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A   SOCIAL SCIENCES

THE SYSTEM OF FORMING THE EMOTIONAL AND ETHICAL COMPETENCE OF THE FUTURE EDUCATION MANAGER IN THE CONDITIONS OF TRANSFORMATIONAL CHANGES

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Abstract: In the article, it is shown that the transformational changes of the modern socio-cultural space aggravate the problem of professional competence of future education managers, actualizing the appeal to emotional and ethical issues. It is claimed that the indicators of the emotional-volitional criterion of the future education manager' professional competence formation are steadily developed in controlled emotional sphere. Based on a systemic approach, the authors developed a structure of components of professional competence. In the study, the authors relied on the fact that the professional competence of future education managers is a latent variable, the indicators of which are the levels of formation of the components of this competence. A pedagogical experiment was carried out, in which students of the second (master's) level of higher education participated (a total of 178 respondents). The experiment was conducted in natural conditions, without disturbing the logic and course of the educational process. The results obtained during the experiment give reason to believe that the proposed system of forming the emotional and ethical competence of future education managers is optimal.

Keywords: future education manager; professional competence; emotional and ethical competence; transformational changes.

1 Introduction

The introduction of military operations and martial law on the territory of Ukraine caused inevitable changes in the lives of Ukrainian citizens. Regular bombings and rocket attacks disturbed the emotional and psychological state of residents of both large cities and small villages. There were also changes in the educational process of higher education institutions, which affected the use of distance learning or a mixed form (face-to-face and distance learning). In addition, one should think about the method of providing high-quality educational services, the use of new forms and methods of conducting educational classes [9].

Therefore, there is an urgent need to teach applicants at the second (master's) level of higher education to independently solve typical and atypical tasks, search for information, and acquire new knowledge and skills. To implement this, new approaches to the organization of the educational process, the creation of the necessary conditions for the introduction of new forms and methods of conducting classroom and non-auditory classes are needed.

Thus, the transformational changes of the modern socio-cultural space aggravate the problem of professional competence of future education managers, actualizing the appeal to emotional and ethical issues. At the same time, ethical problems are the most unexplored, which creates real difficulties for the design and implementation of management technologies in education. This requires identifying ways to solve a complex of emotional and ethical problems of modern management in the field of education. Therefore, the analysis of the emotional-ethical component in the professional competence of a modern education manager allows turning to understanding of the system of formation of emotional-ethical competence [6].

2 Materials and Method

The methodological basis of the study is a systemic, subjective, and activity approach. The theoretical basis of the study was the concept of development of individual potential, theories and concepts of management activities, theoretical research in the field of professional training of future managers.

A comprehensive research method was used, which included: theoretical analysis of philosophical, sociological, psychological and socio-pedagogical literature; comparative, conceptual and terminological analysis; comparison, generalization, modeling; ascertaining and formative experiment, as well as statistical methods

3 Results and Discussion

The system of formation of professional competence of future education managers implies the coordination of the processes of formation of professional orientation, readiness, awareness, activity, self-sufficiency, which are represented by a system of knowledge, abilities, skills with didactic, developmental and educational tasks, goals and objectives of professional training in educational, extracurricular, independent, research activity in communicative, nationally oriented (creative) spheres of activity.

The criteria for the formation of professional competence of the second (master's) level of higher education are the following: emotional-volitional, motivational-value, cognitive, activity-operational, reflective, which play an important role in the formation of the professional competence of the future education manager. Indicators of the emotional-volitional criterion of the formation of the professional competence of the future education manager are a steadily developed and managed emotional sphere, which prompts the identification of optimal professionally directed volitional actions and is manifested by a positive and stable internal orientation towards the establishment of professional communication. Indicators of the motivational-value criterion of the formation of professional competence are the possession of a system of personal and professional-value orientations, as well as positive professional-personal motivation, manifested by awareness of motives, needs, interests for success in professional activity. The indicators of the cognitive criterion imply possession of professional and specialized knowledge and cognitive tools, manifested by awareness and possession of the system of relevant knowledge. Indicators of the activity-operational criterion imply the ability to self-realize in the conditions of a professionally-oriented educational environment, which is manifested by knowledge, the ability to implement potential, and the accumulation of experience in managerial activities. And the indicators of the reflective criterion of the professional competence of the future education manager are: the ability to reflect, self-develop and evaluate own results of professionally oriented activities, characterized by the knowledge and skills of self-evaluation, self-analysis, and self-correlation.

