

УДК 159.92.37.09

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DOI: 10.33099/2617-1775/2019-02/118-127

**DEVELOPMENT PROBLEMS OF SUPERVISORS' PSYCHOLOGICAL COMPETENCE
IN HIGHER MILITARY EDUCATION IN POSTGRADUATE
EDUCATION CONDITIONS**

The article deals with the actual development problems of the psychological competence of the heads in the higher military educational institutions as a key factor of the process of optimizing the management of the higher military educational institutions and their structural units. The issue of psychological competence development of modern managers in higher military educational institutions is being actualized by integrating psychological knowledge into the programs of retraining and advanced training courses.

Key words: *educational process; supervisor; management; psychological competence; postgraduate education.*

Introduction. Optimization of management of modern higher military educational institutions (hereinafter —HMEI) in the conditions of the present is possible only provided the formed and developed psychological competence of their heads. At the same time, the theoretical analysis of the scientific literature and the practice of managerial activity of the heads of higher military educational institutions shows that their level of psychological competence is insufficient, which hinders professional improvement, and reduces the effectiveness of management activity. Therefore, there is an objective need to develop the psychological competence of supervisors as an indispensable condition for improving the effectiveness of higher military education institutions and, ultimately, for the successful entry of Ukraine's higher education system into the international educational space.

Systemic changes occurring in the field of work and management, in social life in general, the development of information technology, etc., have transformed the views of what a modern specialist should be. Today it is not enough to be a qualified specialist, it is necessary to be proactive, to take responsibility and make adequate decisions in different situations, to work in a group for the overall result and to learn independently, filling in the gaps in professional knowledge which is necessary for solving a specific problem. Such changes have aroused a new interest in the problem of personality competence in professional activity and life in general, leading to the implementation of a competence approach, which means a dynamic combination of knowledge, understanding, skills, values, other personal qualities, acquired realization abilities of the person to perform effective [4].

The purpose of the article. The purpose of the article is to attract the attention of the subjects of the educational process, in particular the supervisors, to the problems of the psychological competence development, the practical application of psychological knowledge in the management of the structural units of HMEI.

Results. The analysis of scientific works shows different interpretation of the essence of the concept of "competence" in general and "psychological competence" in particular. Today there is no single, common classification of competences. Scientists outline several approaches to defining the content of the concept of "competence", which, on the one hand, focuses on the personal characteristics of the person who determine his competence, on the other — the basis of experience, performance and features of its performance, requiring one or another competence. In such a situation, the question remains what are the main elements of the activity that can be performed in order to consider the result achieved that satisfies these requirements. In this approach, employees demonstrate competence to the extent that their activities meet the set standards. For example, S. Perry, defining competence, proposes to indicate its levels, in particular, the level of novice, the level of adept (i.e., a person who has accumulated some professional experience), the level of experienced professional who performs activities at the highest level. Therefore, using levels of competence, it is possible to distinguish different groups of people [13].

Among foreign studies that focus on the personal characteristics of a person who determines his competence, it is worth mentioning D. McClelland, who, in 1951, based on a psychoanalytic approach, proposed his own interpretation of the personality as a complex formation containing unconscious human motives, its self-concepts (schemes) and relevant models of behavior. It is also worth to mention R. White, who in 1959 in the article "Revised Motivation: The Concept of Competence", coined the term "competence" to describe those characteristics of a person who are associated with high performance and motivation. Postulating the link between cognitive competence and motivated actions, the researcher identified competence as the effective interaction of the individual with the environment and substantiated the existence of competence in addition to competence as a realized potential [15]. Consequently, in 1973, McClelland developed the concept of human resource competence, proposing the concept of competence to be considered as a criterion indicator of human performance, focusing primarily on its behavioral manifestations [12]. Now, in developing McClelland's ideas within a behavioral approach, researchers are working to identify behavioral competencies, understanding the latter as a basic behavioral aspect or characteristic that can manifest in effective or successful action and depends on the context of action, organizational and environmental factors and also the characteristics of professional activity.

