Abstract. The head of the educational institution is the central figure in the management of the educational institution with the right to make this or that management decision. The institution's competitiveness in the market of educational services depends on him/her and his/her professional qualities. Therefore, the issue of formation and development of the professional management competence of the head of the educational institution, who is able to meet the modern requirements of society, arises.

The analysis of various scientific approaches to the definition of the competence approach made it possible to establish the main stages of its formation.

The concepts of "competence" and "competency" are distinguished. Competence is a theoretical and practical ability, potential ability to solve various tasks, readiness to perform any activity. Competency is an integrative personal quality that can be verified only in activities.

In particular, the concept of "professional competence of heads of educational institutions" is interpreted by us as the possession of special knowledge, abilities, skills and experience and the ability to apply them to perform professional functions.

It was established that the set of competencies mastered by the head of the educational institution is integrated into the concept of professional competence as a personal quality of a specialist. This is proven by the fact...
that in pedagogical literature, professional competence can be analyzed in two aspects: as the goal of education, the goal of professional training; as an intermediate result that characterizes the state of a specialist who carries out his/her professional activity.

A number of professional competencies of the head of the educational institution are highlighted: managerial, communicative, innovative, economic, psychological, psychotherapeutic, conflict-related, informational competence of the head.

The state of formation of professional qualities of heads of educational institutions has been studied. The content of the stages of formation of professional qualities of the head of an educational institution is outlined: diagnostic, motivational-value, theoretical, practical, control-analytical. The basic and functional-job competences constituting the structure of professional competence are characterized

**Keywords:** competence approach, competence, competences, professional competence, professional competence of the head of the educational institution.

**Annotaion.** Керівник є центральною фігурою управління закладу освіти з його правом приймати те чи інше управлінське рішення. Саме від нього та його професійних якостей залежить конкурентоспроможність закладу на ринку освітніх послуг. Тому на часі постає питання формування та розвитку професійної управлінської компетентності керівника закладу освіти, який здатний відповідати сучасним вимогам суспільства.
Аналіз різних наукових підходів до визначення компетентнісного підходу дав можливість встановити основні етапи його становлення.


Зокрема, поняття «професійна компетентність керівників закладів освіти» трактується нами як володіння спеціальними знаннями, вміннями, навичками й досвідом та здатність застосовувати їх для виконання професійних функцій.

Встановлено, що сукупність освоєних компетенцій керівником закладу освіти її інтегрується у поняття професійної компетентності як особистісної якості спеціаліста. Це доводиться тим, що у педагогічній літературі професійна компетентність може бути аналізована у двох аспектах: як мета освіти, мета професійної підготовки; як проміжний результат, що характеризує стан фахівця, який здійснює свою професійну діяльність.

Виділено ряд професійних компетентностей керівника закладу освіти: управлінську, комунікативну, інноваційну, економічну, психологічну, психотерапевтичну, конфліктологічну, інформаційну компетентності керівника.

Вивчено стан формування професійних якостей керівників закладів освіти. Окреслено зміст етапів формування професійних якостей керівника закладу освіти: діагностичний, мотиваційно-ціннісний, теоретичний, практичний, контрольно-аналітичний. Охарактеризовано базові та функціонально-посадові компетентності, що становлять структуру професійної компетентності.

Ключові слова: компетентнісний підхід, компетентність, компетенції, професійна компетентність, професійна компетентність керівника закладу освіти.

**Formulation of the problem.** The current economic situation in Ukraine is characterized by dynamism, uncertainty, and increased risk, which makes it necessary to increase the demand for specialists who will satisfy the modern labor market. It is on the level of professional competence of the manager that the optimality of the decisions taken, the terms of implementation of current programs and plans and, accordingly, the effectiveness of the activity depend.
Analysis of recent research and publications. The problems of the competence approach to the training of specialists were studied by many foreign scientists: V. Adolf, J. Winterton, N. Gangani, E. Zeier, M. Chomsky, M. Mulder, and domestic scientists: H. Kopil, V. Lugovyi, P. Luzan, V. Maiboroda, V. Manko.

According to experts, teachers and scientists, the level of personnel training does not fully meet the needs of the labor market. After all, only knowledge supported by practice has value.

The purpose of the article is to find, theoretically substantiate and develop methodological advice on the formation of basic professional competencies of heads of educational institutions.

