to the need for self-education, which entails qualitative changes in the very personality of a primary school teacher. The period of the pedagogical practice contributes to the awareness and evaluation of the results of their practical activities in the conditions of the professional activity.

Pedagogical practice combines theory with practice and is a significant impetus to the development of structure-forming components of the management culture. Thus, pedagogical practice is one of the fundamental conditions for the professional development of the personality of future primary school teachers.

Regarding the means of forming the management culture of the future elementary school teacher, they are traditional - knowledge, slide presentations, visual aids, visualization, pedagogical technologies. With the development of information technology, the electronic textbook has become the most productive means of learning. The developed electronic textbook for the special course “Pedagogical management as the basis of the management culture” contains educational material with illustrations (tables, charts), a thesaurus and a test for checking and consolidating the knowledge gained [181]. The electronic textbook can be used as an additional educational tool in the process of teaching students (Figure 3).

The method of the presentation of educational material is based on the hypertext and the hypertext system based on hypertext technologies. The information included in the electronic textbook is structured and represents complete fragments of the course with an explanation of the basic concepts. The text part of the electronic textbook includes cross-references that make it possible to reduce the search time for the necessary information.



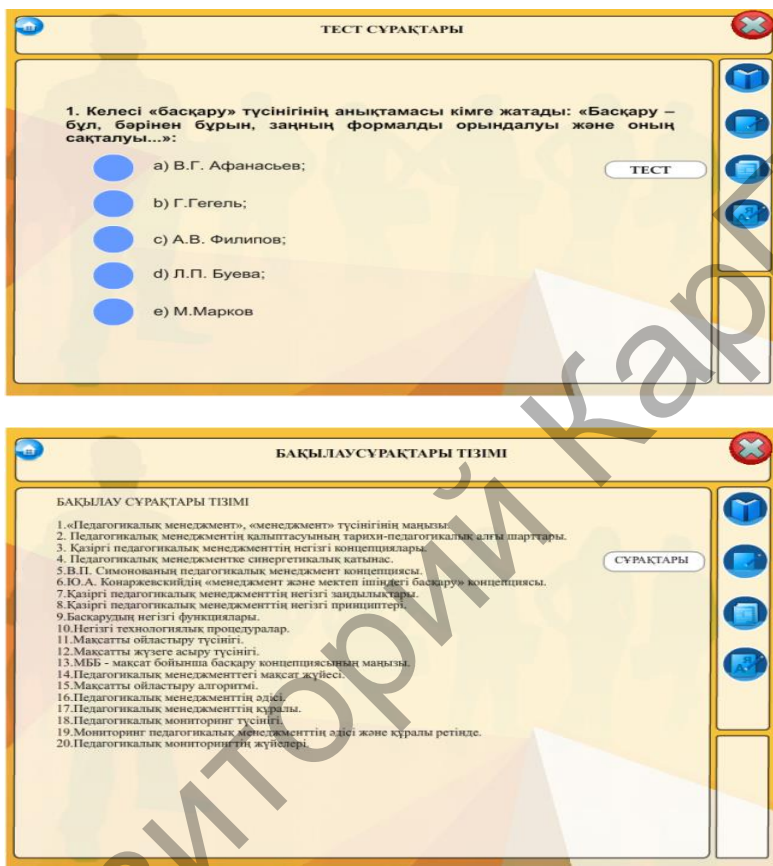


Figure 3 –Electronic textbook windows interface

The effectiveness of the learning process depends on a large number of conditions, one of which is a hint, as a method of enhancing thinking. We are referring to the assistance system, which is provided by the electronic textbook, for coordinating the guiding actions in case of difficulties for students.

Thus, the theoretical analysis presented in this section allowed drawing the following conclusions.

One of the tasks of a modern specialist in any subject-practical activity, and in particular of the future primary school teacher, is to generate human energy and give it direction. In this regard, in the process of preparing future

primary school teachers, the tasks are to form the management culture based on the pedagogical management focused not only on the fulfillment of the educational tasks, but also on their own development.

The presence of the management culture in future primary school teachers will allow the substitution of subject-object relations in the system “teacher-student-parent” to subject-subject, which form the basis for the self-development of each person. One of the leading places in the process of solving these tasks belongs to the teacher, a professional, who is able to creatively carry out management and pedagogical activity, continuously developing and self-realizing in it as individuality [182].

At the moment, despite the practical need for modern-minded teachers performing management functions in education, only certain aspects of their training have been developed. To solve the problem of studying the formation of the management culture of future primary school teachers in the process of vocational training, we designed a theoretical model of the management culture of future primary school teachers based on the pedagogical management and developed a pedagogical system for shaping the management culture of future primary school teachers in the vocational training process. The developed pedagogical system of forming the management culture of future primary school teachers in the process of vocational training is based on the principle of the possibility of its reproduction in the training of specialists in various fields. Experimental validity and validity of the theoretical developments offered by us will be presented in the second section.

Thus, we have determined the theoretical foundations of the problem under study.

First, we substantiated the basic component of the phenomenon under investigation, namely, “the management culture of future primary school teachers”. The management culture of future primary school teachers is due to us by identifying the genesis of the constituent definitions of this concept in philosophy, psychology, and sociology. On the basis of the activity approach to understanding the essence of the pedagogical management in the management theory, we clarified the concept of the “management culture of future primary school teachers”. Thus, we believe that our understanding of the management culture of future primary school teachers is reasoned and reliable.

Secondly, clarification of the essence of the leading concept of the study allowed substantiating the structural components of the management culture of future primary school teachers, which we designated as motivational-value, informative, technological, and reflexive. To carry out the experimental and pedagogical work, a system of measurements was

substantiated: criteria, indicators, levels for each structural component of the management culture of future primary school teachers. This work was carried out in accordance with the theory of the holistic pedagogical process (N.D. Khmel).

Third, we designed a theoretical model of the management culture of future primary school teachers based on the pedagogical management, the structure of which included: approaches, concepts, regularities, principles, functions, management styles, whose system-forming components are generated knowledge of the management theory, the pedagogical management, management skills, developed professionally significant qualities.

Fourth, a pedagogical system has been developed for forming the management culture of future primary school teachers in the course of vocational training, including the goal, objectives, principles, content, methods, forms and means of education, the expected result is a future primary school teacher with the developed management culture.

So, the designed theoretical model and the developed pedagogical system are made on the basis of the general scientific modeling method and appear to be reasonable, reasoned and reliable, since they are created using the technological methods of this method and according to the logic of the relationship of the backbone elements. Based on this, we assume that the implementation of the developed pedagogical system will contribute to the effective formation of the management culture of future primary school teachers in the process of vocational training.

2 EMPIRICAL ASPECTS OF FORMING THE MANAGEMENT CULTURE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE PROCESS OF VOCATIONAL TRAINING

2.1 The state of the management culture of future primary school teachers

The theoretical substantiation of the model and the development of the pedagogical system for the formation of the management culture of future primary school teachers, as well as the effectiveness of its formation in the process of vocational training, need practical confirmation. Therefore, there appeared a need to develop the content and the practical justification for the implementation of the educational system developed by us. At this stage of the research it was supposed to solve the following tasks:

- to determine the initial state of the formation of the management culture of future primary school teachers;
- to identify the possibilities of the pedagogical system of forming the management culture of future primary school teachers in the process of vocational training;
- to establish the effectiveness of the implementation of the developed pedagogical system in the process of vocational training.

To determine the initial state of the formation of the management culture of future primary school teachers, we justified the criteria, indicators and levels in the previous section.

To conduct an experiment on the basis of the pedagogical faculty of the Karaganda State University named after academician E.A. Buketov two groups of students similar by the level of their training were formed: an experimental group - 87 people and a control group - 88 people.

Based on the psychological-acmeological approach, first in the process of forming the managerial culture, it is necessary to focus on the formation of its individual components. Then, at the final stage, an integrative property is formed - the management culture, which will have a positive effect on the quality of vocational training of primary school teachers.

In the selection of a set of methods to identify the level of the formation of the management culture of future primary school teachers, we proceeded from the system-activity approach. Guided by this approach, we chose the following set of methods:

- to identify the formation of the motivational and value component of the management culture, future primary school teachers were offered a questionnaire "Diagnosis of interest in mastering professional knowledge", an indicative questionnaire by B. Bass, psychological tests "Motivation for

success and fear of failure”, “Self-acceptance scale”, “Scale of personal anxiety”, WAM questionnaire (Well-being, Activity, Mood);

- in order to establish the degree of the formation of the informative component of the management culture of future primary school teachers, we used the results of the current, rating and final controls, which were conducted in various forms: orally, in writing, in the form of tests;

- evaluation of the formation of the technological component of the management culture of future primary school teachers was carried out through solving the offered tasks in practical lessons, performing practical tasks, analyzing the products of activities, monitoring, conversations, revealing the skills of students in organizing and managing the teaching and educational process in the primary school and developing the personality of learners, etc.;

- to determine the level of the development of the reflexive component of the management culture of future primary school teachers, the tests “Self-assessment of abilities for self-education and self-development of personality”, “Self-evaluation of communicative and organizational skills”, and the “Leader” method were used .

The study used the following types of analysis: comprehensive - identifying and tracking the development of structure-forming components of the management culture of future primary school teachers; level - identifying the formation of each level of the phenomenon under study and the dynamics of its formation; comparative - identifying the average level of the formation of the management culture in the experimental and traditional training. To analyze the results of the experiment, mathematical methods of statistics were used.

We started the formation of the motivational and value component by determining the professional orientation and obtaining general information about the testee on the basis of the questionnaire “Diagnosis of interest in mastering professional knowledge” (Appendix A).

Analyzing the results of the answers relating to the awareness of the social importance of the teacher's profession, we came to the conclusion that less than half of the surveyed students were aware of the social role of the teacher and the importance of his place in the society and, as a result, less than half of the respondents expressed a desire to master professional knowledge. The processed and systematized results on the questionnaire “Diagnosis of interest in mastering professional knowledge”, reflecting an awareness of the social significance of the teaching profession and interest in the management and pedagogical activity, are presented in Table 2.

To clarify the results obtained, we turned to the method of the diagnosis of the personality's orientation by B. Bass - indicative questionnaire

(Appendix B). This method allows determining the appropriate orientation of the person:

- self-orientation (I) - focus on direct encouragement, regardless of activity, hostility and aggressiveness in achieving the set goal, authoritarianism, striving for rivalry, nervousness, anxiety, introversion;

Table 2 - Awareness of the social significance and expression of interest in the management and pedagogical activities (%)

Levels	Experimental group	Control group
High level	9.2	9.1
Average level	32.7	31.8
Low level	58.1	59.1

- orientation to communicate (C) - the desire under various circumstances to continue the relationship, focus on working together, often to the detriment of certain tasks, or offer of wholehearted support, focus on public support, dependence on the group, the need for emotional relationships with people;

- orientation to business (B) - the desire to directly participate in solving problems that arise, the desire to perform tasks at a high level, focus on business cooperation, the ability to defend own position in order to achieve a single mission.

This questionnaire made it possible to determine that the majority of students are focused on themselves (64.4% of the experimental group, 65.9% of the control group). These students are interested in their own welfare, excellence. They are pretentious, concentrate only on themselves, their own experiences, are not interested in the problems of fellow students, and the future professional activity. First of all, for them it is significant to meet their own requirements, regardless of the interests of others. With a favorable set of factors, they can achieve specific positive results in future professional activities. The negative side of this group of students is found in a conflict situation, in the absence or unwillingness of others to mark and exalt their positive qualities.

The second largest group (25.3% of the experimental group, 23.8% of the control group) consisted of students focused on communication, maintaining excellent relationships with fellow students, helping them, supporting them in achieving success or failures that naturally occurred in professional activities, which is very important when working with children, especially in the first years of their schooling.

In accordance with the test results, the smallest group (10.3% of the

experimental group, 10.3% of the control group) was made up of students oriented to business, the result of their activities today and in the future. They try to organize their fellow students, study diligently and enthusiastically master the newest technologies of training and management, achieve high results, know how to organize and lead the team, which is an important quality in the culture of the management work.

The results of the diagnosis of the personality's orientation by B. Bass - indicative questionnaire - are presented in Table 3.

Table 3 - Diagnosis of the personality's orientation by B. Bass (%)

Personality orientation	Levels	EG	CG
Self-orientation	Low	64.4	65.9
Orientation to communication	Average	25.3	23.8
Orientation to business	High	10.3	10.3

Within the framework of the formation of the management culture, the motivation for success, which is one of the important value systems, is of no little importance. To define it, we used A. Rean's test "Motivation for success and fear of failure" (Appendix C). Motivation to fail is negative, while the individual strives to avoid disruption, retribution, foreclosure; it is based on the idea of avoidance and the idea of negative expectations. Before starting to do any work, a person is already afraid of likely failure, looking for ways to avoid this hypothetical failure. Test measurements provide for an opportunity to determine the dynamics of the motivation for the result and overcoming timidity and uncertainty. If the number of points scored varies from 1 to 7, then the motivation for failure is diagnosed (fear of failure). People, who are motivated to fail, are usually characterized by an increased anxiety and low self-reliance. They are afraid of taking responsibility for themselves, leading the team, being responsible for the assigned task. If it is necessary to solve super-responsible questions and tasks, they can fall into a state close to panic, i.e. in this case, situational anxiety rises sharply, which makes it difficult to manage the teaching and educational process. The number of points scored in the range from 14 to 20 means the motivation for success (hope, setting for success); it is a positive motivation. In this case, the person strives to achieve success both personal and that of the group he manages. The basis is the belief in the positive result, the desire for a constructive solution of the tasks set, the need for success. Such people are usually self-confident, responsible, enterprising and energetic. They are purposeful and persistent in achieving the goal. When the number of points is in the interval from 8 to 13, the motivational pole is expressed dimly, but there is a certain tendency of motivation to fail when scoring 8-9 points and a tendency of

motivation to succeed at 12-13 points. The test results are shown in Table 4.

Table 4 - Motivation for success and fear of failure (%)

Motivations	Experimental group	Control group
Success motivation	9.1	9.3
Fear of failure	20.7	21.1
Success motivation trend	21.8	18.9
The trend of motivation to fail	48.4	50.7

Analysis of the results obtained showed that the students of the experimental and control groups have fear of failure significantly that exceeds the motivation for success, which indicates the need to form the management culture of future primary school teachers, who not only need to be confident and know how to organize and manage the teaching and educational process, but also be able to orientate the student group and each student for success.

The scales of self-acceptance (self-esteem) allowed us determining the emotional attitude of students to the management and educational activities (Appendix D). In accordance with the opinion of psychological scientists, a significant level of self-acceptance is important for the mental equilibrium and communication, since it gives the opportunity to be you, to build positive relationships with others. In this test, the following interpretation of points is offered:

- 36-110 - points that are typical for people with a low level of self-acceptance and self-confidence;
- 111-150 – respondents, who score such points, do not always confidently behave in different situations, can show independence in dealing with different people. They can increase the degree of self-acceptance, abandoning unrealistic requirements or improving their qualities and skills;
- 151-180 - confident people. Confidence in their importance allows them overcoming difficulties that arise, solving problems, but they are ambitious, authoritarian, and, as a rule, treat the opinions of others with disdain.

The test results on the scale of self-acceptance are shown in Table 5.

Table 5 - Self-acceptance (self-esteem) scale (%)

Self-esteem	Experimental group	Control group
Adequate self-esteem (optimal level)	12.6	13.6
Low self-esteem (acceptable level)	20.9	22.7
Increased self-esteem (critical level)	66.5	63.6

The results of this test show that more than half of the students have high self-esteem. These characteristics were confirmed by the results of the test, namely the test “The scale of personal anxiety”, which is also a reliable method for evaluating the level of personal anxiety (Appendix E). Personal anxiety describes the stable tendency of an individual to accept various situations as threatening, causing a constant state of anxiety. Very high anxiety directly correlates with the presence of a neurotic conflict, with emotional and neurotic breakdowns and with psychosomatic diseases. However, anxiety is not considered a negative feature. A certain level of anxiety is immediate and inherent distinctive feature of each personality. At the same time, there is an optimal individual level of “useful alarm”. Interpretation of the scores is as follows:

- less than 30 points - low anxiety;
- 31-45 points - moderate anxiety;
- 46 points and more - high anxiety.