Within this approach, S. Spencer and L. Spencer define competencies as individual personality characteristics (motives, traits, self-concept, attitudes and values, cognitive or behavioral skills) that can be measured to identify differences between effective and ineffective performers. Thus, according to researchers, to determine the competence of managers as a whole should take into account such

positions as: authority and influence; focus on achievement; teamwork and collaboration; analytical thinking; initiative; development of others; self-confidence; directivity (persistence); information search; team leadership; conceptual thinking; understanding of the company; building relationships; interpersonal understanding, etc. [14]. Distinguishing according to Jacobs [11] soft (personal traits, values, styles) and hard (professional knowledge and skills) competences, the researcher recommends not to include the first in the definition of competence as those that cannot be developed during the learning process [13].

Determining the content of psychological competence of supervisors in HMEI is determined by the general and specific features of their management activities as a purposeful, socio-psychological system of interdependent structural and functional components related to the solving management tasks, achieving results in accordance with the set goal. Therefore, to the general features of management activity in comparison with other types of professional activity should be included the following characteristic features [2; 6].

1) Management activity belongs to a class of professional activity, carried out in special conditions, has a heterochronous, socio-technical character, which is constantly becomes complicated; is a set of complex types of specific activities involved in hierarchical relationships.

2) Has a creative nature of management activity due to the dominance of non-standard situations; distinct predictive nature of the tasks are being solved; the need to make responsible decisions in difficult situations, a variety of management functions: planning (defining ways, means and pace of goals achievement), control (defining the goal of achievement and deviation from the goal), correction, adaptation, emotional identification, consolidation, etc.

3) Management activities place very stringent requirements on the individual and professional qualities of the subject of activity and his professionalism due to the ambiguity of definition (individual activity of the leader acting in certain circumstances; personalized joint activity), which necessitates the maintenance of an optimal working mode of management systems, providing functional connections between its components; the most important among these components of the system are people who occupy certain professional positions in the structure of the organization and enter into certain socio-psychological relations.

4) Characteristic of management activity is its high saturation of information, necessity of receiving, processing of information, generation of new information in the form of managerial decision, relaying of this information to other people, personal participation of the subject of management activity in the performance of the administrative professional decision formed by him. This implies a double process of motivation to act: to encourage not only other people but also ourselves to achieve the goals of governance.

5) Management is accompanied by high mental tension and other negative mental states, has a high psychological cost due to personal responsibility for the results of the activity together with chronic shortage of time, constant risk that may cause professional stress, fatigue, deterioration of supervisor`s health etc. Therefore,

an important prerequisite for ensuring the effectiveness of management activity is the ability to self-regulate in emotionally intense and, in particular, crisis conditions. The specific features of the professional activity of leaders in HMEI are determined by the functions of management in education in general and their specificity regarding the place of leaders in military higher educational institutions in the vertical of management in education, in particular. For example, the most common category of managers in military education is the management of higher military educational institutions and their structural units, which belong to the primary (secondary) management link in the education system, whose task is the direct management of educational institutions and their main units (institutes, centres, departments). The professional activity of managers is quite complex in its content, involves the implementation of a large number of functions at both managerial and psychological levels. It should be noted that under conditions of military education reform, the head in the university is:

- a social leader who has acquired knowledge and skills in managing social systems, knows the specifics of managing a higher educational institution;

- a manager with management and marketing technology for educational services; manages the pedagogical system of higher education; organizes and stimulates the professional activity of subordinates, promotes the formation of organizational culture;

- a creative person who directs the creative activity of the whole team; mastering innovation;

- a researcher for whom control gives way to more effective monitoring.

Due to the fact that we are interested in specific approaches to the psychological competence of managers exactly in HMEI, our attention was attracted by A. Zelnitsky research. General science approaches to the professional competence of a teacher of a higher education institution, the researcher proposes to adapt to the specifics of the higher military education system, through the relevant components (competences): research; socio-economic; general military, special military; organizational and management, legal; information and communication; moral and ethical; psychological and pedagogical (defined as a basic component of the professional competence of the teacher, providing a thorough knowledge of pedagogy and psychology, in particular andragogy, medical and biological aspects of intellectual activity; mastering modern forms, methods, tools and technologies of teaching). The last one A. Zelnitsky decomposed into elements, namely: general pedagogical competence; professional competence; specific subject competence; competence in self-improvement; socio-psychological competence; differential psychological competence; autopsychological competence [1].