For our research, the systematic approach to determining the professional competence of future education managers is important, presented in the works of V. Bazelyuk, S. Kubitsky, Y. Rudyk, Z. Ryabova, and O. Novak. According to the study of scientists, the formation of professional competence of future education managers can be represented as the formation of abilities, qualities, mental resources of the individual, acquisition of cognitive components, experience in the educational process of a higher education institution. A competent education manager, first of all, must possess certain individual and psychological qualities (independence, discipline, sociability, need for self-development, creativity), and secondly, he must demonstrate the formation of key, basic, and special competencies. The model of competence of the head of an educational institution presented by scientists summarizes the types of competences and the components of competence

characteristic of each type of competency. Namely, communicative, informational, social-legal, cultural-value components, as well as self-control, clarity of own goals, self-improvement correspond to the *key competency*; *basic competency* imply generally pedagogical, topically pedagogical, psychological components and innovativeness; *special competency* is correlated with education management, education economics, entrepreneurship, educational and juvenile jurisprudence [2; 13].

Therefore, taking into account the need for effective management, the authors developed a structure of components of professional competence based on the fact that professional competence is established by the State Standard of Higher Education, professional, social, and personal requirements for the future head of an educational institution. The structure of the components of the professional competence of an education manager consists of knowledge, skills, values, attitudes, qualities, professional experience [2]. Further in our research, we rely on the fact that the professional competence of future education managers is a latent variable, the indicators of which are the levels of formation of the components of this competence.

Experimental testing of the research hypothesis involved the use of a pedagogical experiment as a scientific research method. The purpose of the experiment was to check the plausibility of the proposed hypothesis, establish the legality, effectiveness, and efficiency of the developed scientific-methodical system of forming the emotional and ethical competence of future education managers in the conditions of transformational changes, the objectivity of theoretical conclusions regarding its formation.

In the experimental and research work, which was carried out during 2021–2023 on the basis of NUBiP of Ukraine, applicants of the second (master's) level of higher education, specialty 073 Management, OPP – Management of an educational institution, stakeholders (teachers - 6 people, directors of institutions of general secondary education, their deputies, practicing teachers - totally 12 people) participated. In total, there were 178 surveyed respondents. The experiment was conducted in natural conditions, without disturbing the logic and course of the educational process. The simultaneous establishment of legality, effectiveness, and efficiency of the system of formation of emotional and ethical competence of future education managers in the conditions of transformational changes in experimental groups during classes contributed to the improvement of their preparation for managerial activities.

In the experimental work, a set of methods was used, which are summarized in Table 1.

Table 1: Research methods used in the pedagogical experiment

No.	Methods of research	Tasks of research
1	2	3
1	*Observation* is a purposeful, planned and measured, systematic perception and recording of psychological and pedagogical manifestations of the behavior and activities of students	A holistic, comprehensive study of the applicant's personality in multifaceted manifestations and connections; determination of the level of formation of emotional and ethical competence, dynamics of personal and professional growth
2	*Conversations* with applicants - individual and group ones	Obtaining data on the nature of the applicants' motives, their professional and value orientations, individual and personal characteristics,
		inclinations, qualities, etc.
3	*Questionnaire* • questionnaire "Your awareness in the field of emotional and ethical competence of the head of the educational institution", • questionnaire "Your attitude to the problems of managing an educational institution on the basis of socio-cultural interaction", • questionnaire "Your attitude towards the development of emotional and ethical competence of the future head of an educational institution", • questionnaire "Self-management technique"	Identifying the personal attitude of the applicants to the formation of emotional and ethical competence; determination of the motives of its formation; elucidation of the formation of cognitive interest in emotional and ethical competence in the conditions of transformational changes. Determination of the applicant's ability to self-management
4	*Psychological and pedagogical diagnosis and self-diagnosis* • tests "Assessment of the depth of conflict" and "Self-assessment of conflictedness" • technique of diagnostics of cultural and ethical qualities	Assessment of the nature of the conflict situation and self-assessment of conflictedness. Clarification of the formation of cultural and emotional qualities
5	*The method of expert evaluations*	Definition and clarification of the main provisions of the research methodology; definition of criteria, indicators that reflect essential characteristics of emotional and ethical competence of future education managers
6	*Testing* - application of didactic tests	Determination of the formation of emotional and ethical competence (its completeness)
7	Pedagogical experiment	Verification of the system of formation of emotional and ethical competence of future education managers in the conditions of transformational changes
8	Methods of mathematical statistics [11]	Verification of the reliability of the obtained results

The experiment took place in stages, including ascertaining, formative, and control stages.