The results of the test “The scale of personal anxiety” are presented in Table 6.

Table 6 - The scale of personal anxiety (%)

Level	Experimental group	Control group
High level of anxiety	67.8	67.1
Average level of anxiety	21.8	20.4
Low level of anxiety	10.4	12.5

To determine the emotional state of the testee, we used the WAN questionnaire, which was developed by the staff of the First Moscow Medical Institute named after I.M. Sechenov - V.A. Doskin, N.A. Lavrentyeva, V.B. Sharay, M.P. Miroshnikov [183] (Appendix F) .

The WAN questionnaire includes 30 pairs of polar characteristics, according to which the testee should assess his condition. Any pair represents a scale, on which it is necessary to mark the level of the offered characteristic in accordance with the state. The results for each category are divided by 10:

- less than 4 points - low activity, well-being and mood;
- 4 points and more - a favorable condition;
- 5.0 - 5.5 points - a normal level that allows you working productively.

According to the test procedure, we took into account that when analyzing a functional state, not only the values of its individual indicators, but also their ratio are important. The test results for the WAN questionnaire are reflected in Table 7.

Table 7 - Results on the WAN questionnaire (%)

Condition	Experimental group	Control group
Favorable condition	9.1	7.9
Normal condition	28.7	27.3
Unfavourable condition	62.2	64.8

The analysis of the results presented in the table showed that the unfavorable state prevails among the students surveyed (62.2% - the experimental group; 64.8% - the control group); less than 10% of students have a favorable condition.

Summary indicators of the level of the formation of the motivational and value component of the management culture of future primary school teachers are presented in Table 8.

Table 8 - The level of the formation of the motivational and value component of the management culture of future primary school teachers (ascertaining experiment), (%)

Indicators	High level		Average level		Low level	
	EG	CG	EG	CG	EG	CG
Awareness of social significance and interest in management and educational activities	9.2	9.1	32.7	31.8	58.1	59.1
Personality orientation	10.3	10.3	25.3	23.8	64.4	65.9
Motivation for success and fear of failure	9.1	9.3	21.8	18.9	69.1	71.8
Self-acceptance scale	12.6	13.6	20.9	22.7	66.5	63.6
Personal anxiety scale	10.4	12.5	21.8	20.4	67.8	67.1
WAN	9.1	7.9	28.7	27.3	62.2	64.8
Average indicator	10.1	10.5	25.2	24.2	64.7	65.3

Analysis of the results of the ascertaining experiment on the formation of the motivational and value component of the management culture of future primary school teachers showed that only 10.1% (experimental group) and 10.5% (control group) of students demonstrate a high level, which is manifested in stable interest and satisfaction in all respects of the upcoming management and pedagogical activity, focus on success, adequate self-esteem, comfortable state, low level of anxiety. The average level of 25.2%

and 24.3% of students in the experimental and control groups, respectively, consists in the existence of interest, partial satisfaction with the profession of a teacher in primary classes, focus on success or failure, inadequate self-esteem, normal WAN, and average level of anxiety. The largest number of the testee (64.7% and 65.2%) do not show interest and satisfaction with their future profession, they are afraid of making a mistake, making their own responsible decision, they have low self-esteem and a rather alarming state of WAN.

The informative component of the management culture is represented in the personality structure of the future primary school teacher by a set of psychological, pedagogical and management knowledge. This component is reflected in the following indicators: knowledge of the specifics of the professional activity from the point of view of the pedagogical management; understanding the essence of management strategies in the activities of the teacher; focus, sustainability, management awareness; ability to self-education; creative orientation in management. Based on the classification offered by I.Ya. Lerner [151, p.34], we defined the completeness, consistency and awareness of the psychological, pedagogical and management knowledge as indicators of the formation criterion of this component.

By completeness, we understand the amount of aggregate knowledge about an object measured by the amount of program knowledge about the object being studied (laws, terms, concepts, facts, etc.).

The main features of the systematic knowledge of students are: the consistent presentation of the educational material, taking into account the links between certain types of knowledge; the implementation of actions on a specific algorithm aimed at achieving the goal; independent formation of new types of relationships, firstly, between learned psychological and pedagogical and special knowledge, secondly, between previously acquired and new knowledge.

Signs of the awareness of the totality of students' knowledge are: understanding the nature of the relationships between the psychological and pedagogical and special knowledge (management terms and concepts, facts, ideas, theories, etc., as well as between theoretical and practical types of the management knowledge); differentiation of essential and non-essential relations of the management and pedagogical phenomena; identification of areas of pedagogical reality, in which it is possible to use management knowledge; the assimilation of ways of obtaining and applying management knowledge; understanding of the principles underlying their application. Completeness, systematic nature, awareness of knowledge is by comparing students' answers with an indicative reference response, which was compiled

on the basis of program requirements and analysis of primary sources.

As it was noted, in order to determine the levels of the formation of the informative component, we used the results of the current, rating and final controls on a 100-point scale:

- 1-64 - low level;
- 65-89 - medium level;
- 90-100 - a high level.

The results of the analysis of the completion of test and other tasks related to the knowledge of the pedagogical management showed that the level of the theoretical training of the testee is insufficient. The levels of the formation of the second component are reflected in Table 9.

Table 9 - Formation of the informative component of the management culture of future primary school teachers (ascertaining experiment)

Indicators	High level		Average level		Low level	
	EG	CG	EG	CG	EG	CG
Knowledge of the specifics of the professional activity from the point of view of the pedagogical management	8.0	7.9	36.9	37.5	55.1	54.6
Understanding the essence of management strategies in the activities of the teacher	4.7	4.5	13.7	14.8	81.6	80.7
Purposefulness, sustainability, management awareness	5.7	6.8	26.4	23.8	67.9	69.4
Ability to self-education	10.3	11.3	17.2	18.2	72.5	70.5
Creative orientation in management	3.4	4.5	16.1	15.9	80.5	79.6
Average indicator	6.4	7.0	22.1	22.0	71.5	71.0

The third component of the management culture of future primary school teachers, the technological one, is characterized by the presence of skills, among which we have identified:

- the ability to set the goal of the management and educational activities;
- the ability to adequately apply management strategies in accordance with the activities;
- the ability to predict and design upcoming relationships;
- the ability to optimally combine management styles;
- the ability to plan and organize intersubject activity.

In the course of the experimental work, to determine the initial state of the formation of the technological component of the management culture,

questionnaires were offered with the aim of studying the students' perception of the upcoming management and pedagogical activity. For this purpose, a half-closed question was included in the questionnaire: "What skills should a future teacher have?" Students were asked to rate the level of the formation of the listed skills on a three-point scale.

As the analysis of the obtained data showed, students realize the need to form the future teacher of primary classes of skills to set the goal of the management and pedagogical activity.

The development of skills for the adequate use of management strategies in the organization of the pedagogical process was announced only by 1.4% of the respondents; they are aware of the need to be able to predict and design the upcoming relationship. 33.3% of the total number of respondents, here, in our opinion, reflected the inadequate perceptions of respondents about management activities; the need for skills to optimally combine management styles was noted by only 3.4%; 16.1% of respondents noted the ability to plan and organize intersubject activity.

At the same time, answering another question, "What knowledge does a teacher need for the successful management and pedagogical activity?" students highlight the compulsory formation of a high level of knowledge and skills in psychology - 67.9% and pedagogy - 41.3%.

Comparing the characteristics of students' awareness of the need for special skills and self-evaluation of their formation, it is possible to understand the goals, what students set for them, what difficulties they may face at this stage. So, realizing the need for the developed management style, the management culture in future professional activities, the students rather highly appreciated their formation in themselves: excellent - 17.2%; good - 55.1%; satisfactory - 27.7%. The formation of their skills in organizing and managing a group of students was rated by students much lower - excellent - 15.9%; good - 45.4%; satisfactory - 38.7%.

To identify the real level of the formation of the technological component, we offered the testee a number of questions and tasks related to the methods of the pedagogical management. Thus, the testee was asked to list the leadership styles they knew, methods of studying the group, and indicate those that they speak fairly freely. As a result of the analysis of the answers, it turned out that the complex of methods used by the testee to develop their own leadership styles and study learners is quite small.

In the process of conducting trial lessons, there was an increased anxiety, lack of self-confidence, lack of contact with the audience, inability to hold attention. The problem moments of students manifested themselves in the management of both the learning process and the independent activities of students. Self-analysis of the classes conducted revealed inadequate self-

assessment of their own activities, and as a result, disadvantages in the planning of work on self-study and self-correction of their activities.

These low scores could not but affect other skills, for example, analysis of teacher's management actions, leadership style they use, methods used to manage the classroom group and students' personal development, lessons attended and extracurricular activities, analysis of lesson plans of fellow students and teachers.

Insufficient knowledge of the theoretical and methodological foundations of the pedagogical management has largely led to low indicators of ability to use management knowledge in the process of teaching, organizing and conducting classes, and extracurricular activities, which were identified through a number of relevant tasks.

Thus, we came to the conclusion that an insufficient level of the management knowledge and skills negatively affects the process of teaching practice, which resulted in the inability to organize their management and teaching activities and the corresponding activities of students in the educational process, lacking the ability to predict and design relationships in a team, inability to follow the principles of the pedagogical management, etc.

This allowed us stating that the vast majority of future primary school teachers (94.7% and 94.6% in the experimental and control groups, respectively) correspond to the low and medium level and only 5.3% of students of the experimental group and 5.4% of students of the control group revealed a high level of the formation of the technological component of the management culture.

The levels of the formation of the technological component of the management culture are reflected in Table 10.

One of the main components of the management culture is the reflexive component as the cognition and analysis by future primary school teachers of the phenomena of their own consciousness, their own capabilities, self-analysis and self-correction. At the same time, the peculiarities of the teacher's professional activities are such that in the teacher-student relationship the teacher's reflection is combined with the need to consider and understand another person - the student, besides self-analysis and self-evaluation. It is necessary to compare their own actions and influence with the students, at whom it is aimed in terms of evaluating its effectiveness with the aim of the personal development of students.

In the pedagogical activity, which takes place relation to the students, the generated reflection provides an opportunity to track the results of development, self-development of the subjects of activity, and also to determine the factors of positive or negative dynamics.

In connection with the functions that reflection performs in time, the

following forms of it are distinguished: situational, retrospective, and prospective. The situational reflection guarantees the direct involvement of the subject in the situation, understanding its structural components, analyzing the actions taken during this period, i.e. self-analysis is performed directly at the moment. The subject's ability to compare personal influences with the present situation, to coordinate, control components of the work in accordance with varying criteria and conditions.

The purpose of the retrospective reflection is the evaluation of the previously performed work, absolute understanding, representation, structuring of acquired experience, identification of probable errors and their causes.

The prospective reflection contains the reasoning of future activities, drawing up a plan, the selection of more effective methods oriented to the future. The factors of the prospective reflection are "the dynamics of experiencing needs in the course of carrying out activities" and "novelty in the system of objective conditions" ("since objects can open from a new and unexpected side, prompting activity in an unforeseen direction, new incentives force the individual to look for means of their realization") . [184, p. 60-61].

Table 10 - The level of the formation of the technological component of the management culture of future primary school teachers (ascertaining experiment)

Indicators	High level		Average level		Low level	
	EG	CG	EG	CG	EG	CG
The ability to set the goal of the management and educational activities	4.6	3.4	9.1	10.2	85.2	86.4
The ability to adequately apply management strategies in accordance with the activities	3.4	2.3	12.6	11.3	84.0	86.4
The ability to predict and design the upcoming relationship	6.9	7.9	24.1	26.1	69.0	66.0
The ability to optimally combine management styles	2.3	3.4	26.4	23.8	71.3	72.8
The ability to plan and organize intersubject activity	9.1	10.2	31.1	31.8	59.8	58.0
Average indicator	5.3	5.4	20.7	20.6	74.0	74.0

The analysis of the reflexive component of the management culture shows that the management and pedagogical activity, the need to form the

management culture is not always clearly understood by students. It is often realized as conscious and unconscious, spontaneously and consciously implemented methods and forms of the pedagogical activity.

With the conscious regulation of activity, the teacher fixes a change in the content and methods of its implementation, reveals obstacles to the achievement of the goal. The teacher reflects not only obstacles (its specifics, causes, consequences for himself), but also himself acting and perceiving this obstacle in his activity, evaluating him as interfering or, on the contrary, helping to achieve the goal (or neutral) and evaluating himself as capable or on the contrary, not able to overcome obstacles, change attitudes towards him, predicting the consequences of changing borders for a specific activity and “I am” concept [185, p.147].

The experimental data obtained indicate that 32.5% of students in the control and 31.8% in the experimental groups are aware of their strengths, weaknesses and attitudes on the part of other people. Only 18.6% and 19.2% of the students in the control and experimental groups eliminate these disadvantages. 27.3% (control group) and 28.6% (experimental group) of students are able to draw conclusions from their experience and the experience of other people. 32.4% and 33.5% of students in the control and experimental groups, respectively analyze the results of their activities. 12.5% of students in the control and 13.3% of the experimental groups are able to identify the causes of difficult situations. At the same time, only a small part of them understand their participation in these situations and the possibility of a possible influence on these situations. The ability to reflect on the mental state, the ability to control experiences, to draw appropriate conclusions and make the right decisions - all this is an integral component of the pedagogical activity and affects its effectiveness.

For the effective implementation of the management in the activities of the future primary school teacher, it is important to know what abilities and qualities you need to form in yourself, what to look for in the training process. For this purpose, we used the test “Self-assessment of the abilities for self-education and self-development of the personality” (Appendix G), the results of which were used to develop a program for the self-education and self-development of the students' personality. The results are presented in Table 11.

Table 11 - Results of the test “Self-assessment of the abilities for self-education and self-development of the personality” (%)

Levels	Experimental group	Control group
High level	9.1	7.9
Average level	28.7	27.3
Low level	62.2	64.8

Analysis of the results shows that the majority of students (90.9% of the experimental group and 92% of the control group) are at the average and low levels, i.e. they do not master the methods of intensive self-education; they do not regularly study by themselves.

We also carried out tests “Self-evaluation of communicative and organizational skills” according to the method of V.V. Sinyavsky and B.A. Fedorishin (Appendix H). This test makes it possible to detect stable characteristics of communicative and organizational skills - the ability to establish business and friendly relations; the desire to increase contacts, active participation and organization of a group, mass events, the ability to influence people, the desire to show initiative, etc. In this test, questions are offered separately to determine communicative or organizational skills, to which it is possible to give only a positive or a negative answer, and the answers are formed by the testee on the basis of self-analysis. The results were grouped into three levels - high, medium, low and are presented in Table 12.

Table 12 - Results of the test “Self-evaluation of communicative and organizational skills” (%)

Indicators	High level		Average level		Low level	
	EG	CG	EG	CG	EG	CG
Communicative skills	14.9	14.7	18.4	19.3	66.7	66.0
Organizational skills	10.3	9.1	17.2	15.9	72.5	75.0

Leadership and culture are interrelated and interdependent concepts. E. Shane, a scientist who researched organizational culture in his monograph “Organizational Culture and Leadership”, said: “The unique talent of a leader lies in the ability to create and manage culture; this is the only leadership role, which is of real importance” [186].

Leadership skills development is an integral component of the management culture of future primary school teachers; it contributes to the quality management of the teaching and educational process and the process of the personal development; modernization of the successful management techniques.

To determine the level of the development of leadership skills among

students, we applied the “Leader” method [187] (Appendix I). According to the research conducted by the authors of this diagnostic, a person’s ability to be a leader depends on the level of the development of the organizational and communication skills. Therefore, we previously conducted a test “Self-evaluation of communicative and organizational skills”, a comparison of the results of which allowed us confirming the findings of scientists. The results obtained are presented in Table 13.

