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## COMPREHENSION AS A COMPONENT OF THE FUTURE LEADER'S PROFESSIONAL COMPETENCE IN THE FIELD OF INNOVATIVE MANAGEMENT OF EDUCATIONAL INSTITUTION (AS FAR AS THE LEADERS' ACTIVITY AT EDUCATIONAL INSTITUTIONS OF THE CARPATHIANS)

NATALIA SAS

**Abstract.** The author analyses philosophical, linguistic, psychological, sociological and management approaches to the content of comprehension and peculiarities of comprehension as a constituent of the future leader's professional competence in the innovative management of the educational institution. The problem under consideration is sure to be relevant due to the question elaboration connected with the implementation of the innovative management means the exact awareness of the specific character of practical application of the new management forms at the educational institution. The question of general terms is a constituent of the problem of comprehension. According to the national Frame of skills competence is a person's ability to perform particular kind of activity via knowledge, comprehension, skills, values and other personal qualities. In other words it is a dynamic combination of knowledge, comprehension, skills, values and other personal qualities. From this it can be concluded that comprehension alongside knowledge, skills and values is the component of innovative management competence. Psychology treats comprehension as a complex analytic-synthatic mental activity which tends to reveal and realise the inner essence of the objects, processes and phenomena as well as links, relations, and dependence reflected in it. In the innovative management of educational institutions management decisions and problem solving activity, setting new objectives, tasks and methods presuppose the necessity for changing the leader's way of thinking. The subject of comprehensive sociology is deliberate action, connected with the subjective predictable sense. The development of the innovative e management competence is determined by the appropriate realization of all the aspects of the professional management. The Carpathians are famous for natural, ecological, technical, organizational, economic, social, cultural and ethnic peculiarities. The specific ones are those which should be realized and taken into consideration by the leaders of educational institutions in the Carpathians: their being densely populated, the distance between the places of residence and schools, household, unique ethnic and handicraft traditions.

**Keywords:** comprehension, innovative management, competence.

The analysis of the ways and methods of practical application of theory is one of the most relevant problems of the future leaders' training for innovative management at educational institutions. It is so because the question elaboration connected with the implementation of the innovative management presupposes the exact awareness of the specific character of practical application of the new

management forms at the educational institution. The question of general terms is a constituent of the problem of comprehension. Comprehension is an aspect of cognitive activity directed towards something special. "Comprehension is not based on finding definitions of a logical notion only, it tends to learn specific logic of a specific object"<sup>8</sup>. The ability of applying theoretical knowledge in the "specific" practical and cognitive situation is regarded as a criterion of comprehension.

According to the national Frame of skills competence is a person's ability to perform particular kind of activity via knowledge, comprehension, skills, values and other personal qualities. In other words it is a dynamic combination of knowledge, comprehension, skills, values and other personal qualities. From this it can be concluded that comprehension alongside knowledge, skills and values is the component of innovative management competence.

The place of comprehension in cognitive experience is considered by E.Bistritski<sup>4</sup>, values and senses as the components of competence are studied by T.Antonenko<sup>1</sup>; innovation as one of the principles of pedagogy is described by G. Lavrentjev, N. Lavrentjeva<sup>5</sup>, N. Usufbekova<sup>14</sup>; comprehension as a result of mental activity is mentioned by S. Maksimenko, V. Solovienko<sup>7</sup>; the main categories of "comprehensive sociology" are analysed by M. Weber<sup>6</sup>; comprehension in hermeneutics is investigated by I. Sulima<sup>13</sup>; the leader's management skill is analysed by M. Grinyova<sup>9</sup>; some aspects of professional competence in innovative management of the educational institution are described by the author of the article<sup>10,11</sup>.

The article deals with comprehension as a constituent of the future leader's professional competence in the innovative management of the educational institution for it has not been the subject of a scientific investigation before.