This expanded detailing of the psychological component of psychological and pedagogical competence allows us to consider in more detail the psychological competence of leaders in HMEI and the problems associated with its development in the system of postgraduate education.

At present, only a person who is constantly learning and, despite receiving a certain educational level, develops his / her professional competence that allows him /

her to adapt to the requirements of time, to realize his / her creative personal potential can become a real professional. This factor determines the key role of postgraduate education (hereinafter — PE) in the modern world, necessitating the introduction of new approaches to postgraduate education of military specialists in general and leaders in HMEI in particular. According to V. Oliynyk, PE is a priority area of education systems in developed countries. The scientist notes that the continuity of education is a strategic guideline for the development of society. Increasing the effectiveness of the PE system is possible under the conditions of joint solution of problems related to the international community, among them is the problem of development of personal and professional qualities of educators [5]. The result of the PE is the task not to give the maximum amount of information, but to teach the students to analyze independently the phenomena and processes, to develop the ability to scientifically comprehend knowledge. The mobility and dynamism of the PE process requires the use of predominantly remote and virtual learning systems using active learning methods, in particular: problematic lectures (seminars), lectures-discussions, heuristic conversations, business (role-playing) games, Case Studies method, trainings, situation analysis, experience exchange, scientific conferences and more.

In fact, according to A. Panasyuk, the PE system is inherently a social institution specializing in the restructuring of human psychology [7]. Accordingly, there is a specificity of learning goals and objectives. We are talking about the restructuring of professional attitudes: operating (stereotypes of actions and operations), semantic (views, positions, points of view), as well as the specifics of the learning process (in order to achieve the goal of training, it is necessary to overcome specific psychological barriers, protective mechanisms that stand guard over the psychological homeostasis, which does not imply a change in views).

In addition, it is necessary to point out the specifics of the object of pedagogical activity during the PE (age and influence of the profession, the need to intensify the cognitive activity of students; the presence of basic education and practical experience for students) [7].

So, these are the essential features of the contingent of students. Indeed, listeners of PE are specialists with a certain level of psychological competence, psychological knowledge, skills, experience and abilities of independent management activities. This knowledge is obtained from various sources — during the professional education, as a result of self-education, spontaneous training in the process of professional activity, as well as during the previous refresher courses (hereinafter — RC) and special methodical work in the inter-course period (methodical associations, work in creative groups, seminars, etc.).

The new knowledge, methods and techniques of work offered during the PE, taking into account the realities of today, may contradict the previously acquired knowledge and the system of meanings, values and evaluation criteria built on its basis. This, according to L. Festinger's theory of cognitive dissonance [10], can lead to the fact that the head of the HMEI — the listener of the PE will be more inclined to

devalue the importance of new information rather than to rebuild his own semantic system.

In this regard, scientists point to a serious problem with the assimilation of information, which is hampered by the presence of some "psychological resistance". Yes, "resistance of experience" is manifested in the fact that some students view their experience as exhaustive and mistrust the new information. By showing "resistance of maturity", the listener understands the need to acquire knowledge, but sees no prospects for their application. "Prestige resistance" is observed in skepticism about the new information and recommendations because the listener considers himself more competent in a particular issue. Resistance to "mistrust of theory" manifests in the habit of preferring to practice and to reject theoretical constructs [8].

Indeed, our work experience in the system of postgraduate pedagogical education (hereinafter — PPE) shows that students of RC are often focused on obtaining non-theoretical, generalized knowledge that contributes to the development of strategic thinking, but applied recipes for improving the quality of the educational organizations they manage. That is, theoretical knowledge can be perceived negatively, as far removed from the practice of professional activity of managers. Thus, according to the results of a survey conducted by the University of Educational Management of the National Academy of Educational Sciences of Ukraine on the purpose of education in the system of postgraduate education, it was found that the privileges are given to the following goals:

- managerial (increase of professional competence as a manager (39.6%), updating of knowledge on management of HMEI (46.0%), acquaintance with new technologies in management (21.1%), communication with colleagues in order to experience exchange of management activity (4.2%));
- pragmatic (planned course preparation for the purpose of certification (24.6%));
- personal development goals (2.6%).

Consequently, the problem of self-development and improvement of psychological competence is hardly understood by a significant part of supervisors as relevant and practicable in conditions of postgraduate pedagogical education [9].