The cumulative analysis of the results of the conducted research on the indicators of the reflexive component of the formation of the managerial culture of future primary school teachers is presented in Table 14.

Table 13 - Results of the “Leader” method (%)

Levels	Experimental group	Control group
High level	10.3	9.1
Average level	18.4	19.3
Low level	71.3	71.6

The analysis of the structural components of the management culture suggests that management and pedagogical activity is carried out largely spontaneously, unconsciously, and intuitively. As for the indicators of the control group, they mostly coincided with the data of the experimental group, which indicates the representativeness of the sample of the experimental and control groups.

Table 14 - The level of the formation of the reflexive component of the management culture of future primary school teachers (ascertaining experiment)

Skills /abilities	High level		Average level		Low level	
	EG	CG	EG	CG	EG	CG
Self-evaluation of abilities for self-education and self-development	9.1	7.9	28.7	27.3	62.2	64.8
Communicative skills	14.9	14.7	18.4	19.3	66.7	66.0
Organizational skills	10.3	9.1	17.2	15.9	72.5	75.0
Leadership skills	10.3	9.1	18.4	19.3	71.3	71.6
Average indicator	11.1	10.2	20.7	20.5	68.2	69.3

A generalized analysis of the initial state of the management culture of future primary school teachers is presented in Table 15 and in Figure 4.

From the above data it can be seen that there are no significant

differences between the experimental and control group data obtained, the percentage ratio of the initial levels of the management culture among the students of these groups is quite close.

At the same time, it can be noted that the knowledge and skills of the students surveyed are basically equal to the low and medium levels. Among them there are none, who have a high level of the phenomenon under study. Thus, only 8.2% of students of the experimental and 8.3% of students of the control groups have a high level of the formation of the management culture of future primary school teachers in the process of vocational training at the university. The majority of the surveyed students have an average and a low level - 91.8% in the experimental group, 91.7% in the control group.

Table 15 - The initial state of the formation of the management culture of future primary school teachers (ascertaining experiment)

Componenta	High level		Average level		Low level	
	EG	CG	EG	CG	EG	CG
Motivational and value	10.1	10.5	25.2	24.2	64.7	65.3
Informative	6.4	7.0	22.1	22.0	71.5	71.0
Technological	5.3	5.4	20.7	20.6	74.0	74.0
Reflective	11.1	10.2	20.7	20.5	68.2	69.3
Average indicator	8.2	8.3	22.2	21.8	69,6	69.9

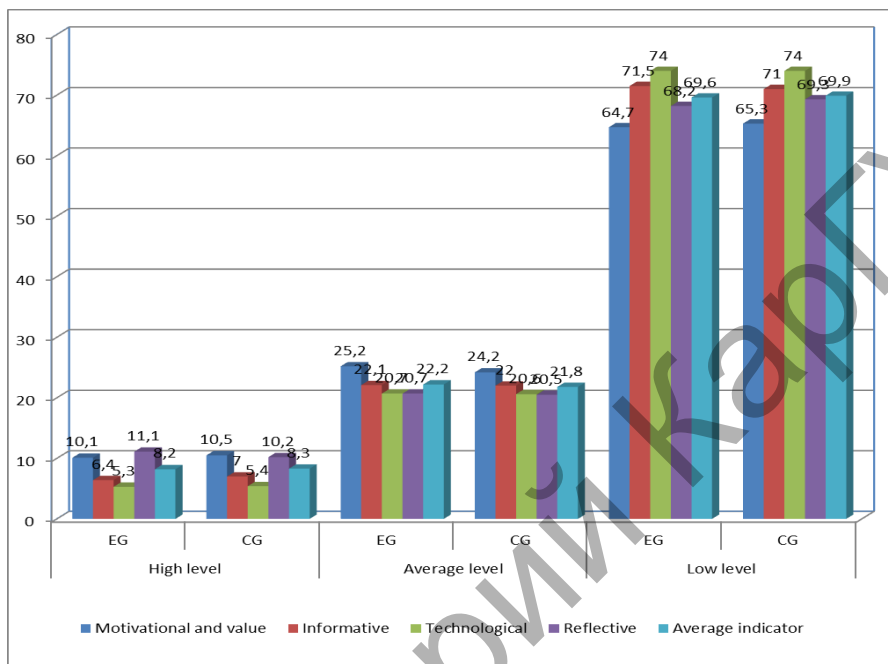


Figure 4 - The initial state of the formation of the management culture of future primary school teachers (ascertaining experiment)

Thus, the analysis of the results of the initial state of the formation of the management culture of future primary school teachers allows us stating that:

- the motives, interests and needs of future primary school teachers for the management and pedagogical activity are weak, there is an increased level of anxiety, a low level of interest in the chosen specialty, low self-esteem;
- the knowledge of more than half of the students participating in the experiment are equal to the low and medium level of the formation of the management culture of future primary school teachers;
- at the stage of conducting the ascertaining experiment, an insufficient level of skills was determined, which allows for the acceptable use of the acquired knowledge in practice;
- the surveyed students showed a low level of the development of communicative, organizational, leadership skills, the desire to regularly engage in self-education and self-development.

In the process of analyzing the experimental data on the development of the management culture of future primary school teachers at the stage of the ascertaining experiment, we identified several factors that influenced the results:

- the content of the disciplines of the general education and basic cycles does not contribute to the formation of the motives and needs of the management and educational activities that are directly related to the awareness of the peculiarities and social importance of the teacher's profession, the development of interest in the pedagogical management, the management of the educational process and the development of students;

- the teaching of disciplines has a separate character, therefore the implementation of interdisciplinary relationships in the pedagogical process does not meet the requirements of vocational education;

- in the pedagogical process of the university, methodologies aimed at the development of professionally significant qualities and abilities of students are not applied.

The prevention of the detected causes is possible only in the course of the purposeful activities in the framework of theoretical, practical and psychological training of future primary school teachers.

The elimination of the identified causes is possible only in the process of the purposeful work of the university in this direction, which, in our opinion, should provide for theoretical, psychological and practical training. This problem can be solved through the introduction and testing of the developed pedagogical system of forming the management culture of future primary school teachers on the basis of pedagogical management in the process of their vocational training.

2.2 Implementation of the pedagogical system of forming the management culture of future primary school teachers in the process of vocational training

The results of the ascertaining experiment showed a low level of the formation of the management culture of future primary school teachers. Consequently, control of the process of the formation of the management culture of future primary school teachers on the basis of the pedagogical management occurs, to a greater extent, spontaneously and unconsciously, which will adversely affect the quality of future professional activities of primary school teachers. This served as the basis for the organization and conduct of the forming experiment. A special course "Pedagogical management as the basis of the management culture" and a special seminar "Creative style of the management activity of a future primary school

teacher” were developed for the effective formation of the management culture.

The development of the special course and the special seminar in the vocational training of future primary school teachers was stipulated by the trends in the development of the modern pedagogical science and practice; the need to train a competitive specialist; the need to meet the requirements of the future specialist in the knowledge of those areas of the pedagogical activity that go beyond traditional training.

The special course is a form of work that can be quickly rebuilt in accordance with the requirements of the time. In the context of reforming the education system, it became necessary to determine the potential of this type of work in the implementation of common goals, structure and forms of the organization of the educational process [188-190].

The special course is the highest form of the scientific and professional orientation of students. The special course has some advantages in relation to the general courses: it is read for the senior year students, when there is a possibility to appeal to the students’ knowledge in the field of the psycho-pedagogical disciplines; parallel addition of the material (along with the linear study, which is characteristic for junior courses) is possible; gives a great space for creative work that is done together with the students; provides for the ability to transfer to the students the personal experience of the teacher in the scientific-search work [190, p. 32].

The conditions for the effectiveness of the special course are [189, p. 48]:

1. The special course should have a high scientific and theoretical level. On the basis of the material of the scientific research, the problem is clearly posed; the scientific concepts that reveal it, the scientific position of the head of the special course are formed. Students get acquainted with topical issues, with possible solutions to the problem, with the effectiveness of the pedagogical research.

2. An essential condition is the problematic nature of the special course: the discussion of the teacher with the students, their inclusion in the process of “obtaining” the scientific truth, the widespread use of innovative forms of the organization of educational activities and interactive methods of work, causing the interest, activating the thinking process of students.

3. The relationship between theory and practice. The applied nature of special courses, their practical component will contribute to the development of pedagogical thinking, the application of knowledge in practice, the development of special skills, the formation of professional competencies.

Our developed special course “Pedagogical management as the basis

of the management culture” and a special seminar “Creative style of the management activity of a future primary school teacher” were held in the third year before the going of students to teaching practice (5, 6 semesters, respectively). It is stipulated by the fact that students already have the necessary knowledge of the general education and basic disciplines, as well as gained some experience of practical work in the school during teaching practice in junior courses. All this became the basis for the offered material not to be perceived abstractly. In addition, the formed theoretical knowledge is fixed in the process of their conscious application during the educational teaching practice in school.

Taking into consideration the above, we have identified some requirements for the content of this special course:

- the special course is based on the conceptual provisions of the pedagogical management described in the first section;
- the content of the special course takes into account the specifics of the primary school teacher;
- the special course is aimed at the awareness of the need to form the management culture of future primary school teachers on the basis of the pedagogical management;
- the special course provides for the mastering of knowledge in parallel with the formation of practical skills and development of professionally significant qualities.

At the present stage, two main approaches to increase the effectiveness of the quality of education are substantiated through training courses: a) extensive – increasing the amount of hours and information, additional and growing information; b) intensive – modification and improvement of pedagogical technology of the training course [191].

Developing this special course and the special seminar, we were based on the idea of an intensive approach which “...allows you to either in the standard period to achieve better results or to reduce the time to achieve a standard result” [192].

Based on the experience of the educational practice of E.A. Buketov KarSU on using an intensive approach, our developed special course and the special seminar have several conditions and features:

- clear design and strict structure of the special course, without unnecessary repetitions and excessive expansion of information;
- rational (necessary and sufficient) amount of information within the special course, allowing economical and effective use of standard training time, the exclusion of unnecessary information from the training sessions, which unnecessarily overloads the special course with details;
- the use of interdisciplinary information links, additional

knowledge, skills and abilities that are successfully used in the classroom on the pedagogical management – pedagogy and psychology;

- conducting simulation business games on the analysis and design development of conventional and real business situations, the development of methods of group and collective decisions, the organization of management communication;

- the use of the method of “case study” - a method of modeling management-pedagogical situations (eng. “case” - a matter, circumstances, precedent) based on real events of the pedagogical practice, fictional circumstances and conditions of activity;

- industrial and pedagogical practice in primary school.

Thus, applying this approach to the construction of the special course “Pedagogical management as the basis of the management culture” and a special seminar “Creative style of the management activity of a future primary school teacher”, in our opinion, it is possible to more effectively solve the problem of the formation of the management culture of future primary school teachers on the basis of the pedagogical management.

For the interest of students in the study of special courses developed by us, we have justified their advantages: the formation of the management skills and abilities; increasing the effectiveness of the management and pedagogical activities; the development of professionally significant qualities; career prospects; obtaining satisfaction from professional activities; self-assertion; the ability to understand others and an adequate response to the attitude of others; independence in decision-making; the ability to develop their own values, independent creative thinking.

The thematic plan of the special course is presented in Table 16.

Table 16 - The structure of the special course “Pedagogical management as the basis of the management culture” and the topics of classes taking into account the workload (in academic hours)

Topics	Lectures	Seminars	IWST
Pedagogical management as the main subject of the management culture, goals and objectives of the course	3	3	5
Basic regularities, principles, activities and technological procedures of the pedagogical management	2	2	5
Target forecasting and achievement of goals in the pedagogical management	3	3	5
Monitoring system in the pedagogical management	3	3	5

Educational process control system. Diagnosis on the basis of certification of teachers-specialists	2	2	5
Basic concepts of the modern pedagogical management	2	2	5
Total	15	15	30

The purpose of the special course “Pedagogical management as the basis of the management culture” is the development of the theoretical foundations of the pedagogical management and the formation of practical skills of effective management of the process of inter-subject interaction in the pedagogical system, and as a consequence, the formation of the management culture of the primary school teacher.

The objectives of the special course are vocational training of students in the specialty “Pedagogy and methods of primary education” for:

- the organization and management of the process of interaction between the teacher and the learner in teaching and educational process;
- the integrated realization of the values of the pedagogical management concept based on the principles of humanism, ensuring the transfer of the learner to the position of the subject;
- the application of the main technological methods of interaction providing possibility to organize productive interaction of the subjects of the pedagogical process in the aspect of management.

To achieve this goal of the pedagogical system set by us, we adhered to the following algorithm of the experimental pedagogical work:

- mastering theoretical knowledge at lectures;
- consolidation and deepening obtained theoretical knowledge at seminars;
- working out practical skills at practical lessons;
- further improvement of skills during the practice and in the professional activity.

Content of the course

Topic 1. Pedagogical management as the main subject of the management culture, goals and objectives of the course.

Goals and objectives of the course. The essence and the role of management in education. General provisions of the management theory, characteristics and interaction with other sciences. Features of the social management in education. Some aspects of the use of management ideas in pedagogy. The essence and the role of management. Management culture: content, essence, factors influencing the culture.

Topic 2. Basic regularities, principles, activities and technological procedures of the pedagogical management.

The main aspects of the theory of management in education. Regularities, principles and methods of management. Features of their use in the practice of school. Control and management. The main goals and objectives of the pedagogical management. Principles, functions and methods of the pedagogical management. Management culture: types and structure of the management culture.

Topic 3. Target forecasting and achievement of goals in the pedagogical management.

Strategic forecasting. Program-target planning: definition, procedure, disadvantages, methodology. Motivation-target function in management. Management in the pedagogical system of the modern school. Culture of future specialists in terms of motivation and value system of the individual. Model of the management culture development.

Topic 4. Monitoring system in the pedagogical management.

Methodology of the pedagogical monitoring. The problem of monitoring in the pedagogical theory and practice. Monitoring: history, essence, functions and principles. Monitoring as a means of education quality control. Types of the pedagogical monitoring. Comprehensive monitoring: its components. Monitoring as an element of the teacher's management culture.

Topic 5. Educational process control system. Diagnosis on the basis of certification of teachers-specialists.

System of control and evaluation of educational achievements of learners. Classification of the types of control of educational achievements. Tools for measuring educational achievements of learners. The procedure of the evaluation of educational achievements of learners. Certification of teachers as a way to evaluate the professional activity and the formation of the management culture. Abilities and professionally significant qualities necessary for the teacher to work effectively and form the management culture. Typical features of a teacher-manager. Model of activity of the modern education manager.

Topic 6. Basic concepts of the modern pedagogical management.

Prerequisites for the emergence of the modern management concepts. The structure and components of the concept of the pedagogical management and their characteristics. Synergetic approach. Game theory. Chaos theory. Problems of modern concepts. Organizational and pedagogical conditions of the development of the management culture.

Since some students are characterized by indifference to learning as well as to future professional activities, the aspects of self-education and self-improvement can be considered during the thematic sessions through [192, p. 150]:

- the correlation of a certain topic with the real problems of students;

- the offers of theoretical and practical alternatives for solving these problems;
- encouraging students to take certain risks, convincing them that mistakes are natural and even necessary;
- the persuasion of the need for a multilateral approach to issues and problems;
- stimulating creative solving to the problem, finding unusual and unexpected solutions;
- the use of survey and response methods (questions should be open, forcing the student to reflect and analyze ideas, not just to present the facts);
- the concentration of efforts on the consideration of problems, issues, theories and ideas in general, not fragmentary;
- the promotion of responsibility for their studies.

The method of studying the special course on the transfer of theoretical knowledge into the management skills was focused on the fact that the concept of the pedagogical management does not give specific recommendations on how to behave in a particular case, but only demonstrates the possible options of the methods of the pedagogical influence. The decision how to behave has to be made by the future teacher on the basis of taking into account objective and subjective factors.