Presenting the main material. An ambiguous problem in modern domestic education is the problem of the competence approach, which is confirmed by the activity with which the scientific community discusses this phenomenon on educational portals and forums, on the pages of pedagogical journals, as evidenced by the results of practical conferences of various levels.

At the current stage, higher education institutions should provide the country with professionals who are able to think critically, are well-informed and deeply motivated citizens, ready to take responsibility, capable of analyzing social issues to solve the problems facing society.

A competent approach dictates the orientation of higher education to the development of the graduate's personal and professional qualities, with the help of which he/she can realize himself/herself in a continuously developing environment.

The new paradigm of education brings to the fore not the assessment of acquired knowledge and skills, but the degree of formation of professional and general cultural competences, implementing it in the form of solving situational educational tasks.

As an integral socio-personal and behavioral phenomenon, as a result of education today, competences and competences of students appear. The history of the formation of these concepts originates not in pedagogy, where, starting with John Amos Comenius, knowledge, abilities and skills "reigned", but in the field of business, management and personnel training.

Competency approach in education arose as an alternative of practical-oriented qualities to abstract-theoretical knowledge. "Knowledge, skills and abilities are units of culture and its values, and competencies are units of market economy and professional activity" [1]. In most studies, especially related to business, competence is interpreted as an integral characteristic of a learner, reflecting his ability to use the entire set of available knowledge, abilities, skills, experience and personal qualities to solve problems.
Competence-oriented education began to take shape in the 1970s in the USA in the context of the concept of "competence" proposed by M. Chomsky in 1965 at the University of Massachusetts in relation to the theory of language [2]. The competent approach of education has become, as it were, the answer of business.

Let's analyze the stages of development of the competence approach:

The first stage of 1960–1970 (N. Chomsky) is characterized by the introduction of the category "competence" into the scientific apparatus, the creation of prerequisites for distinguishing the concepts of competence/competency. "We draw a fundamental distinction between competence (knowledge of language) and use (actual use in situations)...it is necessary to return to Humboldt's concept of hidden competence as a system of generative processes. The use itself is an actual manifestation of competence as potential" [2]. According to N. Chomsky, usage is related to the thinking, skills, and experience of the speaker. Competence is interpreted as being based on knowledge - personally determined experience of a person's socio-professional life.

The second stage of 1970-1990 (J. Raven) is characterized by the use of the category of competence/competency not only in the theory and practice of language learning, but also in relation to professionalism in management, leadership, management, communication training; the content of the concept of "social competences/competencies" is being developed. J. Raven classifies competencies: "the ability to make decisions; personal responsibility; independent thinking, originality; the ability to listen to other people and take into account what they say; willingness to allow other people to make independent decisions; the ability to resolve conflicts and mitigate differences; involvement of emotions in the activity process; willingness and ability to learn independently and others" [3].

The third stage (90s of the 20th century) is characterized by the appearance of the works of N.V. Kuzmina on professional and pedagogical competence; A.K. Markova [4], where in the general context of work psychology, professional competence becomes the subject of special comprehensive consideration.

The fourth stage (1997 - present) 1997, the Organization for Economic Cooperation and Development began a study of the problem of competences. During this period, the first attempts were made to assess competencies through the international PISA tests.

In 2001, the Council of Europe in Stockholm created a working group on key competences, which included experts from various fields.
In 2002, the Council of Europe defined a list of key competences: numeracy and writing skills, ability to learn, social skills, basic competences in mathematics, natural sciences and technology, information and communication technologies, entrepreneurial skills, general culture.

In 2004, experts from the countries of the European Union at an international conference agreed on the interpretation of the concept of competence as: "the ability to apply knowledge and skills effectively and creatively in interpersonal relationships - situations involving interaction with other people in a social context as well as in professional situations" [4].

In England and the USA, the concept of the competency approach was formed within professional educational programs. In the American interpretation, the "competence approach" is a "behavioral approach", that is, the orientation of the results of education on the ability to apply them practically after graduation from the educational institution. The result of the training was planned as a model of a graduate who, in the course of training, will develop his personal abilities, professional competencies, which are understood as the graduate's abilities and willingness to use the acquired knowledge, skills, and abilities in real life and practical activities. According to scientists Winterton J., Delamere-Le Dist F., Stringfellow E., the American model of competencies is "a mechanism that connects skills, knowledge, personality traits and behavior with the company's strategic goals" [5, 19-20]. Gangani N., McLean G., Braden R. claim that "competency-based methods are used to align key business processes in the field of human resource management with the strategic goals of the organization" [6, 111].