At the ascertainment stage, in accordance with the determined criteria and indicators, a diagnosis of the initial level of emotional and ethical competence formation of future education managers was carried out.

Based on the fact that the emotional and ethical competence of the future education manager is determined not only by his knowledge, skills, abilities, but also by value orientations, motives of activity, we, first of all, were interested in the motives

that prompt second-level graduates to comprehend the peculiarities of managerial activity.

The range of motives of the applicants was revealed using theses-assertions, which included the motives of managerial activity, that had to be arranged in order of personal significance (that is, ranked). Based on the survey and ranking, the following data were obtained:

▪ Desire to be a competent education manager – 37.6%;
▪ Interest in the organization of the educational process based on the principles of pedagogical ethics, culture of communication, integrity and decency, the need for their observance - 24.2%;
▪ Desire to master the knowledge necessary for education manager in the field of emotional and ethical relations - 23%;
▪ Desire to master the practical methods necessary to manage own emotional states - 21.9%;
▪ Desire to create a positive psychological climate in the team during subject-subject interaction - 20.7%;
▪ Desire to realize personal sensations and feelings - 17.9%;
▪ Development of own capabilities and abilities in the context of emotional and ethical competence – 13.5%.

Among those surveyed, a fairly small number of applicants (less than 9.5%) chose such motives as the desire to finish their studies, pass exams successfully, the desire to be competitive, to succeed in the management of an educational institution, and the like.

The obtained data on the motives of the applicants were used by us to determine the directions of specific work with future managers of education.

Conducting a survey using a questionnaire made it possible to conclude that 61.2% of applicants did not have a clear idea of the essence of the emotional and ethical competence of the head of educational institution, and the process of management in an educational institution was mainly considered the sphere of activity of the head. Only 38.2% of the applicants associated emotional and ethical competence with the manager's managerial activity, considering him a subject of management. Almost half of the applicants had insufficiently formed skills in managing the educational process and their own activities and fragmented knowledge about professional management of an educational institution.

In order to determine ways of forming the emotional and ethical competence of future education managers, we conducted a survey of teachers (23 people) and students of the second (master's) level of higher education (69 people). The respondents attributed the following to the most significant components of increasing the efficiency of the educational process:

▪ Filling the educational components of the cycle of special (professional) training with sociocultural content (52.1% of teachers and 55.1% of students).
▪ Availability of systematicity and consistency in the professional training of future managers of education (78.2% of teachers and 42% of students);
▪ Taking into account the continuity of educational components at all stages of education (60.8% of teachers and 36.2% of students);
▪ Introduction of integrated special courses of an applied nature, for example, such as: "Performance Management" (65% of teachers and 66.6% of students) and "Own business: creation and launch of own online store".

During the formative experiment, an experimental verification of scientifically based pedagogical conditions for the formation of the emotional and ethical competence of the future education manager was carried out.

The control stage of the formative experiment provided for the analysis and evaluation of the obtained results, in the case of the need to adjust the content of educational disciplines or formation technologies.

Two groups were involved in the formative experiment: experimental EG (68 people) and control CG (71 people).

The purpose of the formative experiment was to check the proposed hypothesis, as well as the effectiveness and efficiency of the system of forming the emotional and ethical competence of future managers of education, the objectivity of theoretical conclusions regarding the levels of its formation.

The formative experiment was conducted on the basis of the requirements for pedagogical research, which are highlighted in the works of S. Honcharenko, P. Dmytrenko, M. Sadovy, and others.

The methods of diagnosing the formation of the components of emotional and ethical competence were selected taking into account the fact that in the theory and methodology of professional education, a comprehensive methodology for its assessment has not yet been created, therefore we used generally accepted methods (Karamushka L., Bondarchuk O., Hruby T., Jung K., Snyder M. and others), which made it possible to identify systemic features of the structural components of emotional and ethical competence and their indicators in the respondents.

Thus, one of the leading tasks and results of the professional training of the future education manager should be his awareness that the effectiveness of future professional activity depends not only on the knowledge and skills acquired at the university, but also on the formation of emotional and ethical competence.