In the process of the course “Pedagogical management as the basis of the management culture” the atmosphere of the friendly psychological climate and maximum freedom of students in the classroom was kept; creative nature of the work was encouraged; the preservation by students of an individual character while performing learning tasks and the orientation on the formation of the individual style of the future primary school teacher was provided.

Modeling of pedagogical reality in terms of control, playing out various situations that the teacher encounters in daily practice, a relaxed atmosphere in the classroom, friendly relationships – all this contributed to the reduction of fear of expression of own judgment, overcoming the barrier of embarrassment, fear of pedagogical errors, and other psychological barriers met in the execution of tasks and subsequently in the professional activities.

In the context of solving the problems of the study, we have developed a special seminar “Creative style of the management activity of a future primary school teacher” for the specialty 5B010200-Pedagogy and methods of primary education and methodical recommendations for the implementation of practical work included in it.

The purpose of the special seminar is to form knowledge about the creative component of the management and pedagogical activity, skills and abilities of creative activity and ways of their implementation in the

management and pedagogical activity.

The personality of the modern primary school teacher assumes that they have a creative style of management, the formation of which is determined by high intelligence, the desire for self-education, communicative, organizational, leadership skills, originality and novelty in decision-making, the ability to vary management styles depending on the situation. In the process of performing the tasks developed in the special course, these skills and qualities are purposefully formed [193].

The basis of the method of implementation of the special seminar “Creative style of the management activity of a future primary school teacher” we took the method of “case study”, as today it is widely used in the practice of training future specialists of any profile.

The choice of this method is stipulated by the needs of society and the modernization of the modern education. The main emphasis in education today is made on the formation of professional competencies, the development of not only practical skills, but also thinking, the development of the ability to self-education, the ability to process a large amount of information. The quality of training suggests that the specialist should be able to act rationally in different situations, and these actions should be effective.

The use of the “case-study” method in the training of future primary school teachers makes it possible to increase the cognitive interest in the special seminar “Creative style of the management activity of a future primary school teacher”, promotes the development of creative decision-making skills, improvement of communicative, organizational and leadership qualities.

Development of cases can be carried out either on the basis of the description of real objects, events and acting persons or on the basis of artificially created situations. The use of the method of “case-study” as a method of the interactive learning contributes to the activation and intensification of the learning process, conflict situations solution and removal of the emotional tension, verification of student’s knowledge.

The method of “case study” is one of the more effective methods, as its application contributes to the formation of students’ skills in solving typical professional tasks, the acquisition of practical experience in the process of higher education. The main purpose of the “case-study” method is joint work, when a group considers a situation, in accordance with the specific circumstances, offers for its solution are analyzed, a final decision is formed. In conclusion, the offered variants of the solution algorithm are evaluated, the most optimal way is chosen in accordance with the offered pedagogical situation, and the basis of the situation being solved is the real events that arise in our case in the process of the management and the interaction of

primary school teachers and learners, teachers and class, teachers and the principal, teachers and parents.

When having lessons, along with the traditional, we preferred the group form of the organization of educational activities, which allowed forming effective interaction between the teacher and learners as well as in the student group. The group form of the organization of educational activity allows forming partnership, developing an initiative and independence, ability to make an independent choice of this or that decision, accurately proving the position.

Activity in the group makes it possible to personally adjust the amount of work and the procedure of its implementation; on the other hand, joint activities allow adequate carrying out mutual control and self-control, increasing the interest in both the direct implementation of the task and in future professional activities.

The basis of the organization of group work was based on the principle of changing the leader when performing the next task, which allowed each student feeling responsible, demonstrating the ability to plan, organize and coordinate the work of the group, representing and protecting the developed group decision, developing communicative, organizational and leadership qualities, evaluating activities as a head and adequately relating to the evaluation of friends, developing on this basis the path of self-education.

During this special seminar we used a variety of forms of control: a 5 - point system, portfolio technology, evaluation of classmates and self-assessment.

We used the portfolio technology to form the skills of self-analysis and self-evaluation of their personal development. A portfolio is a systematic record of the achievement of learners. The essence of this method is not just in the collection and formation of the folder of educational achievements, but directly in the organization and relationships of the teaching and learning process. The portfolio was used by students to reflect on their activities and personal changes, helping them to express themselves and demonstrate a personal learning style. In the analysis and evaluation of the prepared portfolio, emphasis was placed on the student's attitude to the work performed – accuracy, thoroughness, integrity; on the moments that reflected learners' understanding of the material used, the validity and completeness of its presentation; creative attitude to the activity.

Evaluation maps were used to conduct the in-group evaluation and self-evaluation. In accordance with the stated requirements and the offered tasks, students wrote reports on the work performed, filled the portfolio with the developed materials, which in the end was the basis for admission to the final control.

Table 17 presents the thematic plan of the special seminar “Creative style of the management activity of a future primary school teacher”.

The first lesson was related to the disclosure of the essence of creative activity, its features, the role in the management of the teaching and educational process and the process of personal development. The desire to achieve the goal, to succeed in solving problems is peculiar to everyone, but not everyone succeeds. In management, in general, and in the pedagogical one, in particular, the result is considered an indispensable and mandatory circumstance, because it contributes to the effective work of the teacher. Success cannot be achieved by daily, monotonous, conservative work. A creative impulse is needed, especially when working with children. Combining professional skills and abilities with the creative potential of the future primary school teacher will contribute to the qualitative solution of the management and pedagogical tasks.

Table 17-Thematic plan of the special seminar “Creative style of the management activity of a future primary school teacher”

Topics	Number of hours	
	seminar	IWST
Management as a creative process	2	4
Pedagogical technique as an element of the management culture and the pedagogical creativity of the future primary school teacher	2	4
The place and importance of the creative management in the formation of the management culture	2	4
Management technologies and pedagogical creativity	2	4
Conflict and interaction in the pedagogical process	2	4
Creative leadership skills	2	4
Style of activity of the teacher as a result of pedagogical creativity	3	6
Total	15	30

The characteristic of tasks and functions, stages and forms of creative activity in management is given. Any activity, including creative management and pedagogical one requires planned and systematic nature. Therefore, at the stage of the practical task, students were asked to design the upcoming activities, learn how to use the Microsoft Office OneNote program and regularly keep records in the electronic weekly; learn how to set priorities (Appendix J); in the future, constantly carry out work in accordance with the planned activities; learn how to create their own life as a creative process, constant self-development (Appendix K). In addition, students were

asked to make a scheme of “Creative activity”, using the methods of the graphical representation of the material.

Before starting the practical task, students were asked to conduct self-diagnosis to establish the degree of development of abilities for self-education and self-development (test “Self-assessment of abilities for self-education and self-development of the personality”), so that at the end of the study of this course with repeated self-diagnosis they could independently trace the dynamics of the development of abilities for self-education and self-development.

In the framework of the second practical work “Pedagogical technique as an element of the management culture and the pedagogical creativity”, having repeated the structure of the pedagogical technique, and having clarified its essence, the main emphasis was placed on the development of communicative and leadership abilities of the future primary school teacher, the formation of collective work skills, business communication, methods of training.

During this lesson the group was divided into subgroups, the leader was chosen. Each subgroup was offered problem situations, the solution of which was represented at the end of the lesson by the selected team leader. At this stage, there was a discussion of various points of view on the problem, the offered ways to solve it. For the purposeful formation of collective work skills, for the development of communicative and leadership abilities, students were given recommendations of the following nature: regardless of individual hobbies, preferences, personal interests, it is necessary to be able to maintain relationships with the group; to control own actions, so that the negative perception of someone did not adversely affect the interaction with the whole group, and the positive perception contributed to the increase of the initiative of group members and improve the quality of work, in general, of the whole group; to increase the quality of the management and pedagogical interaction it is necessary to try to understand each member of the group. As a part of the independent work, students were invited to develop projects “Social barriers to communication and ways to overcome them”; “Psychological barriers to communication and ways to overcome them”.

As a part of the self-control and refinement of plans for self-development and self-education, students tested the level of the development of their communicative and leadership abilities and built diagrams of communication and leadership abilities (Appendix L).

The content of the third practical work is aimed at the formation of skills and abilities of a fairly new direction – creative management. The reform and modernization of the education system, the emergence of a variety of innovative forms and methods of teaching change the requirements

for the primary school teachers, their skills to promote innovative ideas, research, development and implementation of innovations in the teaching and educational process of the primary school.

Creative management is an effective control of the teaching and educational process and the process of the personal development to achieve the goals set with the use of creative, non-standard methods. In creative management, the creative process has different sides of expression - as an object of management, a way to increase productivity, innovation resource, management style, direction of development.

Implementing the creative process requires endurance, discipline, the desire to bring the solution to the logical end. At the same time, creative opportunities can manifest themselves in various ways – the invention of something new, or the unification of new knowledge and new requirements in the specified conditions, or the logical connection of new knowledge and new requirements, new opportunities, etc. Therefore, it is necessary to possess such methods of knowledge as analysis and synthesis, induction and deduction, i.e. the development of analytical thinking is required. The primary school teacher should be able to work with a large amount of information, be able to isolate the main thing, monitor, evaluate the result, predict possible problem situations. Therefore, students were offered tasks for the development of analytical thinking based on the selection of non-standard options to solve the problem situation.

The work was carried out first individually, then in groups, and the leader changed. The analysis of variants of the solution of the offered pedagogical tasks and the comparison of individual and collective result was carried out. At the final stage, the keeping of the electronic weekly was monitored, a diagram of propensity to reach agreement on the basis of the scale of evaluating leadership abilities was drawn up (Appendix L), and the results of the individual distribution with the group one were analyzed and summed up. Students were given the task to conduct a comparative analysis of the traditional and the creative management, using different methods of presenting information.

Developing and conducting the fourth practical lesson on the topic “Management technologies and pedagogical creativity” we have tried to integrate management technologies and elements of the innovative pedagogy, such as TRIZ-pedagogy, “brainstorming”, the algorithm for solving problem situations, synergetics, semiotics for the formation of skills making management decisions in non-standard situations, finding original solutions affecting the effectiveness of the management of the teaching and educational process in the primary school and the process of the personal development of learners.

The main technologies in the educational management include: the technology of the management by objectives, the technology of the customer relationship management, balanced system of indicators, the knowledge management technology.

TRIZ-pedagogy reveals the main categories of pedagogy – those of training, education, development, their essence, goals, objectives of the process of education and training based on the general laws of the theory of inventive problem solving. The main purpose of this direction is the formation of intellectual thinking and the development of creative personality ready to solve complex problems in different fields.

“Brainstorming” is one of the most common methods, often used in the learning process aimed at developing an original collective decision, taking into account all the requirements for “brainstorming”. This method is particularly effective in solving management problems, because its advantage is the timeliness and effectiveness in obtaining the necessary solutions, so some experts call the method of “brainstorming” the method of management decision-making. The use of this method develops the ability of participants to discuss, listen, ask questions, criticize, encourage and discuss in a friendly manner.

Semiotics or semiology is an interdisciplinary field of research, which studies signs and sign systems that store and transmit information [141, p. 487]

To consolidate the theoretical material, the problem situation contributing to the ability to identify the most interesting, promising and practical ideas, to critically analyze them, classify, systematize, to identify the possible areas of their application, to draw up plans for their implementation, to specify the performers and the terms of work, is offered.

The relationship between the teacher and the student, the teacher and parents, the teacher and the principal may be disrupted by emerging conflicts that lead to stressful situations of participants in the conflict, the teacher’s dissatisfaction with the professional activities, the state of dependence. At the same time, conflicts in general have not only a negative impact on people and their activities. The problem is when, by whom and how effectively it is resolved. Withdrawal from it threatens the transition of the conflict into the interior, and the desire to solve it gives rise to the possibility of creating new relationships on a different basis.

“The conflict between a teacher and a child, between a teacher and parents, a teacher and the principal is big trouble in school. Most often, the conflict occurs, when the teacher thinks about the child unfairly. Think about the child fairly-and there will be no conflicts. The ability to avoid conflict is one of the components of the teacher’s pedagogical wisdom. Preventing the

conflict, the teacher not only preserves, but creates the educational power of the group” (V. A. Sukhomlinsky) [84, p. 167].

Therefore, we decided to devote the fifth lesson to the topic “Conflict and interaction in the pedagogical process”, the main purpose of which was the formation of behavior skills in conflict situations and conflict resolution skills. During this lesson we used a group form of the organization of educational activities with the choice of a new leader in each subgroup. After getting acquainted with the theoretical material each subgroup as offered a conflict situation, which had to be played out, to determine the motive and origin of the incident, the level of guilt of each participant and to justify the choice of the style of the way out of the conflict situation. Such playing out conflict situations in the learning process contributes to the understanding of students that the conflict is the maximum deepening and aggravation of contradictions, unjustified divergence of views, although the contradiction and the conflict is not equivalent. Conflicts have a negative impact on the psychological state of people. That is why it is necessary to learn how to behave in the process of resolving conflicts.

The next practical work was devoted to the formation of creative skills of the head, to the determination of his status, the study of the most difficult period for a person, when he first takes the position of the head. The manager should have knowledge in many areas of life. In order to successfully carry out his activities, make the right decisions, work without any conflicts the future manager should develop creative management skills and the ability to use them in future professional activities, because the activities of the head is, first of all, work with people, which is considered one of the most difficult activities.

The head is obliged to understand how to behave with subordinates, to be able to correct his behavior, to have ability to define strengths of employees and their minuses for the purpose of the successful distribution of instructions. He is interested in creating a single, organized, friendly team that can work in a coordinated and effective way, where each participant has his own role; the possibility of conflict situations is minimized. In addition, the head is obliged to stimulate, improve the performers’ individual qualities that contribute to the most productive work of both the individual and the whole team.

As a rule, young, novice leaders are encountered with the maximum difficulties. They do not have enough experience working with a subordinate team, they feel little difference between personal contacts and business interaction, in some cases they show such qualities as complacency, arrogance, apheion, which leads to the loss of communication with colleagues and the team.

Based on this in the process of practical lesson, various views on the problem of entering the position of the head, his status were discussed; simulated situations of the process of entering the position, acquaintance of the head with the team, conflict situations of the head and the team, the head and the subordinate were modeled. Students developed work plans at the initial stage of entering the position of the head, in the process of conviction of which the optimal version of the plan and the project of activities at the higher positions was developed.

The reform of the primary school, the transition to the 12-year education make adjustments to the training of future primary school teachers, one of the tasks of which is to improve the level of the formation of the management culture. Along with the theoretical training, which is based on the study of the pedagogical management, one of the specific tasks is the formation of the management style, the knowledge of methods of control of the teaching and educational process, class group on the basis of management principles. This requires from the future primary school teacher a high level of competence, creative initiative, creative thinking, new methods and skills. The ability to work with people is a condition that determines success in professional activities. Therefore, the seventh practical work "Style of activity of the teacher as a result of pedagogical creativity" was devoted to the study of management styles and the formation of skills to vary these styles in accordance with the situation.

The style firmly fixes and reproduces traits, manners, habits, tastes, aptitudes of a person. The style reflects, first of all, the individuality of the person, emphasizes its independence and uniqueness. Usually the style is stable, detectable in the frequent repetition of certain techniques of leadership. But this stability is relative, because the style is usually inherent and dynamic. This view of the problem emphasizes the identity of the head, his personality. However, features of the personality of the head at all their importance do not exhaust style components. At the present stage in the literature on the theory and practice of team management we find a rather wide range of styles of the modern manager, for example.

Authoritarian style is a style, which is characterized by the unity of command of the head in the decision of both large and small tasks facing the team. In an authoritarian leadership style, the initiative and the last word, as a rule, remains with the head, as well as all the most significant instructions and orders. A positive feature of it is that the head takes personal responsibility, especially in a critical situation. But at the same time, this style suppresses the initiative and creative initiatives that come from below.

Collegial style - in this case, any decision is made through the discussion with the team and its disadvantage is manifested in delaying the

solution of problems, in the collective consideration of issues that do not require detailed discussion.

Planned style – is management on the basis of a clear and well-developed plan that is positive. However, too precise, too punctual adherence to the plan often creates a certain brake on maneuvering, initiative and operational restructuring of the team.