In the Dictionary of The Ukrainian Language comprehension is defined as a viewpoint, understanding; scientific and research outlook; the content and meaning of something; the true way of thinking<sup>12</sup>.

The Academy Explanatory Dictionary defines comprehension as an action and a process: to perceive the information, realize and be keenly aware of the idea, the content, the meaning of anything written, read or said; to learn and discover the essence of any phenomenon; to admit and take something due to thorough consideration; to define, qualify while evaluating anything; to be well-informed and competent in something<sup>1</sup>.

Psychology treats comprehension of subjects and phenomena of the objective reality as the result of mentation. S.D. Maksimenko, V.O. Solovienko define this term as a complex analytico-synthatic mental activity which tends to reveal and realise the inner essence of the objects, processes and phenomena as well as links, relations, and dependence reflected in it<sup>7</sup>. In contrast to the cognitive component of a competence, comprehension shows itself in correlation of a new object with the one already known, so that they have common features in discovering the reason for the phenomenon, establishing of the original principles and logical preconditions for the activity.

A person's thorough knowledge and life experience are the main conditions for realising any fact. S.D. Maksimenko and V.O. Solovienko consider comprehension mechanisms as associative links made due to the previous experience and their actualization<sup>7</sup>. Appropriate associations are basic for the productive formation of new associations, cementing new links and adequate reflection of causal, logical or structural essence of the object of comprehension.

The scholars single out the thought in the form of the word which reflects important features of the object or phenomenon. Scientific definitions, the ability to describe the structure and the logical sequence of actions can be regarded as the criteria of the professional activity comprehension. Sometimes there can be situations in the educational process when the way to realise knowledge is inseparably connected with particular practical actions according to instructions or algorithms. Comprehension is treated as a factor of practical conscience alongside the formation of the notions and direction of substantial actions towards their practical realization. The adequacy of comprehension in its empirical sense can be checked during the practical implementation of the knowledge gained and the worldview shaped under some specific circumstances. Sometimes this criterion of comprehension is considered as the only one possible and ultimate.

J. L. Bankovska singles out the following levels of comprehension as far as the management problem solving is concerned: gnoseological level, the aim of which is studying the subject content of the problem; epistemological level at which different views, outlined at the first level, are fixed being the result of many concrete factors to which the methods of scientific comprehension are applied; activity level – rapt representation of the epistemological problem on account of the practical component. The activity directed towards problem solving includes the necessity of changes in mentality<sup>3</sup>.

R. N. Usufbekova points out three blocks of realisation, comprehension, understanding of innovative processes in the education system.

The first block deals with creating something new in pedagogy: new trends in pedagogy, classification of pedagogical innovations, the conditions of their discovering, criteria of innovation, the ability to introduce and implement it, traditions and innovation, the stages of discovering new ideas in pedagogy, the developers of all what is new. It is sure to be the development of the categorical area of the innovation theory in pedagogy. These notions are described and studied in pedagogical neology.

The second block deals with the perception, development and evaluation of the new: pedagogical community, evaluation and the variety of processes of developing the new, conservators and innovators in pedagogy, innovative environment, the ability of the pedagogical community to perceive and evaluate the new. These notions are described in pedagogical axiology.

The third block is the block of bringing the new into use. It deals with the study of regularities, varieties of implementation and the use of the new. This block is called pedagogical praxeology<sup>14</sup>.

In M. Weber's opinion comprehension is rather a specific category which makes the explanation of an individual behaviour possible. He claims that it is possible to understand one's behaviour only if it makes sense for the person. The scientist singles out social actions which are directed towards the other individuals' behaviour. M. Weber describes some kinds of actions depending on their being close to intelligent ones: traditional, affective, and rational actions which fall into value-oriented-rational and just rational ones<sup>6</sup>.