The conducted scientific analysis made it possible to reveal the emotional and ethical competence of the future education manager as an integrated personal formation, mastery of a set of moral and ethical values, professional knowledge, skills and qualities of the applicant, the acquisition of which ensures his professional and ethical choice and self-regulation of conscious moral and ethical behavior in management activities.

The emotional and ethical competence of the future education manager is a conscious moral and ethical choice, a product of the educational process, but is not directly its result - it is a consequence of personal growth, professional self-improvement of the future education manager, a synthesis of activity, personal, and management experience. Thus, the formation of emotional and ethical competence by the future education manager not only involves his personal and professional self-improvement, but also represents an effective mechanism of the educational process of a higher education institution.

The specifics of emotional and ethical competence of the future education manager is reflected by the content of its structural components.

It is advisable to present the structure of emotional and ethical competence of future education managers in the form of the following interconnected components: value-motivational, cognitive, procedural, personal-reflective. Each of the components is characterized by a certain content that corresponds to the features of the management activity of the future education manager.

The value-motivational component is characterized by the applicant's professional and pedagogical focus on the understanding of emotional and ethical values (a stably developed and controlled emotional sphere that prompts the identification of optimal professionally directed volitional actions and is manifested by a positive and stable internal focus on establishing professional communication) as one of the important selection criteria in making managerial decisions, and includes the need to master the professional experience of the head of an educational institution, cognitive interest in the problems of management in the field of education, awareness of

the importance of emotional and ethical competence and motivation to master it.

The cognitive component contains a set of psychological and pedagogical knowledge and professional competence, which form a kind of foundation for the emotional and ethical competence of the applicants (analysis, interpretation of socio-cultural phenomena, cause-and-effect relationships between them on the basis of generalization and systematization; unbiased perception of new knowledge, perception of problems through the prism of subjective views and attitudes, the manifestation of creativity, variability in the selection of ways of solving situations in the field of education management, a reasonable determination of the development of events and expected results).

The procedural component is a set of professional skills, the main groups of which are: *gnostic skills* (generating ideas; showing inner confidence in the implementation of own ideas; thinking globally; presenting own reflected ideas, which were born in the process of internalizing critical ideas of the community, aimed at transformation, changing the principles of the existing the community or its separate systems; the ability to perceive the needs of society, to take upon self the determination of the ways of its transformation; to show a high ability to sense the moods and aspirations of society in general, or certain large branches of society's existence); *organizational skills* (clearly defining goals in managing the educational activities of the educational institution and organizing the activities of the educational institution; optimal allocation of time, own strength and resources, finding relevant ways and cooperation with other people to achieve the goals, independent implementation of actions in changed or new conditions of the socio-cultural space); *communication skills* (penetration into the state of another person, "reading" non-verbal information transmitted by the interlocutor; the ability to accurately assess and express emotions; the ability to understand one's own emotions and the emotions of other people related to internal and external events in society; the ability to achieve emotional resonance, to inspire people with the help of a description of future prospects or directions of movement: the ability to connect the desires of people with the goals of society; the ability to find new opportunities, and to contrast hope with despair and helplessness); *regulatory skills* (control of own behavior, management of negative emotions, support of positive emotional expressions, manifestations of self-control, patience, endurance in intercultural interaction); *reflective skills* (analysis, introspection, assessment, self-evaluation, reflection, self-reflection and correction of the results of own actions and deeds for further self-realization in managerial activities).

The professional-reflective component involves the development of the applicant's ability to reflect on goal-setting: direct and reverse analysis of the situation, as well as goal-setting from intermediate goals using direct and reverse analysis; the ability of the education manager to predict the result of his own managerial activity and to select techniques, methods, and forms of tracking individual actions regarding self-management in achieving the goal of this activity, self-analysis of the ratio of own capabilities and external conditions in the choice of decision-making, analysis of skills, professional actions.

All this forms the basis of self-education, self- upbringing, self-development, self-improvement of the future education manager, development of his own worldview, professional position. The separation of the professional-reflective component in the structure of the emotional and ethical competence of the future education manager is also due to the need to develop a set of professional and personal qualities related to managerial activities, namely: resilience, social activity, scenario thinking, sanogenic thinking, and semantic flexibility.