Emergency style is a style of haste and campaigning, when the goal is often achieved at any cost. In the conditions of emergency work quality decreases. With this style of leadership, conflict situations inevitably arise.

Liberal style characterizes a leader as unprincipled and not as business. Subordinates mostly do not only solve their problems, but also have the opportunity not to take into account the opinion of their head. The positive for this style of leadership is that the initiative of subordinates is not suppressed.

Regulatory or controlling style is characterized by the constant regulation of what needs to be done, how and in what terms, which creates a nervous atmosphere in the team.

Restructuring style is inherent in the head, who always has a lot of ideas and projects, which causes a constant modification of the purpose, tasks of the divisions. With the undeniable perfection of this style, restructuring is often carried out for the sake of restructuring.

Conservative style is based on the steadfastness of traditions, principles and methods of solving management problems. A positive feature is stability of a team, the negative one is lag and not acceptance of the modern achievements of development of science and society.

Diplomatic style: the leader of this style is able to agree, come to an agreement and solve a complex problem on the basis of personal contacts and connections. At the same time, the head of this style often changes his conditions based on the profitable and evolving situation.

Documentary style is when the main importance is attached to documents, written orders, but there is no time for direct communication with colleagues, direct management of the team. A positive aspect in this style is the fact that such a manager has documents, business correspondence always in the proper order.

Leadership style captivates, inspires the team to solve problems. The leader is confident in himself and in the reality of the implementation of the plans and programs that he puts forward. If the head has a high degree of creative opportunities, he becomes a creative team leader. The disadvantages of this type include ignoring the administrative means of managing the team, which leads to the non-use of backup capabilities of the team, especially its initiative members.

Administrative style means absolute adherence to all the requirements coming from above and the implementation of their realization, sometimes overcoming the resistance of dissenters, applying its own administrative influence.

To determine the style of management in the framework of practical training, students were tested on line (<https://testserver.pro/kb/index/2057>). After that, pedagogical situations were modeled using the elements of role-playing games, when students had to “get used to” and perform, depending on the task, the role of an authoritarian leader or liberal, etc. At the end of the analysis of each of the proposed situation, the analysis of the activities of the head, the disadvantages or advantages of choosing a particular style of management, was made.

In order to form the management culture of students during the industrial practice, we have developed and implemented additional tasks for students, competent, conscious implementation of which showed an increase in the level of formation of the phenomenon under study.

As a part of the research work of students, the subjects of scientific projects in several areas, including the following ones, were offered:

- creativity as the basis of the success of the management activities of the head;

- leader as a person followed by;

- management culture: need or necessity;

- professionalism of the head as a constantly self-growing value;

- modern leader: personal qualities and leadership style and others.

So, the above methods and organization of the experimental research on the formation of the management culture of future primary school teachers in the process of vocational training needs a reasoned proof of their effectiveness. However, at this stage of the experimental work it is impossible to draw certain conclusions confirming or refuting its effectiveness. This requires a detailed comparative analysis of the results of the ascertaining and forming experiment, which will be undertaken further.

The effectiveness of the pedagogical system of the formation of the management culture of future primary school teachers in the process of vocational training has been tested by its implementation in the educational process of the University.

2.3 The practice of forming the management culture of future primary school teachers in the process of vocational training

The purpose of the experimental and pedagogical work was to test the effectiveness of the pedagogical system developed by us for the formation of the management culture of future primary school teachers based on the pedagogical management and the methodology for its implementation. At this stage of work, it is necessary to analyze and systematize the results obtained experimentally and prove the effectiveness of the purposeful formation of the management culture of future primary school teachers on the basis of the pedagogical management. For this purpose it is necessary to solve the following:

- whether there has been an increase in the levels of the components of the management culture in the experimental group by the end of the forming experiment;
- to identify the dynamics of the results of the formation of the management culture of future primary school teachers ;
- whether the differences between the increment values in the experimental and control groups are statistically reliable or they are stipulated by spontaneous factors.

At the control stage of the forming experiment, the same questionnaires, tests, and diagnostic methods were used as in the process of conducting the ascertaining experiment. In describing the results obtained, we present the final data on the formation of the management culture of future primary school teachers on the basis of the pedagogical management in accordance with the components we have selected.

Getting to the analysis of the formed components of the management culture of future primary school teachers on the basis of the pedagogical management, it can be noted that the end of the experimental and pedagogical work in the experimental group shows a more pronounced positive dynamics of the development of these components in comparison with the control group.

The positive dynamics of indicators of the motivational and value component of the management culture of future primary school teachers can be traced from the data in Table 18 and Figure 5.

Table 18 – The level of formation of the motivational and value component of the management culture of future primary school teachers (forming experiment) (%)

Groups	High level	Average level	Low level
Experimental	24,1	66,7	9,2
Control	14,8	37,5	47,7

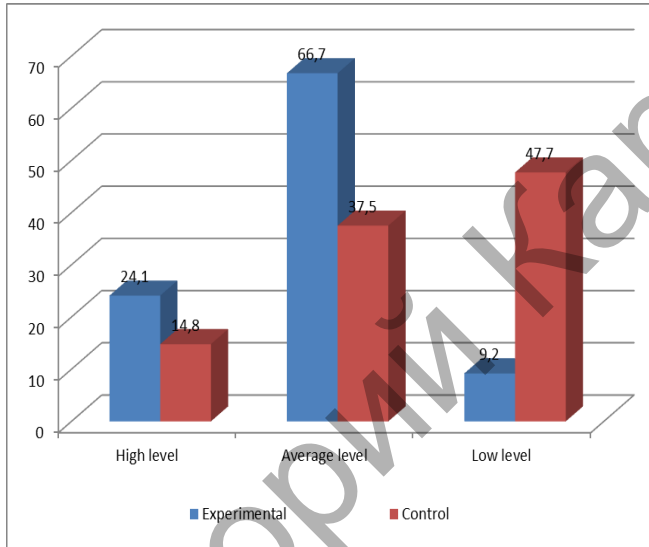


Figure 5 – The level of the formation of the motivational and value component of the management culture of future primary school teachers (forming experiment)

It can be noted that the level of the motivational and value component in the experimental group, compared with the control one, increased on average by 19.3%. It should be noted that the indicator of the level of attitude towards the pedagogical activity in general as a value in the experimental group significantly exceeds the indicator of the control group.

However, the indicator of attitude to the pedagogical profession as a particular or special type of labor in both the control and experimental groups increased slightly. Such a stable position can be explained by us by the general trend associated with the low prestige of teacher's labour in society. Consequently, the future primary school teacher of the experimental group more clearly represents the goals and value orientations of the professional activity in modern conditions; there is an active position in relation to the professional orientation, enthusiasm for the management and

pedagogical activity. This can be explained by the fact that the future primary school teacher forms the dominant motive of the professional activity. It can also be noted that the level of anxiety in the experimental group has noticeably decreased, their self-esteem has become more adequate, and the motivation for success has increased.

The formation of the informative component of the studied phenomenon in the experimental group in relation to the control group, shown in Table 19 and Figure 6, has a visible advantage.

Table 19 - Formation of the informative component of the management culture of future primary school teachers (forming experiment), (%)

Groups	High level	Average level	Low level
Experimental	27,5	67,8	4,7
Control	17,1	39,7	43,2

Analyzing the data presented, it can be noted that the greatest formation of this component is observed among learners of the experimental group, which manifests itself in understanding the essence of the management theory, management strategies, creative management style in the teacher's professional activities, and most importantly in the management culture.

A qualitative leap in the formation of the informative component of the management culture of future primary school teachers in the experimental group can be explained by the fact that the positive emotional attitude of learners to the formation of the management culture, understanding the social significance of the phenomenon significantly increased the cognitive activity in the area of the pedagogical management, in understanding methods and forms of the organization, management methods of the teaching and educational activities of learners, their personality development, creative direction in the activities.

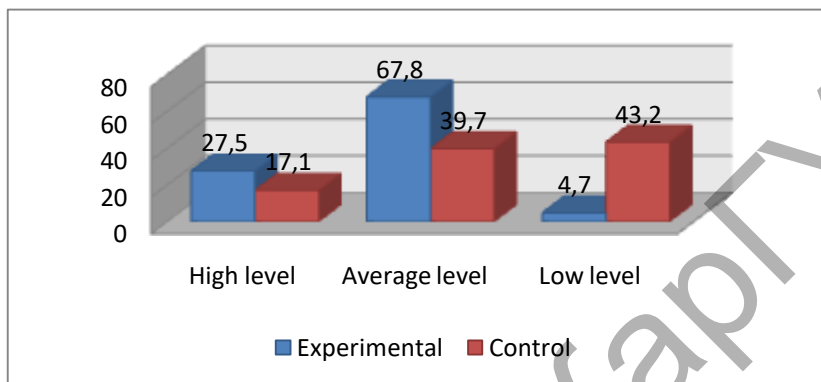


Figure 6 - Formation of the informative component of the management culture of future primary school teachers (forming experiment)

The growth of the results of the formation the first two components of the management culture of future primary school teachers determined the positive dynamics of the level of the formation of the technological component (Table 20, Figure 7).

Table 20 – The level of the formation of the technological component of the management culture of future primary school teachers (forming experiment), (%)

Groups	High level	Average level	Low level
Experimental	20,7	65,5	13,8
Control	12,5	36,4	51,1

The analysis of the data presented in the table and in the diagram shows a clear increase in the indicators of the formation of the technological component of the management culture of future primary school teachers in the experimental group compared to the control group. It is explained by the purposeful development and improvement of the skills to transfer psychological, pedagogical and managerial knowledge in the context of the management and pedagogical activity.

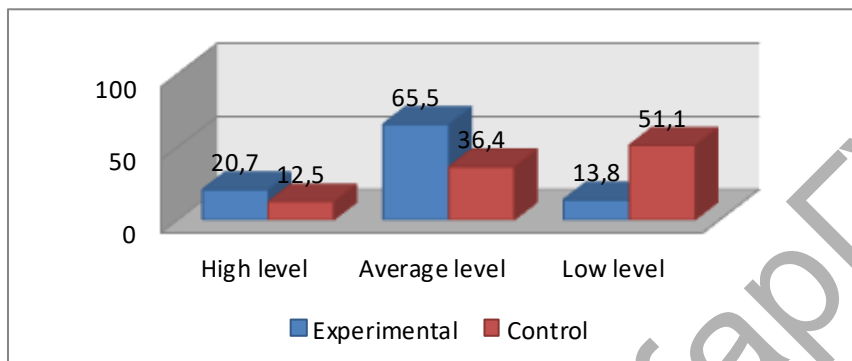


Figure 7 - The level of the formation of the technological component of the management culture of future primary school teachers (forming experiment)

Analysis of the results of the experimental and pedagogical work showed that the most important are such skills as the adequate use of management strategies in accordance with the activity, management of learners' behavior in the classroom, as well as the penetration into the learner's feelings and flexibility of behavior. Slightly pronounced are such skills as the diagnosis of the final and intermediate results, the avoidance of stereotypedness, formalism in activity, the appropriate style of the communicative behavior in professional activities. It testifies to the fact that exactly these questions cause quite a lot of complexities and difficulties in the work of a teacher.

Analysis of the reflexive component of the management culture showed that, after the introduction of the pedagogical system developed by us, the future primary school teachers of the experimental group began to analyze themselves, their activities, adjust them, control the processes of subject-subject interaction, based on reflection, felt self-confidence, confidence in their future professional activity. Organizational and leadership skills have become more pronounced. The levels of the formation of the reflexive component of the management culture are reflected in Table 21 and Figure 8.

A generalized analysis of the formation of the management culture of future primary school teachers on the basis of the pedagogical management is presented in Table 22 and in Figure 9.

Table 21 - The level of the formation of the reflexive component of the management culture of future primary school teachers (forming experiment) (%)

Groups	High level	Average level	Low level
Experimental	21,8	62,1	16,1
Control	17,1	35,2	47,7

Figure 8 - The level of the formation of the reflexive component of the management culture of future primary school teachers (forming experiment)

Table 22 - Results of the formation of the management culture of future primary school teachers in the process of vocational training (forming experiment) (%)

Components	High level		Average level		Low level	
	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group
Motivational and value	24,1	14,8	66,7	37,5	9,2	47,7
Informative	27,5	17,1	67,8	39,7	4,7	43,2
Technological	20,7	12,5	65,5	36,4	13,8	51,1
Reflexive	21,8	17,1	62,1	35,2	16,1	47,7
Average indicator	23,5	15,4	65,6	37,2	10,9	47,4

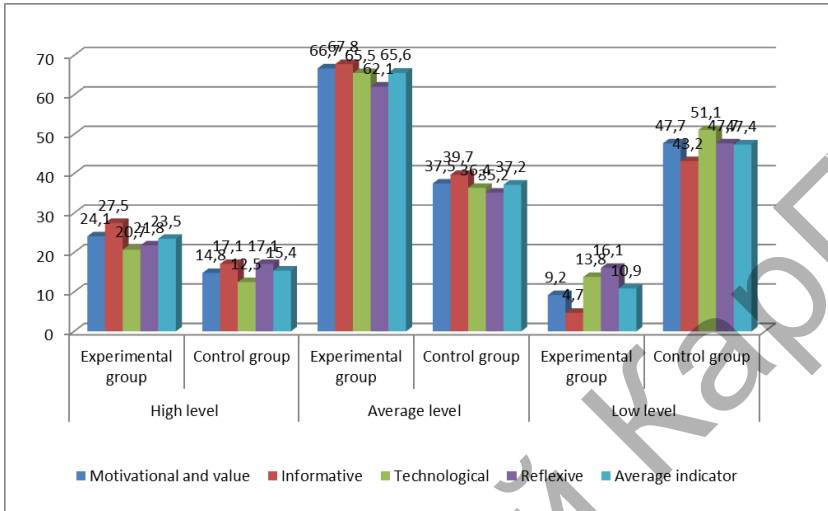


Figure 9 - Results of the formation of the management culture of future primary school teachers in the process of vocational training (forming experiment)

So, the analysis of the formation of the structural components of the management culture of future primary school teachers in the process of vocational training established the advantage of the experimental group in comparison with the control one. We believe that these positive changes are indicators of the purposeful work on the formation of the management culture of future primary school teachers. Thus, learners of the experimental group during the comparative analysis showed a positive dynamics in the results of the formation of the studied phenomenon (Table 23, Figure 10).

Table 23 - Dynamics of the formation of the management culture of future primary school teachers in the process of vocational training (%)

Groups	High level		Average level		Low level	
	Ascertaining experiment	Forming experiment	Ascertaining experiment	Forming experiment	Ascertaining experiment	Forming experiment
Experimental	8,2	23,5	22,2	65,6	69,6	10,9
Control	8,3	15,4	21,8	37,2	69,9	47,4

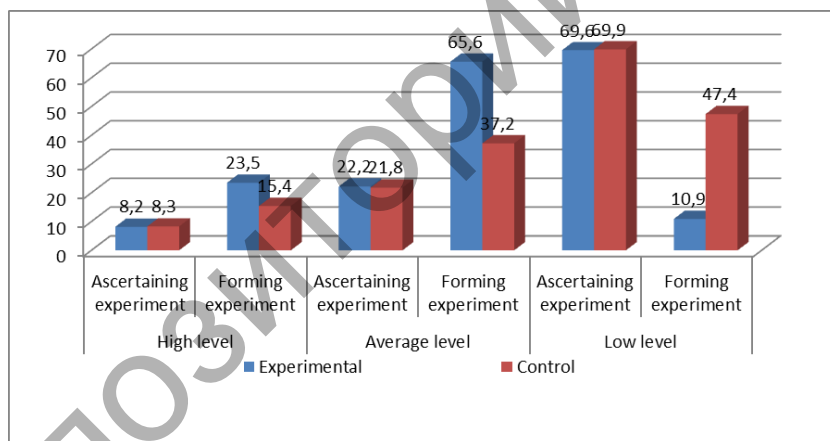


Figure 10 - Dynamics of the formation of the management culture of future primary school teachers in the process of vocational training

In order to confirm the reliability of the obtained experimental results, we determined that there are some relationships between the measured signs. To determine the relationship between two normally distributed quantitative signs, the most appropriate is the linear correlation (according to K. Pearson), which was calculated by the following formula (1): [68, p.272, 194]:

$$r = \frac{\sum (x_i - \bar{x}) \cdot (y_i - \bar{y})}{n \cdot \sigma_x \cdot \sigma_y}, \quad (1)$$

where

x - indicators of the levels of the desired phenomenon of learners of the experimental group;

y - indicators of the levels of the desired phenomenon of learners of the control group;

n - the number of the compared pairs;

$(x_i - \bar{x})$ - the deviation of each individual value of x in relation to the arithmetic mean;

$(y_i - \bar{y})$ - the deviation of each individual value of y in relation to the arithmetic mean;

σ_x è σ_y - standard square deviations.