Accordingly, the organization of postgraduate education should provide not so much the transfer of a certain amount of professional knowledge, skills, abilities, but the orientation of the PE listeners on the professional improvement, development of the creative potential, the personal growth. The latter determines the need to influence the listeners mainly at the personal level, changing the attitudes of leaders through the development of motivation, personal growth, etc.; assimilation of new knowledge, abilities, skills into the structure of their life experience through multiple presentation of any fact, delineation of invariant and variant meanings of professional activity, etc.[9]. In this regard, N. Kolominsky notes that "... the combination of refreshed training with the needs of managers of education, when it acquires "personal meaning" for them, the awareness of the manager of social importance of competence development — these are the basic psychological conditions for turning postgraduate education into a factor of development and self-development of personality"[3].

This, in turn, determines the specific of activity of teachers in the system of postgraduate education. Thus, the system of PEmakes higher demands on the level of professionalism of teachers, who must be generalists in the general public (because training is conducted not on a purely subject, but complex principle, with special attention being given to cross-curricular links, integrative tendencies, etc.).

Teachers should have a higher than standard level of professional competence, be oriented to professional improvement at the following levels: a) informational: fixation of useful directions in the development of science and practice, society in general; b) axiological: stimulation of creative activity, formation of a need for further development, etc.; c) active: development of appropriate techniques and practices of effective work [9]; d) socio-psychological: creation of a developmental social environment in which group norms and values of professional development and personal development are gradually formed.

It should be noted that the solution of the above tasks is hampered by a number of acute problems caused by numerous contradictions, in particular, between the true value of postgraduate education in human life and the way official documents define it, how they are implemented in practice; between the desire to realize spiritual values (free will, humanism) in the activities of educational organizations and the realities of today. It is can be distinguished a number of objective and subjective factors for the functioning of the PPE system, which make it difficult and sometimes impossible to actualize the need to improve the psychological competence of specialists. Objective factors include:

- socio-economic and political realities of today;
- peculiarities of vocational training of educators, directed not so much at creation of conditions for formation of psychological competence, but at transfer of proper professional knowledge, abilities, skills;
- lack of a unified conceptual approach to the system of PPE in all its links, unresolved problems of state stimulation of professional growth of specialists, their interest in further personal and professional development;
- insufficient level of scientific and methodological support of PPE;
- insufficient level of psychological competence of a large number of teachers of the PPE system, their lack of readiness for fundamental changes, attraction to the acquired, approved forms of work.

Above-mentioned confirms the analysis of the curricula of refresher courses of managers at HMEI and the results of surveys of students and teachers, which indicate the existing system of postgraduate education is not sufficiently focused on creating conditions for forming the psychological competence of managers. Thus, for educational process of disciplines in which it would be advisable to focus mainly on the development of the psychological competence of managers, it is spent preferably no more than 5-7% of hours of the total volume. At the same time, in terms of content, classes are usually aimed at revealing psychological problems of management (formation of favorable socio-psychological climate, improvement of leadership style, etc.) without correlation with the development of autopsychological competence of managers.

With respect to the subjective factors that impede the development of the psychological competency of HMEI under PPE, the following should be distinguished:

1) the insufficient level of desire for self-knowledge and introspection of one's own personal qualities, necessary for successful managerial activity and professional perfection;

2) the sustainable direction on certain norms and standards of behavior, driven by cultural and, in particular, gender stereotypes that suppress the tendency to self-actualization;

3) the externality and high level of anxiety of a significant number of executives at HMEI, which increases the tendency to seek safety, maintain a habitual style of activity, sometimes under conditions of unmanaged professional stress — emotional “burnout” and professional personality deformation.

In addition, in the context of the present, it is appropriate to establish a psychological service in the HMEI, in which tasks, including through the system of PPE, to provide qualified psychological assistance to all subjects of the educational process, and, in particular, to supervisors in military higher educational institutions in their self-improvement.