In the UK, competencies are expressed through subject standards. An integrative model of professional competence was proposed, which includes five groups: cognitive competences, which cover knowledge acquired during training; functional competencies (skills or know-how); personal (behavioral) competencies; ethical competences designed to make informed decisions in professional situations; metacompetencies as the ability to perceive managers' remarks and make correct conclusions. Thus, when assessing the quality of education results in Great Britain, a broader interpretation of the concept of "competence" applies, which covers not only the behavioral characteristics of the learning results, related to the specifics of the future professional activity of the graduate of the educational institution, as well as the functional characteristics of the quality of basic knowledge and learning results [7, 56].

The competence approach in France is defined as multidimensional, which includes two directions: personal, focused on the characteristics of the behavior of each student, and collective, aimed at building a model of
competencies, the need for effective organization of the work of teams and participation in this work of each member of the team.

The German education system adopted a different approach, which initially focused on the so-called competences of action. The standard typology of competencies is focused on the field of future professional activity of graduates of educational institutions. It includes subject, personal and social competences.

Thus, the behavioral approach prevails in the American educational tradition, the functional approach in the British one, and the multidimensional and holistic approach in the construction of the competency-based educational model dominates in the French and German ones. The introduction of a competent model for European countries into the national education systems made it possible to bring it to the level of the European space as a universal tool for the unification of educational systems.

The similarity between the word forms competence and competency is often explained by their English-language origin, while the first is associated with cognitive activity and was more often used by linguists, and the second - with communication, it was used by social psychologists and teachers.

Competence is a theoretical and practical ability, potential ability to solve various tasks, readiness to perform any activity.

Competency is an integrative personal quality that can be verified only in activities. This is the ability to act, competence in real activity.

Therefore, competences are the potential of a person and a specialist, their knowledge, skills, experience; competences (kinetics and dynamics of thought and actions) are its actions, understanding of the problem, analysis, finding a solution and activities related to solving the problem and achieving the result.

The concept of modernization of Ukrainian education is focused on the implementation of the competency-based approach to education, the formation of key (basic, universal, etc.) competencies, i.e., the readiness of graduates to use the acquired knowledge, skills and abilities, as well as methods of activity in life to solve practical and theoretical problems.

The analysis of the current legislation in the field of education proved that the issue of the implementation of the competence approach is key in regulatory documents, including: the National Doctrine of Education Development, the National Strategy for the Development of Education in Ukraine for 2012-2021, the National Framework of Qualifications, orders of the Ministry of Education and Science of Ukraine "On the introduction of the European credit transfer system in higher educational institutions" (No. 943, 2009 p.), the decision of the Collegium of the Ministry of Education and
Science of Ukraine: "Ensuring the quality of higher education is an important condition for the innovative development of the state and society" (2007 p.).

Note that the Law of Ukraine "On Higher Education" defines the concept of competence as "a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, which determines a person's ability to successfully carry out professional and further educational activities and is the result of studying at a certain level of higher education" [8, clause 13 of Art. 1].

Different types of competences are distinguished in the scientific literature: communicative, cognitive, informational, technological, cultural, socio-psychological, psychological-pedagogical, professional, general cultural, intercultural and others.

Currently, education is faced with a rather difficult and ambiguously resolved task of researchers to define both the content of the concept and the grounds for demarcating competence.

A competent approach in education establishes a new type of educational results that are not reduced to a combination of knowledge and skills, but are focused on the ability and readiness of an individual to solve various problems, to work.

These educational results, called competencies, are considered as the ability to solve complex real tasks - professional and social activities, outlook, communication, personal.

The document "Key competences for Europe" indicates that competence is not limited to obtaining and using information, but includes:

- the learning process and then competence is the ability to transform knowledge into experience, and experience into activity; generalize and systematize knowledge; to organize his own educational process, to be able to solve problems of various nature, to take responsibility for his education;
- research and search processes, and then competence is the ability to work with various sources of information, with a book, mastering the basics of the scientific organization of work;
- the organization of the mental process: seeing the relationship between phenomena, transferring knowledge, evaluating the phenomena of reality, works of art, the ability to analyze, compare, etc.;
- communication: speaking skills in the audience, the ability to listen and speak, to defend one's point of view, to express one's thoughts orally and in writing;
- cooperation: the ability to work in a team, cooperate, resolve conflicts, conduct a monologue, dialogue and polylogue, establish contacts;
- adaptation: the ability to adapt to changing conditions, quickly use information and learn new information in a short time, implement emerging ideas, be psychologically resistant to difficulties;
- professional practical activity: competently draw up programs and projects of one's professional activity, take responsibility, be able to organize one's own work, model professional activity.