The formation of the emotional and ethical competence of the applicants was carried out in stages - during the preparatory, motivational-orientational, content-procedural, and evaluation-corrective stages. Thus, the preparatory stage was aimed at the

design and development of scientific and methodological support for the formation of the studied competence.

This work related to the modification of the content of the work programs of the disciplines of the cycle of general training ("Management psychology", "Management of educational activities", "Information and educational technologies in the management of educational institutions", "Business foreign language", "Methodology and organization of scientific research with the basics of intellectual property", "Strategic management") and a cycle of special (professional) training ("Management of financial and economic activities", "Personnel management", "Head of an educational institution") cycles based on didactically substantiated schemes for the introduction of an emotional and ethical component (ensuring the optimal amount of socio-cultural knowledge taking into account interdisciplinary connections, continuity and integrity of their provision).

The content of educational blocks, supplemental elements, as well as the nature of selective educational components made during the study, emphasis made, related to the issues of understanding the role, place and meaning of the socio-cultural component, acquiring knowledge and experience assimilating the emotional and ethical competence of future education managers is of high importance. This work related to the development of author's courses ("Management of educational activities", "Management of the development of an educational institution", "Pedagogy and educational technologies", "Techniques of management activities", "Monitoring the quality of education", "Administrative management", "Organization of activities of educational institutions", 'Managing the quality of the educational process", "Systemic development of the educational institution"), the designing of which was focused on providing in-depth and differentiated socio-cultural content. The logic of developing the content of the manuals involved consideration of the foundations of world and national culture, the spiritual and moral and ethical foundations of human life, the role of cultural heritage for the safety of life in the system "man - society – nature", safe interaction in a multicultural space, the mission of the head of an educational institution as a carrier and the creator of culture, the significance of his emotional and ethical competence as an important component of professional competence, a factor of professional and pedagogical skill and creativity.

In addition, the work was aimed at preparing the author's programs of the disciplines "Educational Activity Management", "Educational Institution Development Management", "Pedagogy and Educational Technologies", "Management Techniques", "Education Quality Monitoring", "Administrative Management", "Organization of educational institutions' activities", "Managing the quality of the educational process", "Systemic development of the educational institution", aimed at the integration of general and special (professional) socio-cultural knowledge, provided for the exclusion of duplication of educational information that applicants of the second (master's) level of higher education received during study of subjects of general and professional cycles. Integrated educational and methodological complexes were developed for these educational disciplines, which included typical materials (texts of lectures and multimedia support, methodological recommendations for conducting practical and seminar classes; trainings, coaching, tasks for independent work, individual tasks for applicants of the second (master's) level of higher education, educational and research tasks of a sociocultural nature for industrial management practice, methodological recommendations for their implementation; issues of scientific research work and topics of course and master's theses; complex tasks for tests for current, thematic, and final control and self-control; list of recommended literature; criteria for evaluating knowledge from educational components).

In addition, while drawing up plans for the participation of students of the second (master's) level of higher education in educational, social and public work, their discussion and agreement with curators, the staff of the department, the dean's

office, cultural institutions, public organizations, etc. was enabled.

The algorithm for the formation of the emotional and ethical competence of the future education manager consisted of three stages: motivational-orientational, content-procedural, and evaluation-corrective.

The main goal of the motivational and orientation stage was the formation of pedagogical orientation of the future education managers of the experimental group for future professional activities. To the development of cognitive interests, positive motivation, and the acquisition of experience in the assimilation of the sociocultural space, the following were aimed: the use of interesting facts from the history and present of national, European, and world cultures in the educational material, information about modern trends in the development of management culture of heads of educational institutions, the most important phenomena and processes of scientific and cultural industries, information about the problems of the organizational culture of educational institutions (value orientations of modern youth, the role of cultural traditions in the formation of personality, corporate culture of educational institutions, etc.); creation of a favorable psycho-emotional climate for classes, encouragement of educational achievements (creating a situation of success, belief in the cognitive abilities of those obtaining a second (master's) level of higher education).

The formation of a value attitude, the development of the need of the applicants to harmonize their own emotional and ethical behavior and cultural activities with generally accepted moral norms and cultural values was facilitated by the involvement of the future education manager in specially organized work of a practical orientation: socially beneficial, volunteer work.