Having inserted the values in this formula, we calculated the linear correlation coefficient, the value of which ($r = 0.92$) turned out to be statistically reliable and close to one, which indicates a reliable relationship between the level of the formation of the management culture of future primary school teachers and the implementation of the developed pedagogical system.

The results of the experimental work confirmed the reliability and availability of the developed pedagogical system of forming the management culture of future primary school teachers based on the pedagogical management, since on average the overall level of the formation of the studied phenomenon in the experimental group increased by 18.3% compared to the control group; as well as the validity of the hypothesis. Thus, the results obtained upon the completion of the experimental and pedagogical work give grounds to assert that the developed pedagogical system ensures the successful formation of the management culture of future primary school teachers on the basis of the pedagogical management.

The effectiveness of the use of the pedagogical system of forming the management culture of future primary school teachers in the process of vocational training is confirmed by acts of the implementation in the educational process of the Academician E.A. Buketov Karaganda State University, Abay Kazakh National University, I. Zhansugurov Zhetysu State University and Khodzha Akhmet Yassavi International Kazakh-Turkish University (Appendix P).

CONCLUSION

The problem of identifying ways to increase the effectiveness of the formation of the management culture of future primary school teachers in the process of vocational training is topical in connection with the development trends of the system of higher vocational education, namely, with the entry into the world educational space, humanization and globalization of education, demands of the modern society and the education system.

A theoretical study of the problem of forming the management culture of future primary school teachers in the process of vocational training and the results of the experimental and pedagogical work aimed at testing the research hypothesis allowed making a number of conclusions.

The monograph substantiates the scientific and theoretical foundations and conceptual provisions of the pedagogical management, analyzes key aspects of the management and pedagogical activity, and defines the content and the structure of the management culture of a future primary school teacher.

The analysis of the psychological and pedagogical literature made it possible to clarify the concept of the “managerial culture”, which is presented as part of the teacher’s professional culture, the integrative property of the individual, consisting of professional, general cultural, management knowledge, analytical, projective, organizational, as well as personal qualities, the formation of which ensures readiness of the future primary school teacher for creative self-realization in various types of the management activities.

The designed theoretical model of the primary school teacher management culture based on the pedagogical management includes scientific approaches, concepts, regularities, principles, functions, management styles, four components - motivational and value, informative, technological, reflexive, the backbone element of which is knowledge, skills and management abilities and professionally significant qualities and is an integral component of the school management system and teacher activities.

The pedagogical system of forming the management culture of future primary school teachers in the process of vocational training is presented in the form of a system of interrelated components: the goal, objectives, principles, content, methods, forms, means of training and the expected result. The key start of the functioning of the whole system is the interaction of the teacher and the learner, owing to which the system acquires a holistic character and functions in the given mode. The developed pedagogical system is based on the principle of the possibility of its reproduction in the training of a specialist in various fields.

The introduction and approbation of the developed pedagogical system and the method of its implementation make it possible to say that the level of the formation of the management culture of future primary school teachers depends on the level of the formation of the motivational and value, informative, technological and reflexive components of the phenomenon under study.

Experimental and pedagogical work on testing the effectiveness of the pedagogical system of forming the management culture of future primary school teachers in the course of vocational training proved that more suitable conditions for the formation of the management culture of future primary school teachers were created in the process of studying the special course "Pedagogical management as the basis of the management culture" and a special seminar "Creative style of the management activity of a future primary school teacher".

The effectiveness of the formation of the management culture of future primary school teachers in the process of vocational training is confirmed by the dynamics of the formation of the investigated phenomenon in the experimental group compared to the control one and is proved by the methods of mathematical statistics.

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APPENDIX A

Diagnosis of interest in mastering professional knowledge

Dear friend, please rate the statements below. You need to circle the letter corresponding to your answer. If you always do what the statement says, circle the letter “A”; if you do not always do this, but “often”, then circle the letter “O”; if you consider it appropriate to answer “not very often”, then circle the letters “NVO”; if you do this “rarely”, circle the letter “R”; and finally, if you "never" do this, then circle the letter “N”.

You should check yourself, because the first step to wisdom is knowing yourself! People speak about it from an extreme antiquity.

Table A.1 – Questionnaire text

STATEMENTS	A	O	NVO	R	N
1	2	3	4	5	6
1. I like to listen to lectures (stories) about the work of teachers	A	O	NVO	R	N
2. I look forward to the “day of school”, situations of communication with children and teachers, when one can actively study, work in school conditions	A	O	NVO	R	N
3. I think that the lectures on pedagogy contain very simple material, it is not necessary to rewrite them; I try not to speak at seminars	A	O	NVO	R	N
4. I stop and read the material presented in the school methodical corner, only when I receive a task from the teacher, the material does not cause much interest in me	A	O	NVO	R	N
5. I buy whenever possible books and brochures about pedagogical experience, on psychology	A	O	NVO	R	N
6. I pay attention to the pedagogical situation only when it has interesting conflicts, intriguing facts	A	O	NVO	R	N
7. I make extracts (whenever possible, clippings) from magazines and newspapers about the work of schools and teachers, about the problems of the modern youth	A	O	NVO	R	N
8. I read the “Teacher’s newspaper”, other pedagogical newspapers, magazines, books; I collect my own library of them	A	O	NVO	R	N
9. I read only excerpts (selectively) from articles on pedagogical experience; I don’t spend time and money on pedagogical literature	A	O	NVO	R	N
10. I observe the experience of skilled teachers only in the hours set aside for teaching practice	A	O	NVO	R	N

11. I take part in organized conversations with teachers only when it is required by the head of teaching practice	A	O	NVO	R	N
12. I am looking for material that illuminates innovation processes in educational institutions, in the areas of information services	A	O	NVO	R	N
13. I love working with the pedagogical and psychological literature in the reading room, in the library, at home in my free time; I like to solve pedagogical problems	A	O	NVO	R	N
14. For seminars and practical lessons I do, first of all, the task, which I have to report for (which will be checked)	A	O	NVO	R	N
15. I try to arrange the cover of the pedagogical essay beautifully (at least neatly), because I think it shows my diligence, my face	A	O	NVO	R	N
16. I agree to speak at the pedagogical circle, at the conference	A	O	NVO	R	N
17. I show curiosity about working with the class of my group mates, who study poorly	A	O	NVO	R	N

Answers to test questions allow determining, on which step of the ladder the testee is located. Namely: whether there is indifference, or episodic superficial curiosity, there is an interest, a developing curiosity, or the functional interest develops, or a peak is reached: a professional need to consciously study pedagogy and master the basics of pedagogical skills.

The following key is used to process the test:

2+8+14 = professional need;

5+11+17 = functional interest;

1+7+13 = developing curiosity;

7+10+16 = superficial interest;

6+12+18 = episodic curiosity;

3+9+15 = indifferent attitude.

The answer “always” is rated by a score of 5; the answer “often” is a score of 4; the answer “not very often” means a score of 3; the answer “rare” is a score of 2; the answer “never” is a score of 1.

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APPENDIX B

Diagnosis of the personality's orientation (indicative questionnaire by B. Bass)

Instruction: Answering all the questions of the indicative questionnaire, you will receive information about some of the features of your character.

For each item of the questionnaire, there are 3 possible answers marked with the letters A, B, C. From the answers to each item, choose the one that more expresses your point of view, is valuable to you or most of all corresponds to the truth. Write one of the letters of your answer (A, B, C) in the answer sheet in the column "Most of all" against the question number. Then from the answers to that question, choose the option that least corresponds to your point of view, is the least valuable to you or the least relevant to the truth. To answer each question, use Only two letters. The remaining answer is not fixed anywhere.

Do not think long at questions: the first choice is usually the best. From time to time, control yourself: whether you write down the answers correctly or not, whether the answers are written in the right columns, whether all brackets have letters. If an error is found, correct it, but so that the correction can be clearly seen.

1. Most satisfaction in life is given by:
 - A. the evaluation of work;
 - B. the awareness that the work is done well;
 - C. the awareness that you are among friends.
2. If I played football, I would like to be:
 - A. a coach, who develops the tactics of the game;
 - B. a famous player;
 - C. the chosen captain.
3. The best teachers are those, who:
 - A. have an individual approach;
 - B. are passionate about their subject and cause interest in it;
 - C. create in a group an atmosphere, in which no one is afraid to express his/her point of view.
4. Learners evaluate teachers as bad ones, if they:
 - A. do not hide the fact that they do not like some people;
 - B. cause competition for others;
 - C. give the impression that the subject they teach is not interesting for them.

5. I am glad that my friends:
- A. help others, when there is an opportunity for this;
 - B. are true and reliable;
 - C. are intellectual and have broad interests.
6. The best friends for me are:
- A. those, with whom relationship is good;
 - B. those, who can more than me;
 - C. those, who you can rely on.
7. I would like to be known as:
- A. those, have achieved success in life;
 - B. those, who can love a lot;
 - C. those, who are different in friendliness and goodwill.
8. If I could choose, I would like to be:
- A. a scientific worker;
 - B. an experienced pilot;
 - C. a head of the department.
9. When I was a child, I seemed to love:
- A. games with friends;
 - B. success in affairs;
 - C. when I was praised.
10. Most of all I don't like, when:
- A. I encounter an obstacle in carrying out the task entrusted to me;
 - B. companionship deteriorates in a group;
 - C. my boss criticizes me.
11. The main role of schools should be to:
- A. prepare learners for work in their specialty;
 - B. develop individual abilities and independence;
 - C. educate in pupils of qualities, owing to which they could get along with people.
12. If I had more free time, I would use it:
- A. to chat with friends;
 - B. for favorite affairs and self-education;
 - C. for carefree rest.
13. It seems to me that I am ready for the maximum, when:
- A. I work with nice people;
 - B. I have a job that satisfies me;
 - C. my efforts are rewarded enough.
14. I love, when:
- A. others appreciate me;
 - B. I feel satisfaction from the work performed;
 - C. I enjoy my time with friends.

15. If newspapers wrote about me, I would like to:
- A. have the case that was executed by me noted;
 - B. be praised for my work;
 - C. to be informed that they I had been chosen in a committee or a bureau.
16. I would study best of all, if the teacher:
- A. had an individual approach to me;
 - B. stimulated to more intensive labor;
 - C. caused a discussion on the issues being discussed.
17. There is nothing worse than:
- A. insulting personal dignity;
 - B. failure to perform an important task;
 - C. loss of friends.
18. Most of all I appreciate:
- A. personal success;
 - B. general work;
 - C. practical results.
19. Very few people:
- A. really enjoy the work done;
 - B. are pleased to work in a team;
 - C. do the job really well.
20. I cannot stand:
- A. quarrels and disputes;
 - B. denying everything new;
 - C. people, who put themselves above others.
21. I would like:
- A. others to consider me their friend;
 - B. to help others in a common case;
 - C. to cause the admiration of others.
22. I love chiefs, when they:
- A. are demanding;
 - B. are respected;
 - C. are available.
23. At work, I would like:
- A. decisions to be made collectively;
 - B. to independently work on problem solving;
 - C. the chief to recognize my virtues.
24. I would like to read the book:
- A. on art of getting along well with people;
 - B. on the life of a famous person;
 - C. of a "do it yourself" type.

25. If I had musical abilities, I would like to be:
 A. a conductor;
 B. a soloist;
 C. a composer.
26. I spend my free time with pleasure:
 A. watching detective films;
 B. entertaining with friends;
 C. pursuing my hobby.
27. Under the condition of the same financial success, I would love to:
 A. invent an interesting competition;
 B. win the competition;
 C. organize the competition and lead it.
28. The most important thing for me to know is:
 A. what I want to do;
 B. how to achieve the goal;
 C. how to attract people to achieve my goal.
29. A person must behave so that:
 A. others were pleased with him;
 B. to perform, first of all, own task;
 C. there is no need to reproach him for his work.

Results processing.

To establish the socio-psychological determinations of the preferences of a particular pedagogical style, it is necessary to count the number of coincidences of the testee's answers with the keys of the subscales of the test for each item of the questionnaire.

Subscales keys:

Self-orientation		Interaction orientation		Task orientation	
The most	The least	The most	The least	The most	The least
1. A	16. B	1. C	16. C	1. B	16. A
2. B	17. A	2. C	17. C	2. A	17. B
3. A	18. A	3. C	18. C	3. B	18. B
4. A	19. A	4. B	19. B	4. C	19. C
5. B	20. C	5. A	20. B	5. C	20. A
6. C	21. C	6. A	21. A	6. B	21. B
7. A	22. C	7. C	22. A	7. B	22. B
8. C	23. B	8. B	23. C	8. A	23. A
9. C	24. C	9. A	24. A	9. B	24. B
10. C	25. B	10. B	25. A	10. A	25. C
11. B	26. B	11. C	26. A	11. A	26. C
12. B	27. A	12. A	27. B	12. C	27. C

13.	C	28.	B	13.	A	28.	C	13.	B	28.	A
14.	C	29.	A	14.	A	29.	C	14.	B	29.	B
15.	A	30.	C	15.	C	30.	A	15.	B	30.	B

If in the key the letter (A, B, C) is written by the testee in the column “most of all”, then he is assigned 2 points for the corresponding type of orientation, if it is in the column “least of all”, then he is assigned 0 points. Then it is necessary to perform a series of operations:

1. to calculate the number of twos (T) and zeros (Z) for each subscale. From the number of T, subtract the number of Z and add 30 to the sum by the formula.

$$LD - ((T - Z) + 30)$$

2. to calculate the amount of points by the formulas:

$$\text{Self-orientation} = ((T - Z) + 30)$$

$$\text{Interaction orientation} = ((T - Z) + 30)$$

$$\text{Task orientation} = ((T - Z) + 30)$$

3. to calculate the total amount of points by subscales “Self-orientation”, “Interaction orientation”, “Task orientation”.

With proper calculations, this amount is 90: Self-orientation + Interaction orientation + Task orientation = 90.

4. Based on the obtained total points for each subscale, to build a profile.

Interpretation of “self-orientation” subscales:

Subscales indicators	Pedagogical style characteristics
1. code. 1>2>3 by subscale 1	Ambivalent (conditionally unsuitable). Future teachers are different from others by the motives of their own well-being, the desire for prestige and excellence. They are most often occupied with themselves, their feelings, and pay little attention to the needs of their learners. In pedagogical work, first and foremost, the possibilities of satisfying their own claims, regardless of the interests of the school, are important. Moreover, it can be realized by teachers of this type (and then they show their indifference to work and learners) or not (in this case, ambivalent teachers will sincerely strive to be “good” teachers, but being good for them means being loved by everyone without exception and, constantly being in the center of attention, getting approval from learners, school administration, etc.). With a fortunate set of circumstances, teachers, who are not aware of their ambivalence and strive to be “good”, can achieve certain positive results in the pedagogical work. The negative sides of their ambivalence are manifested in the case of a conflict situation, when one of the learners or colleagues refuses to admire them.