Traditional actions are based on people's habit. Affective actions are caused by affects or a person's emotional state. Value-oriented-rational actions are those ones which are determined by religious, esthetical or any other value irrespective of all possible consequences. This type of action always depends on "commandments" or "requirements" to be followed by the individual. The rational action is typical of those individuals whose behaviour is inseparably connected with their objective, means and spins-off. In this case the individual acts unconventionally, non-affectively because of conscious, rational evaluation, adequacy correlation of the means available to achieve the purpose as well as possible predicted spins-off.

In the innovative management of educational institutions management decisions play a special role. They are associated with the discovery of a particular variant of the action, the process of the action and its final result. The management decision has the features of the social action (according to Weber). It is connected with the activity of the person who handles other people using all his gifts, skills and knowledge.

The management decision, as a specific kind of human activity in the process of management, can be represented as a sequence of such operations as: developing and choosing the variants of the actions, accepting them and their further realization.

The development stage of the management decision is an administrative process and occupies the neutral place in the manager's activity at educational institutions. The main task is to structure the problems in order to avoid wrong decisions. To define the objective of the future activity it is necessary to use the method of making a tree of objectives. While making up the variants of the difficult management decisions the modelling method is used which gives an opportunity to get the ideal variant of the future decision without any restrictions, i.e. it helps to face all the social, technological and life aspects of the problem solving. On the whole the alternatives and the choice of the best variant should be motivated as far as the present situation is concerned. The choice has to be objective: there should be different states of internal and external environment the system faces.

The activity of the educational institution as a pedagogical system consists of lots of components: key components, derived, material, ideal, objective, subjective and others. As a result some problems are considered and reconsidered to find out whether everybody's interests are taken into consideration because it can help to make up a better project decision.

Decision making is possible on the basis of such approaches to the management decision making as marketing, functional, normative, complex, integration, process, optimization, behavioural. Being used the above mentioned methods tend to group, although in practice, as M. Zikova states, there is a kind of alienation of some factors which leads to one-sided consideration of the problem and the subjective approach to the management decision making<sup>15</sup>.

Decision making is an act (a process) of making it obligatory.

On the whole, it is necessary to organize the executors' activity, directed towards the realization of the management decision.

So, the management cycle may be represented as the one consisting of two main stages: decision making and its realization. The problems of comprehension, reasonable analysis, adequacy correlation of the means available to achieve the purpose set as well as predicted possible spins-off are being constantly solved.

Competence development in the sphere of innovative management will be possible only due to the appropriate level of comprehension and realization of the character of all the aspects of the professional management activity. Nowadays the problem of comprehension is treated by the scientists as a kind of consideration, sense revealing and making which shows the integrity of the person who learns with the thing learnt the connection of the innovative management subject with those who succumb to the changes. In other words, comprehension favours one's defining the value system and leads to some new ones characterized by the depth of their realization and comprehension. This cannot help affecting the character of the subject's attitude towards the object of the action.

The Carpathians are famous for natural, ecological, technical, organizational, economic, social, cultural and ethnic peculiarities. The specific ones are those which should be realized and taken into consideration by the leaders of educational institutions in the Carpathians: their being densely populated, the distance between the places of residence and schools, household, unique ethnic and handicraft traditions.

Social and economic peculiarities of the Carpathians determine the establishment of educational complexes "school – nursery school" on the basis of secondary schools; reorganisation of basic school into educational institutions. Boarding schools of any type like military and sports boarding lyceum and boarding lyceum for gifted children in Ivano-Frankivsk are sure to be reasonable for the Carpathians.

A great variety of natural and geographical factors as well as historical places make it possible for the educational institutions to take part in tourist recreational clusters. Their being at the border favours the implementation of successive innovative models as far as the development of the educational institutions in the Carpathians is concerned.

In our opinion the most prospective point is consideration of the axiological component of the future leader's professional competence as far as innovative management of educational establishment is concerned.

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**Address:** Natalia Sas, Poltava V.G. Korolenko National Pedagogical University, 2, Ostrogradsky Str., Poltava, 36000, Ukraine.

**E-mail:** sasnat2008@mail.ru.

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