The press conference "Head of an educational institution in the conditions of war" was dedicated to summarizing the above-mentioned activities, at which the applicants gave speeches. The analysis of the speeches proved that the work carried out contributed to the activation of future education managers, stimulated the motivational factors necessary for them to understand globalization challenges to society - education, language, culture, ecology, national self-awareness, health preservation and extension of human age, empowered gender identity, struggle with poverty, genocide bias, etc. All these challenges caused changes in all spheres of human activity.

The content-procedural stage was aimed at the formation of all components of the emotional and ethical competence of future education managers.

Of particular importance for the understanding of culture as a form of human existence, entry into the world cultural space was the study of the subjects of cycles of general and professional training and courses chosen by the applicants of the second (master's) level of higher education.

The effective assimilation of knowledge was facilitated by the holding of non-traditional lectures (problem-development lecture, lecture-consultation, lecture with errors, binary lecture, lecture-discussion), which allowed future education managers to more actively perceive educational information, to understand socio-cultural problems from different positions, to be aware of the specifics of the future managerial activity in the context of multiculturalism and intercultural interaction.

The development of emotional and ethical skills and qualities of the future education manager was carried out in practical classes with the involvement of forms and methods aimed at partnership interaction and interactivity in the educational process.

Thus, activation of the creative potential of the applicants, encouraging them to penetrate deeper into the essence of socio-cultural phenomena was facilitated by thematic discussions ("Ideas of formation of a leadership culture in education in the heritage of classical teachers", "Development of the spirituality of the future education manager", "The role of art in the life of a human, a personality, a manager of education", "Self-realization of the personality in pedagogical activities"), discussions ("The relevance of the teaching profession today", "The purpose of the life of an education manager - the formation of spiritual needs of the individual or a philosophy of consumption?", "Philosophy of management in education of the 21st century. Is a change in the civilizational paradigm of the development of Ukraine necessary?", "Spirituality of an education manager - is it a state of inner freedom or a philosophy of life?"), debates ("Is ethical responsibility relevant in the managerial activity of an education manager?"), "brainstorming" ("An education manager is a person of culture"), "round table" meetings ("Pedagogical culture of the future education manager, "Leadership in education as a component of the professional culture of the future education manager ", "Leadership in education as a factor in the formation of emotional and cultural competence of the future education manager").

Individual and group modeling, role-playing of pedagogical situations that had a cultural content, conducting business activities ("Integrity in education", "Integrity in the educational process", "Pedagogical education of parents") and role-playing games ("Family Holidays", "One Actor Theatre", "Cultural Traditions and Values in the Life Creation of a Child"), which projected future professional activity, put the future manager of education in different social positions (consultant, teacher, student, father/mother, organizer of other people's activities, etc.), were of great importance in working with students of the second (master's) level of higher education. This required the students to have a goal orientation, a meaningful approach to interpersonal interaction in conditions similar to their future professional activity, and, therefore, contributed to the development of the ability to appropriately organize, regulate, and adjust their own activities and thus stimulated the professional development of the personality of the future education manager.

The assimilation of ethical virtues and rules, the development of the future education manager's aesthetic feelings and preferences, the deepening of his/her mental perception were stimulated by the use of artistic elements in classes ("poetic moments", reading prose passages, acquaintance with and analysis of paintings by various artists, etc.), writing essays ("Pedagogical qualities of an education manager", "Pedagogical skill of an education manager", "My judgments about the personal and value orientations of a future education manager", "An education manager is a carrier and creator of culture", "The creativity of an education manager – is it a social necessity?" "Emotional and ethical competence in life creation of the future education manager"). Socio-pedagogical trainings ("Pedagogical communication", "Overcoming pedagogical conflicts") were aimed at the formation of communicative abilities and skills of the applicants, their ability to self-knowledge, self-identification, and self-reflection ("Self-presentation", "Model of the internal culture of the personality", "Pedagogical reflection", coaching "Personalized education manager development program").

Of particular importance was the project work "Personal and professional qualities of the future manager of education", within which applicants in small educational microgroups (5-7 people) carried out research through the following main steps: setting the problem; collection, processing, analysis of information; determination of ways to solve the problem; distribution of responsibilities between project participants; work on its implementation and design; defense-presentation of results (creation of illustrative materials, game modeling). This involved the organization of subject-subject interaction, "intergroup dialogue", analysis and introspection, evaluation and self-evaluation, reflection and self-reflection of one's own activities. Such work encouraged applicants to constantly search for optimal models of behavior based on tolerance, mutual understanding, cooperation, allowed the future education manager to manifest elements of creativity ("internal reincarnation" according to K. Stanislavskii), and, therefore, contributed to the development and self-development of the

future education manager, his personal and professional qualities, etc.