The analysis of the activity of managers in HMEI also shows that quite often the functioning of the respective teams is evaluated by them without taking into account all the necessary organizational managerial and socio-psychological parameters, which leads to a unilateral view of the results of their work and hinders the harmonious implementation of all management functions. In addition, the management of collectives in HMEI may be hampered by the lack of the development level of leaders of certain professionally important qualities, such as tolerance, reflection, etc. After all, managers should see not only the shortcomings in the work of the staff of the institute, departments, etc., but also the strengths, based on which can be eliminated defects, determine what aspects of their own management activities caused a certain state of affairs, develop a program of action to improve the style of management activities, etc. In addition, one of the socio-psychological problems in the activities of supervisors in HMEI is a lack of clear orientation on partnerships with the subjects of the educational process, when managers often assign them the role of a silent listener, who should agree throughout and unreservedly follow all the instructions of the executives. This complicates the ability to properly organize the activities of the subjects of the educational process, determine the prospects for their development, plan and adjust their development and career, create a positive psychological climate in teams, etc., that is, it is about the insufficient level of professional competence of many managers. According to the analysis of problems of management activity, the reason for this may be insufficient level of psychological competence.

Conclusion. Thus, according to the results of studying the problems of development of psychological competence of managers in HMEI, the connection of the content of psychological competence of the specialist` personality with the specificity of his professional activity is established. It is determined that the

psychological competence of the supervisor of HMEI is a systemic property of the individual and contains professionally effective personal attitudes and properties related to the assimilation and effective use of psychological information in the process of management.

In our opinion, the improvement of the level of psychological competence of managers in HMEI under the conditions of postgraduate pedagogical education can be achieved by integrating psychological knowledge into the training programs of refresher courses and professional development of managers. The proposed approaches to the optimization of the PPE system determine the conditions for the development of the psychological competence of managers in HMEI, in order to ensure the training of the supervisor-leader. The identified objective and subjective factors that hinder the development of the psychological competence of managers in HMEI under PPE, have provided the basis for further research on this issue.

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АНОТАЦІЯ

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Проблеми розвитку психологічної компетентності керівників у вищих військових навчальних закладах в умовах післядипломної освіти

У статті досліджуються актуальні проблеми розвитку психологічної компетентності керівників у вищих військових навчальних закладах як ключового чинника у процесі оптимізації управління закладами вищої військової освіти та їх структурними підрозділами. Актуалізується питання розвитку психологічної компетентності сучасних управлінців у військових вишах шляхом інтеграції психологічного знання в програми курсів перепідготовки та підвищення кваліфікації.

***Метою** даної статті є привернення уваги суб'єктів освітнього процесу, зокрема керівників до проблематики щодо розвитку психологічної компетентності, практичного застосування психологічного знання в управлінні структурними підрозділами ВВНЗ.*

Для з'ясування в психолого-педагогічній теорії та практиці стану досліджуваної проблеми використано методи аналізу, синтезу, порівняння, систематизації і узагальнення. Емпіричні методи спостереження, бесіди, інтерв'ювання були застосовані для виявлення реального стану справ і виявлення проблемних питань щодо психологічної компетентності керівників у ВВНЗ.

***Запропоновано** визначення психологічної компетентності керівника через ефективність, конструктивність її діяльності на основі ефективного застосування психологічних знань і вмінь у процесі розв'язання завдань чи проблем, які стоять перед особистістю в системі “людина – людина”.*

***Обґрунтовано** зв'язок змісту психологічної компетентності особистості фахівця зі специфікою його професійної діяльності. Визначено, що психологічна компетентність керівника у ВВНЗ є системною властивістю особистості та містить професійно-дієві особистісні установки й властивості щодо засвоєння й ефективного використання психологічної інформації у процесі управлінської діяльності, а також відповідні вміння, навички, що дають змогу творчо та якісно здійснювати управління навчанням, вихованням і розвитком особистості.*

Встановлено що проблема саморозвитку та вдосконалення психологічної компетентності майже не усвідомлюється значною частиною керівників як актуальна й така, що може бути реалізована у мовах післядипломної педагогічної освіти. Відповідно, організація післядипломної освіти повинна передбачати не стільки передачу певної кількості професійних знань, умінь, навичок, скільки орієнтацію слухачів післядипломної освіти на професійне вдосконалення, розвиток творчого потенціалу, особистісне зростання.

***Ключові слова:** освітній процес; керівник; менеджмент; психологічна компетентність; післядипломна освіта.*