<p>2. code. 2>1>3 peak by subscale 2</p>	<p>Oriented to development (professionally suitable). Future teachers, as a rule, are inferior to the pressure of the school staff and experience difficulties in organizing and managing the work of the whole class. They strive to maintain good relations with colleagues and are distinguished by the need for emotional communication with their learners. Moreover, they show a sincere interest in the personality of the learners, their feelings and experiences, and they can change the whole course of the lesson depending on the state, mood of the children, and the situation. For them, the warm, emotional atmosphere in the classroom, and not the logic of its construction, is of paramount importance, so the learners feel at such teachers freely and at ease. Moreover, development-oriented teachers show interest not in the final result, but in the development of the joint activities themselves, therefore they perceive learners as their partners and strive for their development and upbringing, which succeeds the better, the lower the age of children is.</p>
<p>3. code. 3>1>2 peak by subscale 3</p>	<p>Oriented to the result (professionally suitable). Future teachers are distinguished by the predominance of motives associated with the achievement of the goal set by the group of learners. They take over the leadership of the class, when it comes to choosing a task. They have almost no problems with the organization of the learners group in the classroom. Result-oriented teachers can work intensively and enthusiastically, successfully mastering new skills and abilities, and reach high academic achievements from their learners. Moreover, they achieve high results in training, using various pedagogical technologies, emphasizing the logic of the lesson, its content and the discipline of learners as a necessary means for their fruitful work throughout the lesson. With learners, they keep strictly and formally, striving to distance themselves from their personal problems and experiences, therefore, in the presence of such teachers, learners may experience some tension, fear and estrangement.</p>

APPENDIX C

Motivation for success and fear of failure (questionnaire by A. Rean)

Motivation for success is one of the most significant values in market societies. Test measurements allow seeing the dynamics of motivation for success and overcoming constraint and indecision.

Instruction for the student.

Here are 20 statements. If you agree with these statements, mark “yes”, if you disagree, write “no”.

Questions should be answered quickly. The answer that comes first is usually the most accurate.

Table C.1 – Questionnaire text

STATEMENTS	YES or NO
1. Being involved in work, as a rule, I hope optimistically for success.	
2. I am active in work.	
3. I am prone to take initiative.	
4. When performing responsible tasks, I try to find the reasons for refusing them if it is possible.	
5. I often choose extremes: either understatedly light tasks, or unrealistically high in difficulty.	
6. When meeting obstacles, as a rule, I do not retreat, but I seek ways to overcome them.	
7. When alternating success and failure I tend to overestimate my success.	
8. Productivity depends mainly on my own sense of purpose, not on the external control.	
9. When performing rather difficult tasks, in conditions of limited time, the effectiveness of activities decreases.	
10. I am inclined to persevere in achieving the goal.	
11. I am inclined to plan my future for a fairly distant future.	
12. If I risk, then, rather, wisely, and not recklessly.	
13. Not very persistent in achieving the goal, especially if there is no external control.	
14. I prefer to set myself medium by difficulty or slightly overstated, but achievable goals than unrealistically high ones.	
15. In case of failure in the performance of any task, its attractiveness, as a rule, decreases.	
16. When alternating success and failure, I tend to overestimate my failures.	
17. I prefer to plan my future only for the nearest time.	

18. When working under time constraints, performance improves, even if the task is difficult enough.	
19. In case of failure in the performance of something, I do not, as a rule, refuse the goal.	
20. If the task is chosen by me, then in case of failure, its attractiveness increases even more.	

Questionnaire key

«YES» answer: 1, 2, 3, 6, 8, 10, 11, 12, 14, 16, 18, 19, 20.

«NO» answer: 4, 5, 7, 9, 13, 15, 17.

Results processing and evaluation criteria

For each match of the answer with the key, the testee is given 1 point. The total number of points gained is then calculated.

If the number of points is **from 1 to 7**, then the motivation for failure is diagnosed (fear of failure).

If the number of points is **from 14 to 20**, then the motivation for success is diagnosed (hope of success).

If the number of points is **from 8 to 13**, it should be considered that the motivational pole is not clearly expressed. In this case, it can be borne in mind that if the number of points is 8, 9, there is a definite tendency towards the failure, and if the number of points is 12, 13, there is a definite tendency for motivation to succeed.

Motivation for success refers to the positive motivation. With such a motivation, a person, starting a business, means achieving something constructive, positive. The basis of human activity is the hope of success and the need to achieve success. Such people are usually self-confident, self-reliant, responsible, initiative and active. They are distinguished by the perseverance in achieving the goal, by the purposefulness.

Motivation to fail refers to the negative motivation. With this type of motivation, a person's activity is associated with the need to avoid disruption, censure, punishment, and failure. In general, the basis of this motivation is the idea of avoidance and the idea of negative expectations. Starting a business, a person is already afraid of possible failure in advance; he thinks about the ways to avoid this hypothetical failure, and not about the ways to achieve success.

People motivated to fail are usually characterized by an increased anxiety, low self-reliance. They try to avoid responsible tasks, and, if it is necessary to solve super-responsible tasks they may fall into a state close to panic. At least, situational anxiety in them in these cases becomes extremely high. All this, however, can be combined with a very responsible attitude to the business.

APPENDIX D

Self-acceptance scale

According to the point of view of some psychologists, such as Carl Rogers and others, a high degree of self-acceptance and self-esteem is important for our mental well-being and communication. A high level of self-acceptance allows a person living more directly and taking a good attitude towards him from other people.

Instruction for the student.

The statements below describe a person's acceptance of himself. After reading the statement, note the extent, to which it is true for you personally, using the offered *scale of points*: 1 - quite right; 2 - usually true; 3 - sometimes true, sometimes not; 4 - more often wrong; 5 - completely wrong.

Table D.1 – Questionnaire text

<i>STATEMENTS</i>	<i>Points</i>
1. I like it if I can find someone who can give me advice in solving my personal problems.	
2. I do not doubt my significance, although others may not share my point of view.	
3. When people say something pleasant about me, I find it difficult to believe in their sincerity.	
4. I do not tolerate statements about myself or criticism of me.	
5. I do not speak much at meetings, because I fear criticism and ridicule.	
6. I understand that I do not live very successfully; however, I do not believe that it is in my power to do something differently.	
7. I perceive most of my feelings and motivations towards people as natural and acceptable.	
8. Something in me prevents me from feeling satisfied, no matter what kind of work I do., I feel disdain for any occupation and I think that it cannot satisfy me.	
9. I feel my dissimilarity with other people. I would like to feel safe, to know that I am not so different from others.	
10. I'm afraid that the people I love will find out what I really am and turn away from me.	
11. I am often worried about the feeling of inferiority.	
12. Other people prevent me from achieving what I want.	
13. In society, I feel awkward and embarrassed.	
14. Trying to catch fancy, I do what is expected of me.	

15. In business, I feel my inner potential. I stand firmly on my feet, and this gives me a pleasant feeling of confidence.	
16. At work or in an educational institution, I feel embarrassed in front of people, who occupy a higher position than me.	
17. I think I'm a neurotic or something like that.	
18. I don't try to be friendly very often, because I think people cannot like me.	
19. I feel that I represent something by myself, that I am no worse than others.	
20. I cannot get rid of the experience of guilt about my feelings towards some people.	
21. I am not afraid of meeting new people. I believe in self-worth and see no reason to be rejected by them.	
22. I can say I am only half sure of myself.	
23. I am very sensitive. When people say something to me, I tend to interpret their words as critics even afterwards, thinking over their statements, although they, perhaps, did not mean anything similar.	
24. I think I have some abilities, and people confirm this. I wonder if I overestimate my abilities.	
25. If I have problems, I think that I can deal with them.	
26. I strive to make a good impression. I know that I am not the kind of person I would like to be.	
27. I am not upset and do not blame myself if I am reproached for something.	
28. I do not feel completely normal, although I would like to be like everyone else.	
29. Being in society, I don't say much, as I'm afraid to seem silly.	
30. I tend to postpone the solution to their problems.	
31. Even if people treat me well, I feel guilty for fooling them. If they knew me better, they would never think about me that way.	
32. I know that I am on par with others, and it helps me to establish good relationships.	
33. I feel that people react to me differently than to the other.	
34. Too much in my life is determined by the opinions of others.	
35. When I need to speak in front of people, I'm confused and it's hard for me to speak well.	
36. If I hadn't been pursued by failure, I could have achieved more.	

APPENDIX E

Method of determining reactive and personal anxiety (Ch. D. Spielberg, Yu. L. Khanina)

This test is a reliable informative way of self-assessment of the level of anxiety at the moment (reactive anxiety as a state) and personal anxiety (as a stable characteristic of a person).

Instruction for the student.

You are presented with a number of statements. Read carefully each of them; choose one of the four possible answers, one that you think is the most appropriate.

Opposite to the statement number, write down the number corresponding to the answer you selected. For statements 1 to 20, the answer options are: 1) no; 2) rather not; 3) rather yes; 4) yes.

For the following 20 statements (from No. 21 to No. 40) that will be offered to you, the answer options are different: 1) almost never; 2) sometimes; 3) often; 4) almost always. You also choose the most suitable one and write down the corresponding number.

Table E.1 – Questionnaire text

<i>STATEMENTS</i>	<i>Answer options</i>			
	<i>No</i>	<i>Rather not</i>	<i>Rather yes</i>	<i>Yes</i>
1. I'm calm.				
2. Nothing threatens me.				
3. I am in suspense.				
4. I am sorry.				
5. I feel free.				
6. I'm sad.				
7. I worry about possible failures.				
8. I feel rested.				
9. I'm alarmed.				
10. I feel a sense of inner satisfaction.				
11. I am confident in myself.				
12. I'm nervous.				
13. I do not find a place for myself.				
14. I am overstrung.				
15. I do not feel stiffness, tension.				
16. I am pleased.				
17. I am concerned.				
18. I am too excited and I feel uneasy.				

19. I'm happy.				
20. I am pleased to.				
21. I feel pleasure.				
22. I get tired very quickly.				
23. I can cry easily.				
24. I would like to be as happy as the others.				
25. I often lose because I do not make decisions quickly enough.				
26. I usually feel cheerful.				
27. I am calm, cool and organized.				
28. The expected difficulties usually disturb me a lot.				
29. I'm too worried about trifles.				
30. I am quite happy.				
31. I take everything too close to my heart.				
32. I lack confidence in myself.				
33. I usually feel safe.				
34. I try to avoid critical situations.				
35. I get the blues.				
36. I am satisfied.				
37. All sorts of nonsense distract and worry me.				
38. I worry so much about my disappointments that I cannot forget about them for a long time.				
39. I am a balanced person.				
40. I am very worried when I think about my affairs and concerns.				

Results processing and interpretation

Indicators of RA and PA are calculated by the formulas: $RA = \Sigma_1 - \Sigma_2 + 35$,

where Σ_1 – the sum of the crossed out numbers in the form on the points of the scale 3, 4, 6, 7, 9, 12, 13, 14, 17, 18;

Σ_2 – the sum of all the other crossed out numbers on the points 1, 2, 5, 8, 10, 11, 15, 16, 19, 20.

$$PA = \Sigma_1 - \Sigma_2 + 35,$$

where Σ_1 - the sum of the crossed out numbers in the form on the points of the scale 22, 23, 24, 25, 28, 29, 31, 32, 34, 35, 37, 38, 40;

Σ_2 - the sum of all the other crossed out numbers on the points 21, 26, 27, 30, 33, 36, 39.

When interpreting the result can be estimated as follows:

up to 30 - low anxiety;

31 - 45 - moderate anxiety;

46 or more - high anxiety.

Significant deviations from the level of the moderate anxiety require special attention; high anxiety implies a tendency for a person to become anxious in situations of assessing his competence. In this case, the subjectivity of the importance of the situation and tasks should be reduced and the emphasis should be shifted to understanding the activity and developing a sense of confidence in success.

Low anxiety, on the contrary, requires an increased sense of responsibility and attention to the motives of activity. But sometimes a very low anxiety of the active repression by a person of high anxiety aims to show oneself in a "better light".

The scale can be successfully used for self-regulation, for control and psycho-correctional purposes.

APPENDIX F

WAM questionnaire (Well-being. Activity. Mood.)

The questionnaire consists of 30 pairs of opposite characteristics, according to which the testee is asked to assess his condition. Each pair represents a scale, on which the testee marks the degree of actualization of one or another characteristic of his state.

Instruction for the student.

Describe your current condition. In the table consisting of 30 polar signs, in each pair you should choose the characteristic that most accurately describes your condition, and mark the number that corresponds to the degree (strength) of the intensity of this characteristic.

Table F.1 – Assessment sheet

1. Feeling good	3	2	1	0	1	2	3	Feeling bad
2. Feeling strong	3	2	1	0	1	2	3	Feeling weak
3. Passive	3	2	1	0	1	2	3	Active
4. Non flexible	3	2	1	0	1	2	3	Flexible
5. Cheerful	3	2	1	0	1	2	3	Sad
6. Good mood	3	2	1	0	1	2	3	Bad mood
7. Workable	3	2	1	0	1	2	3	Beaten
8. Full of strength	3	2	1	0	1	2	3	Exhausted
9. Slow	3	2	1	0	1	2	3	Quick
10. Inactive	3	2	1	0	1	2	3	Active
11. Happy	3	2	1	0	1	2	3	Unhappy
12. Merry	3	2	1	0	1	2	3	Gloomy
13. Strained	3	2	1	0	1	2	3	Relaxed
14. Healthy	3	2	1	0	1	2	3	Ill
15. Neutral	3	2	1	0	1	2	3	Enthusiastic
16. Indifferent	3	2	1	0	1	2	3	Excited
17. Rapt	3	2	1	0	1	2	3	Dejected
18. Joyful	3	2	1	0	1	2	3	Sorrowful
19. Rested	3	2	1	0	1	2	3	Tired

20. Fresh	3	2	1	0	1	2	3	Wan
21. Sleepy	3	2	1	0	1	2	3	Tense
22. Desire to rest	3	2	1	0	1	2	3	Desire to work
23. Calm	3	2	1	0	1	2	3	Anxious
24. Optimistic	3	2	1	0	1	2	3	Pessimistic
25. Enduring	3	2	1	0	1	2	3	Fatigable
26. Awake	3	2	1	0	1	2	3	Bloodless
27. Hard to think	3	2	1	0	1	2	3	Easy to think
28. Absent-minded	3	2	1	0	1	2	3	Attentive
29. Full of hope	3	2	1	0	1	2	3	Disappointed
30. Pleased	3	2	1	0	1	2	3	Unpleased

APPENDIX G

Self-assessment of abilities for self-education and self-development of the personality

No	Evaluation parameters	Level 1	Level 2	Level 3	Level 4	Level 5
1.	The level of theoretical knowledge					
2.	The pursuit of self-education					
3.	Non-standard way of decision making, independent thinking					
4.	Leadership skills					
	Communication skills					
5.	Varying styles:					
	- management style					
	- individual style of decision making					
	- style of finding a way out of conflict situations					
6	Perseverance					
7	Management empathy					
8	The need to learn the basics of the pedagogical management					
9	Collecting and processing of information necessary for interaction					
10	Behavior flexibility					
11	Find the reasons for the failure of one's own activities					
12	Evaluation of intermediate and final results					
13	Adequate self-analysis and self-attitude					

APPENDIX H

“Self-evaluation of communicative and organizational skills” by the method of V.V. Sinyavsky and B.A. Fedorishin

Answer 40 questions. Against the questions on the left, put a “plus” sign, if the answer is positive, and a “minus” sign, if it is negative.

1. Do you have a lot of friends with whom you constantly communicate?
2. Do you often manage to convince most of your friends that you are right?
3. Does the feeling of resentment caused to you by one of your friends disturb you long?
4. Is it always difficult for you to orientate in a critical situation?
5. Do you have a desire to establish new acquaintances with different people?
6. Do you like doing social work?
7. Is it true that it is more pleasant and easier for you to spend time with books or doing something else than with people?
8. If there is some interference in the implementation of your plans, is it easy for you to retreat from your intentions?
9. Do you make contact easily with people, who are much older than you?
10. Do you like to invent and organize various games and entertainment with your friends?
11. Is it difficult for you to join new companies?
12. Do you often postpone for other days those things that need to be done today?
13. Is it easy for you to make contact with strangers?
14. Do you want your friends to act in accordance with your opinion?
15. Is it difficult for you to adapt to a new team?
16. Is it true that you do not have conflicts with friends because of their failure to fulfill their promises, obligations?
17. Do you, when the opportunity, try to meet and talk with a new person?
18. Do you often take the initiative in solving important matters?
19. Are people around you annoying and do you want to be alone?
20. Is it true that you usually have poor orientation in unfamiliar surroundings?
21. Do you like to be constantly among people?