For the future manager to acquire emotional and ethical competence, the organization of his self-educational work was of great value. In view of the fact that applicants of the second (master's) level of higher education were provided with recommendations and assistance in compiling a program of self-educational work (a list of literature for study; forms, terms and expected results – description of experience, preparation of a report at a scientific and practical conference, seminars, materials for participation in competitions of scientific works, etc.). Self-educational work also included the selection of pedagogical situations of an emotional-ethical nature from scientific and methodological sources and from personal experience, keeping a diary "Self-educational route of education manager", which generally made it possible to increase the level of analysis and understanding of socio-cultural problems.

The professional and personal growth of future managers was also positively influenced by the setting of target tasks during pedagogical practices, which directed applicants to specific work to test the acquired knowledge and experience and included the following types of activities: analysis of the institution's corporate culture; getting acquainted with the state of cultural work of the educational institution, drawing up an individual work plan for the entire period of practice on this basis; familiarization with the leadership experience of well-known and outstanding scientists, teachers, with the management experience of experienced heads of educational institutions, their analysis and discussion; study of the nature of the interaction between the head of the educational institution and the teachers; identification of "points of tension and conflict"; self-observation and self-analysis of own style (democratic, authoritarian, liberal) of communication with teaching and student teams; conducting conversations with students on the topics "Safe interaction in a multicultural space", "Future profession - a mirror of personality", "My life orientations", during which future education managers had the opportunity to discuss a wide range of life problems, professional choice, self-determination, etc.

The evaluation and corrective stage involved the analysis and assessment of the formation of the components of the emotional and ethical competence of future education managers according to the specified indicators and criteria in order to correct the obtained results and make the necessary changes.

The analysis of the results of conducted experiment confirmed the success of the work on the formation of emotional and ethical competence of education future managers, which is presented in Table 2 "Results of experimental verification of the system of formation of emotional and ethical competence of future education managers (increase in %)".

The reliability of the obtained experimental data was confirmed by the methods of mathematical statistics (using the Pearson parametric test): result: $X^2_{emp}=2.762$

Critical value of $X^{2 \, at \, V=2}$

V	P	
	0.05	0.01
2	5.991	9.21

Differences between the two distributions are considered reliable, if X^2_{emp} reaches or exceeds $X^2_{0.005}$ and even more reliable if X^2_{emp} reaches or exceeds $X^2_{0.01}$.

Answer: X^2_{emp} is less than the critical value, the differences between the distributions are not statistically reliable (hypothesis H_0) [11].

As we can see, according to the Pearson criterion, it can be stated that at the beginning of the experimental work, the interest in management in the field of education in the experimental and control groups of students is the same. This conclusion is demonstrated by the diagram below (see Figure 1):
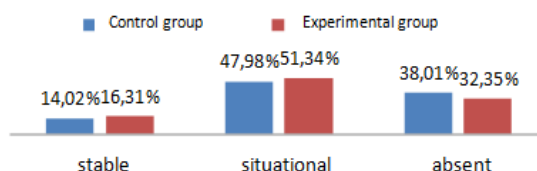

Figure 1. The state of formation of the applicants` interest in management in the field of education (at the beginning of the experiment)

Table 2: Results of experimental verification of the system of formation of emotional and ethical competence of future education managers (increase in %)

Criteria and indicators	Groups	
	EG (68 people)	CG (71 people)
1	2	3
Motivational and value criterion (according to the results of the questionnaire): • cognitive interest in management in the field of education: • *stable* (striving to penetrate the essence of management problems in the field of education, perceiving them from the position of professional competence requirements, having a desire and a creative approach to solving them, active and interested participation in professional self-improvement);	14.71	5.66
• *situational* (limited interest in the problems of management in the field of education, the need for external impetus for their deeper knowledge, detection of episodic interest in the process of improving own professionalism);	3.74	1.89
• *absence of interest* (disinterest in learning the essence of management problems in the field of education, explicit or hidden reluctance to raise own professional level);	-18.45	-7.55
• ***motivation to develop*** *emotional and ethical competence*: • *positive* (predominance of value motivation to acquire emotional and ethical competence, detection of activity and creativity in the process of mastering it);	11.76	2.96
• *neutral* (perception of the importance of acquiring emotional and ethical competence, but in the conditions of a specific situation, usually associated with external stimuli);	4.81	3.23
• *negative* (unawareness of the meaning and role of emotional and ethical competence, lack of professional focus on its formation in the motives of activity)	-16.58	-6.20
Cognitive criterion (according to the performance of didactic tests): • *the completeness of psychological and pedagogical knowledge about management in the field of education* - the amount of programmatic knowledge about the object under study	12.57	1.35
• *nature of knowledge acquisition*:	6.12	1.08