Competency education in Ukraine is the topic of research by such scientists as O. Lokshina [9], V. Luhovyi [2], and others. In the national scientific and pedagogical literature, the following key competencies are distinguished, which must be formed in students: the ability for independent cognitive activity, based on the assimilation of methods of acquiring knowledge from various sources of information; the ability to independently solve problems in the sphere of social and labor activity, social, cultural and recreational, household; communication skills, intercultural understanding; ability to project activities; the ability to create conditions that ensure safety and health; the ability to navigate in the surrounding world and create one's own world as an environment for spiritual self-development, the choice of spiritual values, readiness for reflection.

The implementation of the competence approach should provide for the wide use of active and interactive forms of classes in the educational process: computer simulations - interactive lectures, business and role-playing games, analysis of specific situations - contextual learning and case technology, psychological and other trainings in combination with outside the classroom work. Meetings with representatives of companies, state and public organizations, master classes of specialists, distance courses of leading domestic and foreign specialists should be provided as part of the training courses.

Recently, in education, attention has been paid to the competence concepts of the formation and development of pedagogical and managerial personnel. The head of the educational institution must possess managerial competences.

Competence is considered as a complex integral characteristic consisting of a set of competencies, the content of which is determined by the goals, tasks and nature of the activity. Over the last decade, research related to the analysis of the theory and practice of the professional formation and development of the head of an educational institution has grown significantly. This is due to the fact that in the professional activity of the head of an educational institution, his personal and professional capabilities are objectively professionally important.

In the conditions of the modern labor market, there are certain requirements for the level of professional activity of heads of educational institutions, which are characterized by:

- the impossibility of ensuring the effective operation of the educational institution without taking into account the influence of the external socio-cultural environment;
- formation of new mechanisms for material stimulation and motivation of teachers' work;
- intensive computerization of the educational process and development of information technologies;
- increasing the level of requirements for the organization of the educational process;
- the need to solve the problems of financial support and extra-budgetary financing of educational institution activities;
- strengthening of the requirements for licensing and certification of an educational institution;
- changing the qualitative composition of participants in the educational process of the educational institution;
- increased attention to all aspects of the professional activity of heads of educational institutions, to the preparation of a reserve of managerial personnel, professionalization of management.

The analysis of scientific-pedagogical and psychological approaches made it possible to identify a number of professional competencies of the head of an educational institution, which are of certain research interest.

These include: managerial, communicative, innovative, economic, psychological, psychotherapeutic, conflict-related, informational competence of the manager.

Let's consider each of the mentioned competencies in more detail.

Managerial competence of the manager

The most pronounced types of professional competence of a manager include management, which is defined as "a set of personal qualities of a manager, where the meaning of this personality trait is revealed from the standpoint of the modern management and pedagogical activity of the head of an educational institution" [11].

Khutorskyi A.V. gave the following definition of the managerial competence of the head of vocational education institutions: "This is a set of personal qualities of the head, where the content of this personality trait is revealed from the standpoint of modern managerial and pedagogical activity of the head of an educational institution" [4]. Managerial competence of the head of an educational institution is the readiness and ability of the head of an educational institution to correctly place the emphasis, clearly formulate, analyze the problems of the educational institution and find the most effective one from a certain number of alternative approaches to their solution in relation to the given situation of the educational institution.

Along with the features directly inherent in managerial activity, those features that are determined by the organizational status of the manager are also distinguished.
The head of an educational institution is the only person who is responsible for its functioning as a whole, and not only for the work of any part of it; the position of manager gives him much greater opportunities than all other members of the organization to influence it as a whole. Managerial competence is decisive in the structure of professional competence of the manager and may include socio-methodological, pedagogical economic-legal, general cultural, informational and organizational competence.