22. Do you get annoyed if you can't finish the job?
23. Do you have a feeling of difficulty, inconvenience or embarrassment if you have to take the initiative to meet a new person?
24. Is it true that you become tired of frequent communication with friends?
25. Do you like to participate in collective games?
26. Do you often take the initiative in solving matters affecting the interests of your friends?
27. Is it true that you feel insecure among unfamiliar people?
28. Is it true that you rarely strive to prove your case?
29. Do you think that it is not difficult for you to bring revival to a company unfamiliar to you?
30. Did you participate in social work at school?
31. Do you want to limit the number of your friends to a small number of people?
32. Is it true that you are not seeking to defend your opinion or decision if it was not immediately accepted by your friends?
33. Do you feel at ease, being in an unfamiliar environment, company?
34. Are you always ready for starting organizing various events?
35. Is it true that you feel confident and calm enough when you have to say something to a large group of people?
36. Are you often late for business meetings, dates?
37. Is it true that you have many friends?
38. Do you often feel embarrassed, uncomfortable when communicating with unfamiliar people?
39. Do you often find yourself in the center of attention with your friends?
40. Is it true that you do not feel very confident surrounded by a large group of your friends?

Results processing

So, you have answered forty questions.

Communication skills are evaluated by answering odd questions. Compare your answers in the form of pluses and minuses with the offered "ideal" ones. Plus is next to questions 1, 5, 9, 13, 17, 21, 25, 29, 33, 37; minus is next to questions 3, 7, 11, 15, 19, 23, 27, 31, 35, 39.

Calculate the number of answers that coincide with the "ideal" ones, divide the resulting amount by 20 (the number of odd questions). The resulting figure is the coefficient of communication skills.

0.10 - 0.45 - low level of abilities manifestation;

0.46 - 0.55 - below average;

0.56 - 0.65 - medium;

0.66 - 0.75 - high;

0.76 - 1.00 - very high.

Organizational skills are evaluated when comparing answers to even questions with the “ideal” ones: plus is against 2, 6, 10, 14, 18, 22, 26, 30, 34, 38, and minus is against 4, 8, 12, 20, 24, 28, 32, 36, 40. Next, do the familiar operation: divide the number of answers that coincide with the “ideal” ones by 20 (the number of even answers).

You have got the coefficient of organizational skills.

0.20 - 0.55 - low level of organizational skills manifestation;

0.56 - 0.65 - below average;

0.66 - 0.70 - medium;

0.71 - 0.80 - high;

0.81 - 1.00 - very high.

Draw conclusions. Think over the program of personal and professional development. We wish you success.

For statements numbered 1, 5, 7, 8, 9, 11, 12, 13, 15, 16, 19 “I agree” is 2 points; “I disagree” - 0 points;

For statements numbered 2, 3, 4, 6, 10, 14, 17, 18, 20 “I agree” is 0 points; “I disagree” - 2 points.

The total sum of points on all the questions is calculated. The resulting value will be the index of life satisfaction. The higher the index, the higher the degree of satisfaction of a person with life, the lower the level of the emotional tension, the lower the level of anxiety, the higher the emotional stability, the higher the level of satisfaction with the situation and its role in it.

APPENDIX I

«Leader» method

This technique is designed to evaluate a person's ability to be a leader. In this method, a testee answers 50 questions, and by his answers to these questions, a conclusion is made whether he possesses personal psychological qualities necessary for the leader or not. Of the two offered answers to each question, it is necessary to select and mark only one.

Questionnaire text

1. Are you often in the centre of everyone's attention? a) yes, b) no.
2. Do you think that many of the people around you occupy a higher position in the service than you? a) yes, b) no.
3. Being at a meeting of people equal to you in official position, do you feel like not to express your opinion, even when it is necessary? a) yes, b) no.
4. When you were a kid, did you like being a peer leader? a) yes, b) no.
5. Do you feel pleasure when you manage to convince someone of something? a) yes, b) no.
6. Does it happen that you are called an indecisive person? a) yes, b) no.
7. Do you agree with the statement: "All the most useful in the world is the result of the activities of a small number of outstanding people"? a) yes, b) no.
8. Do you feel an urgent need for an advisor who could direct your professional activity? a) yes, b) no.
9. Do you sometimes lose composure in talking to people? a) yes, b) no.
10. Does it please you to see that those around you are afraid of you? a) yes, b) no.
11. Do you try to occupy a place at a table (at a meeting, in a company, etc.) that would allow you to be the center of attention and control the situation? a) yes, b) no.
12. Do you think that you make an imposing impression on people? a) yes, b) no.
13. Do you consider yourself a dreamer? a) yes, b) no.
14. Are you lost if the people around you disagree with you? a) yes, b) no.
15. Have you ever, on a personal initiative, been involved in organizing workers, sports and other teams and groups? a) yes, b) no.
16. If something that you have outlined does not yield the expected results, then you will:
 - a) be glad if the responsibility for this matter is laid on someone else;

- b) take responsibility and bring the matter to the end.
17. Which of these two opinions is closer to you:
- a) a real leader must be able to do the work that he leads himself and personally participate in it;
- b) a real leader should only be able to lead others and not necessarily do things himself.
18. Who do you prefer to work with?
- a) submissive people,
- b) independent people.
19. Do you try to avoid sharp discussions? a) yes, b) no.
20. When you were a child, did you often come across your father's authority? a) yes, b) no.
21. Do you know how to attract to your discussion those, who previously did not agree with you? a) yes, b) no.
22. Imagine such a scene: while walking with friends in the forest, you have lost your way. The evening is coming, and you need to make a decision. What will you do?
- a) let the most competent of you decide;
- b) just will not do anything, relying on others.
23. There is a saying: "It is better to be first in the village than the last in the city". Is it fair? a) yes, b) no.
24. Do you consider yourself a person who influences others? a) yes, b) no.
25. Can failure to take the initiative make you never do it again? a) yes, b) no.
26. Who, in your opinion, is the true leader?
- a) the most competent person;
- b) the one with the strongest character.
27. Do you always try to understand and appreciate people? a) yes, b) no.
28. Do you respect discipline? a) yes, b) no.
29. Which of the following two executives is preferable to you?
- a) the one that decides everything himself;
- b) the one that is always advised and listens to the opinions of others.
30. Which of the following leadership styles, in your opinion, is the best for the work of the institution type in which you work?
- a) collegial, b) authoritarian.
31. Do you often get the impression that others are abusing you? a) yes, b) no.
32. Which of the following two "portraits» reminds you more?

a) a person with a loud voice, expressive gestures, who really has a way with words;

b) a person with a calm, quiet voice, a discreet, thoughtful person.

33. How do you behave at a meeting, if you think your opinion to be the only correct one, but the rest disagree with it?

a) will keep silent, b) will defend my opinion.

34. Do you subject your own interests and the behavior of other people to the work that you are doing? a) yes, b) no.

35. Do you have a feeling of anxiety, if you are responsible for any important matter? a) yes, b) no.

36. What would you prefer?

a) to work under the guidance of a good man;

b) to work independently without any head.

37. How do you feel about the statement: "In order for a family life to be good, it is necessary that the decision in the family is made by one of the spouses"?

a) agree, b) disagree.

38. Have you ever bought anything influenced by the opinions of other people and not based on your own needs? a) yes, b) no.

39. Do you think your organizational skills to be good? a) yes, b) no.

40. How do you behave when faced with difficulties?

a) I give up;

b) I have a strong desire to overcome them.

41. Do you reproach people if they deserve it? a) yes, b) no.

42. Do you think your nervous system can withstand the vital load? a) yes, b) no.

43. What do you do if you are asked to reorganize your institution?

a) I will make the necessary changes immediately;

b) I will not rush and at first I will think it over carefully.

44. Will you be able to interrupt a too talkative interlocutor, if it is necessary? a) yes, b) no.

45. Do you agree with the statement: "In order to be happy, one must live unnoticed"? a) yes, b) no.

46. Do you think that everyone should do something outstanding? a) yes, b) no.

47. Who would you rather be?

a) an artist, a poet, a composer, a scientist;

b) an outstanding leader, a politician.

48. What kind of music do you like listening to?

a) mighty and solemn,

b) quiet and lyrical.

49. Do you feel anxious when waiting for a meeting with important and famous people? a) yes, b) no.

50. Do you often meet people with a stronger will than yours? a) yes, b) no.

Evaluation of results and conclusions

In accordance with the following key by the amount of points received by a testee is determined.

Key: 1a, 2a, 3b, 4a, 5a, 6b, 7a, 8b, 9b, 10a, 11a, 12a, 13b, 14b, 15a, 16b, 17a, 18b, 19b, 20a, 21a, 22a, 23a, 24a, 25b, 26a, 27b, 28a, 29b, 30b, 31a, 32a, 33b, 34a, 35b, 36b, 37a, 38b, 39a, 40b, 41a, 42a, 43a, 44a, 45b, 46a, 47b, 48a, 49b, 50b.

For each answer that coincides with the key, the testee receives 1 point, in the other case - 0 points.

If the sum of points turned out to be up to 25 points, then the qualities of the leader are weakly expressed.

If the sum of points ranges from 26 to 35, then the qualities of the leader are expressed moderately.

If the sum of points turned out to be equal from 36 to 40, then the leadership qualities are strongly expressed.

And finally, if the sum of points is more than 40, then this person, as a leader, is prone to dictation.

APPENDIX J

Realization of life goals

Determine the main life goals. Build a “tree” of personal goals.
For example, the main purpose tree

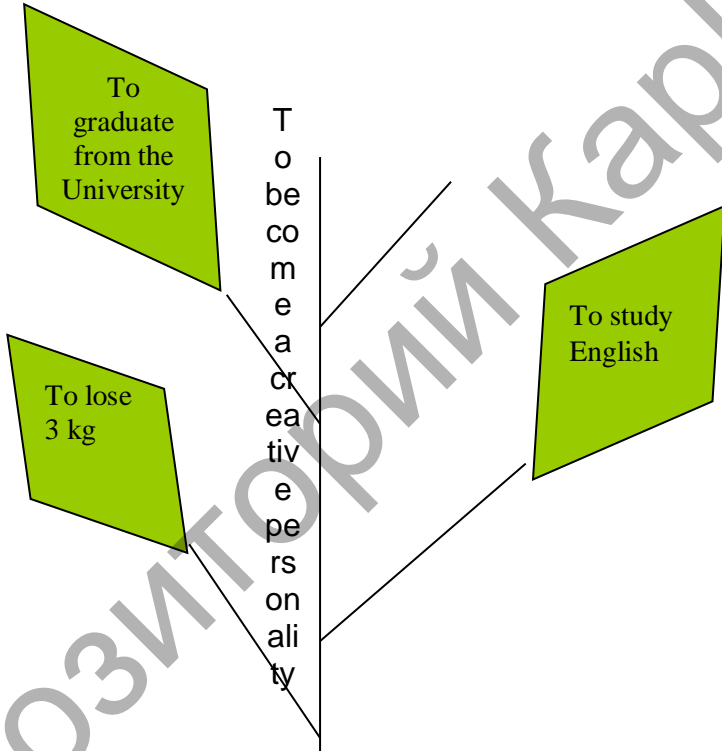


Table J.1 – Goals classification

Goal	In terms of their importance	Performance probabilities
1.To graduate from the University	Very important, as my further career depends on it	100%
2. To study the English language	Important, as it influences, whether they will take me to work in the company where I would like to work or not	70%
3.To lose 3 kg	Secondary, as there is still a lot of time before spring and if I don't even meet this deadline, I have time to do it later	40%

Table J.2 – Goals classification

For the future, let's say for the next 1-2 years	For a month	For a week	For a day
1. To study English 2. To lose weight 3. Enroll as an intern at a future job place	1. To find a place for future work	1. To pass all the exams	1. To prepare for the practical lesson on the special seminar "Creative style of the management activity of a future primary school teacher"

Table K.2 – Writing a small report

Operations													Total minutes
	5	10	15	20	25	30	35	40	45	50	55	60	
Subject, idea, goal	x	x											10
Literature reading			x	x									10
Selection and systematization					x								5
Writing						x	x	x					15
Rest										x			5
Final check											x		5

Table K.3 – Labour intensity time standards

Types of independent work (minutes)	Discipline cycles		
	General education	Basic	Special
Reading a textbook (1 page)	2-3	4-6	3-5
the same with taking notes	8-12	8-10	8-10
Self study at level 1			
a) Textbook (1 page)	3,5-5	9-12	7-9
Repetition of the outline (1 hour)	8-12	10-12	7-10
Preparation for the current control of learning at level 2			
a) per 1 page	3-3,5	7-12	7-9
б) by the outline (1 hour)	12-24	18-26	12-24

APPENDIX L

Evaluation of communication and leadership skills

Table L.1 - Self-evaluation of communication skills of an individual

Abilities, qualities of an individual	Polar rating scale	Abilities, qualities of an individual
1.Conservative	9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9	2.Heuristic
3.Monologue	9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9	4.Dialogue
5.Aggressive	9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9	6.Benevolent
7.Driven	9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9	8.Leadership
9.Emotional	9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9	10.Rational
11.Authoritarian	9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9	12.Democratic
13.Serious	9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9	14.Humorous
15.Instructive	9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9	16.Convincing
17.Indifferent	9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9	18.Emphatic

Table L.2 - Manager's leadership abilities rating scale

Student's full name	Evaluation of manager's leadership abilities	
	1. Ability to convince	987654321 Inability to convince
	2. Ability to cooperate	987654321 Inability to cooperate
	3. Adaptation to the new situation	987654321 Inability to adapt to the new situation
	4. Self-control	987654321 Aggressiveness
	5. Speech skills	987654321 Lack of speech skills
	6. Vocabulary	987654321 Lack of vocabulary
	7. Ability to listen to the interlocutor	987654321 Inability to listen to the interlocutor
	8. Ability to creative thinking	987654321 Absence of creative thinking
	9. Ability to prove your arguments	987654321 Inability to prove your arguments
	10. Ethical behaviour	987654321 Unethical behavior

1. At each line the corresponding score is marked - this score is rounded off.
2. By connecting all the circles, a graph of communicative or leadership abilities is drawn.

Table L.3 - Analysis and comparative evaluation of decision-making results

No	Student's full name	Unit name	Results of ranking and deviation estimates		
			individual	group	deviation of individual from group
1.		1. Sextant; 2. Mirror for shaving; 3. Canister with water; 4. Mosquito net; 5. Box with an army ration; 6. Map of the Pacific Ocean; 7. Inflatable pillow; 8. The canister with oil and gas mix; 9. Portable transistor receiver; 10. Shark scare powder; 11. Plywood sheet (10m); 12. A bottle of rum with a strength of 80%; 13. Nylon cord; 14. Fishing net; 15. A pack of cigarettes; 16. Matchbox; 17. Hundred dollar note			

Table L.4 - Team evaluation criteria

No	Student's full name	Evaluation parameters				
		1. Non-standard way of solving problems, independent thinking	2. Complexity and depth of analysis of the problem	3. Compliance with the rules in the process of discussion	4. Group activity	5. Relationship correctness
1						
2						
3						

Table L.5 - Team evaluation criteria

No	Student's full name	Correct and convincing answer	Knowledge of laws and the ability to put them into practice	Ability to argue with concrete examples from production activities	Compliance with the rules	Social activity of team members
1						
2						
3						

Recommended by the Academic Council of
E.A. Buketov KarSU.
Protocol No. 6 dated 11.29.2019

РЕПОЗИТОРИЙ КАРГУ