• creative (the presence of conscious and systematic professional knowledge, their free and creative interpretation, deep knowledge in the field of leadership in education, the ability to discover unknown sides of objects, a sense of the problem, originality of conclusions);		
• reconstructive (possession of basic knowledge, part of which is freely interpreted, ability to perform sequential educational actions, remember and reproduce the necessary information, possession of knowledge about the methods and means of reconstructive activity);	6.03	-0.27
• reproductive (assimilation of a certain part of elementary knowledge about management in the field of education without creative rethinking and transfer to the practical plane, limited professional worldview, lack of knowledge about methods of cognition and methods of activity, reproduction of ready-made knowledge)	-12.15	0.81
The activity criterion - the formation of professional skills (according to the results of solving pedagogical situations and diagnostic tests): • *gnostic* (to generate ideas; to show inner confidence in the implementation of own ideas; to think globally; to present own reflected ideas, which were born in the process of internalizing critical ideas of the community, aimed at transformation, changing the principles of the existing community or its individual systems; the ability to perceive the needs of society, to undertake the determination of the ways of its transformation; to mnifest a high ability to sense the moods and aspirations of society in general, or certain large branches of society's existence);	18.72	6.74
• *organizational* (to clearly define the goals in the management of the educational activities of the educational institution and the organization of the activities of the educational institution; optimal allocation of time, own forces and resources, finding relevant ways and cooperation with other people to achieve the set goals, independent implementation of actions in changed or new conditions of the socio-cultural space);	26.20	23.99
• *communicative* (penetration into the state of another person, "reading" non-verbal information transmitted by the interlocutor; the ability to accurately assess and express emotions; the ability to understand own emotions and the emotions of other people related to internal and external events in society; the ability to achieve emotional resonance, to inspire people with the help of a description of future prospects or directions of movement: the ability to connect the desires of people with the goals of society; the ability to find new opportunities, and to contrast hope with despair and	19.25	12.40

helplessness);		
• *regulatory* (control of own behavior, management of negative emotions, support of positive emotional expressions, manifestations of self-control, patience, endurance in intercultural interaction);	21.66	12.94
• *reflective* (analysis, introspection, evaluation, self-assessment, reflection, self-reflection and correction of the results of own actions and deeds for further self-realization in managerial activities)	25.40	12.94
Personal and professional criterion – the high level of development of personal and professional qualities (on the basis of self-assessment and evaluation of applicants by each other and the creation of pedagogical situations) • *resilience* (a dynamic property that underlies a person's ability to overcome stress and difficult periods in a constructive way. It is manifested in the ability to restore oneself, 'master' oneself, in cases of moral and psychological overstrain);	24.33	12.40
• *social activity* (deep, versatile connections of the individual with society, the level of realization as a subject of social relations (an active individual is a subject of his own life activity that interacts with the external (social) environment in many ways, taking on specific social roles);	21.39	8.36
• *scenario thinking* (the ability to intuitively determine the program of own life creation)	17.65	8.63
• *sanogenic thinking* (direction of thinking to overcome negative emotional states or mental recovery);	29.68	23.18
• *semantic flexibility* (an attempt to apply a different point of view to the object; to consider the object from all sides, taking into account all its meanings and principles; to reveal its hidden potential; the ability to produce a variety of ideas in conditions of uncertainty and lack of reference points for these ideas)	29.95	6.47

The obtained results give reason to believe that the proposed system of formation of emotional and ethical competence of future education managers was optimal, the set goal was achieved, the tasks were completed. The implementation of the system had a positive effect on the formation of the value-motivational, cognitive, procedural, professional-reflexive structural components of the phenomenon under study.

The reliability of the obtained experimental data was confirmed by the methods of mathematical statistics (using the Pearson parametric test).

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