Managerial activity of a manager is characterized by such qualities as: the ability to convey operational information to subordinates; ability to free interpersonal communication; the ability to make decisions and solve emerging problems in aggressive environments; teamwork skills; communication skills (ability to consult with specialists, take into account their opinion, conduct negotiations); ability to convince, motivate, negotiate; the ability to learn quickly, to be included in certain diverse systems of market relations and at the same time to master the skills of perspective thinking, strategic management”.

This activity is correlated, including with such a type of professional competence as communicative.

Managerial competence can also be presented in the form of functional components: reflective - cognitive, valuable - meaningful, cultural values, motivational - active (Fig.1.).

![Management competence diagram](image)

**Fig. 1. Functional components of managerial competence**

Note. Built by the author according to data [11]
Communicative competence in pedagogical professions is understood "as a system of psychological knowledge about oneself and others, abilities and skills in communication, strategies of behavior in social situations, which allows building interpersonal communication in accordance with its goals and conditions."

Communicative competence of managers as a whole is considered "as the degree of mastering by them of the mechanisms and forms of construction of a social-communicative functional space (a set of functioning conditions, as well as a certain subject-object composition) within and outside the framework of a specific organization, as well as as a social-professional property of the manager, which consists in his adequate understanding of the symbolic features of social interaction (as the interrelationships of social norms and roles) within the organization" [12].

Therefore, "communicative competence of heads of educational institutions is the degree and stages of their education in the interactive and communicative process, the act of mutual influence, mutual understanding, mutual achievement, mutual development as subjects of professional and managerial communicative activity, which are realized and reflected in integrated, high-quality skills (actions and interactions)".

Innovative competence of the manager.

As for the personality of the head of the educational institution, an unconditional factor of innovative activity is the presence of such characteristics as a propensity to risk, an interest in recognition, a high level of professionalism, and a willingness to innovate.

The specifics of the manager's innovative activity include such components as "choosing the goal of the innovation, setting the tasks, the innovation to be implemented, searching for the idea of the innovation, its technical and economic justification and designing the implementation, the materialization of the idea is carried out under the direct supervision and direct participation of the head of the educational institution"

Innovative activity is the basis of the innovative competence of the manager, which includes "professional preparation for managing innovative activities (research knowledge, skills, abilities); professional suitability for managing innovative activities (motives, professionally significant qualities, individual and psychological characteristics); professional experience and management efficiency of a developing comprehensive school (quality of activity, effectiveness of activity)".

In the early stages of a manager's professional development, the main thing is the dialectical contradiction between the formed personality properties and the objective requirements of professionally significant types
of activities, and in the following stages, intrapersonal contradictions become the main ones. For the continuous development of the personality of the head of an educational institution, it is important that the activity itself has a developmental (creative) character. The result of such activity can be the formation of a complex of professionally significant personality characteristics. The most important mechanism of self-determination and self-development of a manager, his movement in the process of professional development is reflection. It is not only the main mechanism (and method) of personal growth and development, including the professional one, but also the basis of activity management.

Innovative competence is directly related to the manager's ability to make innovative decisions, which are associated with the presence of such a competence component as a set of formed competencies that allow determining the strategic development of an educational institution in modern unstable conditions, transforming the educational environment of an educational institution in an innovative direction, ensuring professional and personal development of management subjects.

Economic competence of the manager.

In connection with the expansion of the economic component of educational institutions, their financial and economic independence, the economic competence of the manager acquires special significance.

The economic competence of a specialist is considered as "Integrative personality quality that reflects the readiness and ability of the subject of professional activity to effectively solve economic tasks in the conditions of a market economy based on the actualization of relevant knowledge and skills" [8].

The relevance of this competence for the manager is directly dictated by the content of his activity, which includes solving issues related to the economic component of the activity of the educational institution in the conditions of an innovative economic environment.

The economic competence of the head of an educational institution includes psychological and operational, motivational and personal components, which are characterized by a set of special competencies (marketing, entrepreneurial, economic and legal), which reflect the ability of the head to use the acquired economic knowledge, skills, experience, known methods of activity, to create economic meanings, objects of activity in the process of continuous personal improvement to ensure the functioning of the educational institution, regulated by the values and motives prevailing in the individual.

With the development of information technologies, information and economic competence, which can be presented in the form of three components, is becoming more and more important:
- content-procedural, which includes the possession of knowledge and skills in the practical use of information technologies in the process of making management decisions;

- motivational and target, which reflects the motivation to improve knowledge and skills in the field of knowledge of economic reality in education and brings the picture of the economic development of the educational institution to the information economic system;

- indicative and moral, which reflects the importance of informational and economic competence for the activity of the head of an educational institution.

Psychological competence of the manager.

Psychological competence includes cognitive, behavioral, value-semantic, motivational, and regulatory aspects.

The psychological competence of the head of an educational institution acquires special importance in the period of socio-economic restructuring: "The psychological competence of the head in the conditions of anti-crisis management is an important condition for the professionalism of the individual and activity and determines the high efficiency of the "psychological component" of anti-crisis management.

The psychological competence of a manager who carries out anti-crisis management includes:

- a system of special knowledge about crises in an educational institution, their causes, dynamic characteristics of change, psychological knowledge about patterns of individual and group activity, behavior and communication of people in crisis situations;

- psychological skills to exert a consolidated influence on personnel with the aim of adequate mobilization to overcome crises; special personal and professional (personal strength, psychological stability, strong-willed, intellectual and other advantages) and moral qualities that ensure leadership behavior, which contributes to the formation of staff trust, which determines the high effectiveness of anti-crisis management" [13].

Psychotherapeutic and conflict competence of the manager.

Its structure often includes types of professional competence that border on personal qualities and reflect the specifics of the manager's activities in the field of building interpersonal relationships, including in complex and controversial situations.

The psychotherapeutic competence of the head of an educational institution is defined as "a multidimensional, integral phenomenon consisting of a set of knowledge systems that form a psychotherapeutic outlook and are formed on the basis of informational knowledge; skill systems that form
managerial psychotherapeutic activity; systems of beliefs that form the outlook level of an individual and are formed on the basis of knowledge, interests, life preferences and value orientations; individual norms of behavior form the level of regulation of social behavior of an individual.

It should be emphasized that, depending on the angle of view, one or another direction of the professional competence of the head of the general education organization is highlighted. However, no one denies its integrative essence, paying attention to such a component as actual competence in personnel and organization management.

To successfully solve the tasks of modernization of the educational institution, the head of the educational organization must rethink his professional activity.

The study of the features of the competence approach to the assessment of the professionalism of the heads of educational institutions is replete with a variety of requirements for the content of their competence.

In the period of extensive modernization of education in combination with socio-economic transformations, it is extremely important to determine the quality of professionalism of the modern head of an educational institution.

Moreover, if earlier pedagogical education in combination with the personal characteristics of the leader fully ensured the successful work of the manager, then at the modern post-industrial stage of the development of society, this is clearly not enough. Today, the director needs not only certain personal qualities and pedagogical experience, but also knowledge in the field of management, economics, jurisprudence, as well as experience and skills in the integration of this knowledge and operational application in a specific situation. And you also need to understand design issues, understand the essence of educational innovations and their implementation in this particular educational institution, master the art of interpersonal communication, the ability to delegate authority, and, in addition, there are many other things that you need to know, be able to, and apply in your activities to a modern to the manager

The head of a modern educational institution must be able to determine the place of his institution in a competitive educational environment, on the labor market, set the goals and objectives of the strategic development of the educational institution in a timely manner and change it in accordance with the requirements of the state, region, and locality, as well as monitor the improvement of the professional qualifications of the teaching staff. There is a need to determine the specifics of the formation of the professional qualities of the head of an educational institution based on the competence approach.
Some leaders, possessing a high level of professionalism, do not have sufficient management practice, show inertia in the further development of the educational institution, the introduction of innovative forms of education and new educational programs taking into account the solvent demand of the population.

An untrained manager, developing his/her management style, acts either by the example of his colleagues or based on his/her own experience. Observations have shown that leaders always have ambitions and priorities in relations with subordinate staff and students, acting on their own persistent or developed beliefs.

The effective work of the manager must be related to professional competence. Professional competence is the possession by the head of the educational institution of special knowledge, abilities, skills and experience and the ability to apply them to perform professional functions.

The conducted theoretical analysis allows us to distinguish the following components in the structure of professional competence:

- motivational and valuable, reflecting the manager's personal attitude to professional activity, his motivation for work, his personal goals and interests. A positive emotional background and mood, the manifestation of an adequate reaction to luck and failure, emotionality as a valuable awareness of the role and importance of professional activity, a positive attitude towards professional self-development, self-education, self-improvement are manifested in the emotional and volitional activity of a person;

- cognitive, which includes knowledge and understanding of the content of the competence, its connection with other components, competences, professional activity;

- operational, reflecting the level of skills and abilities formed by the head of the educational institution: general professional (educational, communicative, reflective, etc.) and special (practical skills, application of modern technologies, methods of solving professional tasks of various levels of complexity), as well as the ability to effectively apply existing abilities and skills, need and readiness for further development, improvement in professional activity;

- personal, which consists of a set of individual psychological features that affect the individual style of activity, pace, forms and methods of activity; nature of interaction between colleagues and wards;

- reflective, which reflects the ability of self-analysis, self-control, self-assessment of learning and development, the effectiveness of the formation of professional competence.
The research conducted by us, namely: an oral survey of heads of educational institutions, heads of departments (in total, 50 respondents were interviewed), shows the importance of the social and personal characteristics of heads of educational institutions, because along with qualifications, employers put forward a number of personal and interpersonal requirements for candidates for the position of heads.

The most important qualities named by more than 60% of respondents are:

- strong-willed and intellectual qualities of the head of the educational institution, which consists in the readiness to take responsibility when making difficult decisions - 85%;
- innovative thinking, search and development of new opportunities - 70%;
- dedication to the interests of the educational institution - 64%;
- persistence in activity - 62%;
- scrupulousness in activity - 60%.

More than 50% of the respondents named the key skills and abilities of business activity as important qualities: the level of professionalism, work experience, the ability to develop a strategy for the activity of the company, the ability to conduct business negotiations, willingness to take risks within reasonable limits, the ability to stimulate subordinates to effective activity, the ability to create in collective climate of mutual trust.

Other studies (for example, carried out by the research center "Sotsios" [14]) of modern requirements of employers for candidates for the position of heads of educational institutions confirm the results of our study on the importance and significance of personal qualities.

We are convinced that when forming the professional competence of the heads of educational institutions, it is necessary to pay attention to the modern requirements of employers for the personal qualities of future specialists.

At the same time, the content of the concept and structure of professional competence gives us reason to assume the procedural nature of the formation of professional competence of educational institution managers.

The content of the stages of formation of the professional qualities of the head of the educational institution is presented in Table 1.
Table 1.
The content of the stages of formation of professional qualities of the head of the educational institution

<table>
<thead>
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<th>Stage</th>
<th>Content of the stage</th>
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| 1 Diagnostic               | 1. Determination of the level of formation of general educational skills necessary for the development of professional competence.  
2. Diagnosis of personal motives, values, goals of education  
3. Diagnosis of individual characteristics that determine the effectiveness of activities. |
| 2. Motivational and valuable | Formation and development of educational motivation, formation of a value-meaningful attitude to the profession |
| 3. Theoretical             | Formation of a system of knowledge, practical skills that ensure the effectiveness of professional competence. |
| 4. Practical               | Application of knowledge, skills, practical actions in professional and non-standard situations |
| 5. Control and analytical  | Control and assessment of the formation of professional competence, correction as needed, planning of further development |

Undoubtedly, the most important indicator of a specialist's professional competence is his ability to independently solve tasks determined by the conditions of real professional activity. The effectiveness of the formation of professional competences in general and all its structural components is determined by the subjective position of the manager, since his active, motivated, purposeful cognitive activity is the main factor in the effectiveness of the activity.

Conclusions. Competency approach is a priority orientation of education on its results: formation of necessary general cultural and professional competences, self-determination, socialization, development of individuality and self-actualization. This approach orients the education system to ensure the quality of training in accordance with the needs of modern society, which is consistent with both the need of the individual to integrate into public activities, and the need of society itself to use the potential of the individual.

The studied theoretical and methodological aspects of the competence approach in higher education made it possible to distinguish the stages of the
development of the competence approach: the 1st stage is characterized by the introduction of the category "competence" into the scientific apparatus, the 2nd stage is characterized by the use of the category of competence/competence in management, the 3rd stage is associated with professional pedagogical competence; foreign schools implementing the competency approach in higher education: the American educational tradition - a behavioral approach, the British - functional, French and German - a multidimensional and holistic approach in the construction of a competency-based educational model.

Professional competence is understood by us as the ability of a specialist to use scientific and practical knowledge in the field of professional activity, possessing a broad general and special erudition, constantly improving his scientific and professional training, demonstrating the ability to independently set and solve new professional tasks, to show a high degree of professional adaptation.

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