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## DEVELOPMENT OF MANAGERIAL COMPETENCIES OF FUTURE TEACHERS IN UNIVERSITIES OF KAZAKHSTAN AND LITHUANIA

The article discusses the content of the concept of «managerial competence of future teachers». The authors substantiated the relevance and importance of developing managerial competencies in future teachers. Particular attention is paid to working with theoretical sources of information. In the same way, a detailed analysis of the training of future teacher-managers in the leading universities of Kazakhstan and Lithuania is presented. The study of the content of educational programs on management in education in Lithuania made it possible for the authors to identify the most valuable ideas of foreign experience. The article describes a set of means, methods of comparative pedagogy, which allowed the authors to conduct a study in accordance with the goal. Based on the theoretical studies, the features of the development of management programs in education were identified. The authors point out specific differences in the structure of the programs, and in the presentation of educational material. At the same time, based on a comparative characteristic, attention is focused on the fact that in the content of the educational program on management in education in our country, there is a certain similarity with the Lithuanian program. This similarity is manifested in the general approaches to the selection of content.

Also, the authors of this article had the opportunity to conduct a method of comparison and synthesis, to consider the features of the formation of the managerial competence of future teachers and to study the key aspects of the development of managerial competence of teachers in the context of transformational processes in the education of the Republic of Kazakhstan.

**Key words:** management, managerial activity, managerial competence, future teachers.

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### Қазақстан және Литва университеттерінде болашақ педагогтардың басқарушылық құзыреттіліктерінің дамуы

Мақалада «болашақ педагогтардың басқарушылық құзыреттілігі» ұғымының мазмұны қарастырылады. Авторлар болашақ педагогтардың басқарушылық құзыреттіліктерін дамытудың өзектілігі мен маңыздылығын негіздейді. Теориялық ақпарат көздерімен жұмыс істеуге ерекше көңіл бөлінеді. Сол сияқты Қазақстан мен Литваның жетекші жоғары оқу орындарында болашақ педагог-менеджерлерді даярлаудың талдауы берілген. Литвадағы білім берудегі менеджмент бойынша білім беру бағдарламаларының мазмұнын зерттеу, авторларға шетелдік тәжірибенің ең құнды идеяларын анықтауға мүмкіндік берді. Мақалада авторларға қойылған мақсатқа сәйкес зерттеу жүргізуге педагогиканың салыстырмалы әдісі, зерттеу әдістерінің жиынтығы мүмкіндік берген. Жүргізілген теориялық зерттеулер негізінде білім берудегі басқару бағдарламаларының даму ерекшеліктері анықталған. Авторлар бағдарламалардың құрылымындағы, оқу материалының ерекшеліктерін атап көрсетеді. Сонымен бірге салыстырмалы сипаттама негізінде біздің еліміздің білім берудегі менеджмент бойынша білім беру бағдарламасының мазмұны литвалық бағдарламамен белгілі бір ұқсастыққа ие екендігіне назар аударылады. Бұл ұқсастық мазмұнды таңдаудағы жалпы тәсілдерден көрінеді.

Сондай-ақ мақаланың авторлары Қазақстан Республикасының білім берудегі трансформациялық үдерісі негізінде салыстыру және синтез әдісін жүргізуге, болашақ педагогтардың басқарушылық құзыреттілігін қалыптастыру ерекшеліктерін қарастыруға және контексте

педагогтардың басқарушылық құзыреттілігін дамытудың негізгі аспектілерін зерттеуге мүмкіндік алды.

**Түйін сөздер:** басқару, басқарушылық қызмет, басқарушылық құзыреттілік, болашақ мұғалімдер.

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### **Развитие управленческих компетенций будущих педагогов в университетах Казахстана и Литвы**

В статье рассматривается содержание понятия «управленческой компетенции будущих педагогов». Авторы обосновали актуальность и важность развития управленческих компетенций у будущих педагогов. Особое внимание уделено работе с теоретическими источниками информации. Таким же образом, представлен развернутый анализ подготовки будущих педагог-менеджеров в ведущих университетах Казахстана и Литвы. Изучение содержания образовательных программ по менеджменту в образовании Литвы, дали возможность авторам выявить наиболее ценные идеи зарубежного опыта. В статье описана совокупность средств, способов и методов сравнительной педагогики, позволившие авторам провести исследование в соответствии с поставленной целью. На основе проведенных теоретических исследований были выявлены особенности разработки программ по менеджменту в образовании. Авторы указывают на определенные различия в структуре программ, в подаче обучающего материала. В то же время, на основе сравнительной характеристики, акцентируется внимание на том, что в содержании образовательной программы по менеджменту в образовании нашей страны, имеется определенная схожесть с литовской программой. Это схожесть проявляется в общих подходах к отбору содержания.

Авторы выявили особенности формирования управленческой компетенции будущих педагогов и изучили ключевые аспекты развития управленческой компетенции педагогов в контексте трансформационных процессов в образовании Республики Казахстан.

**Ключевые слова:** менеджмент, управленческая деятельность, управленческая компетентность, будущие учителя.

## **Introduction**

In the context of the active integration of the Republic of Kazakhstan into the world educational space, one of the fundamentally new strategies for improving the training of pedagogical personnel is its orientation toward managerial activity, which involves forecasting, organizing, controlling and regulating the pedagogical process, as well as creating conditions for the physical, mental and spiritual development of schoolchildren. This is due to the fact that in all areas of the pedagogical activity, management becomes the universal tool that allows to ensure its consistency, focus, flexibility and effectiveness.

The special importance of improving the quality of human capital and the competitiveness of graduates is reflected in the main documents of the state in the field of education of the last decade – the Law of the Republic of Kazakhstan «On Education» [1], the Concept for the Development of Continuous

Professional Pedagogical Education in the Republic of Kazakhstan [2], the Law of the Republic of Kazakhstan «On status of a teacher» [3], etc. The Law of the Republic of Kazakhstan (hereinafter referred to as the RK) «On Education» refers to the need to introduce new learning technologies that facilitate rapid adaptation to the new needs of society and the labor market [4]. In the Development Strategy of the Republic of Kazakhstan until 2050, in order to achieve the main goal – the entry of the Republic of Kazakhstan into the 30 most developed countries, 7 tasks were set. It is worth noting one of them, is the knowledge and professional skills of citizens of the Republic of Kazakhstan [5]. The State Program for the Development of Education of the Republic of Kazakhstan for 2020-2025 notes the need for professional training of specialists with the needs of the economy [6]. The State Compulsory Standard of Primary Education of the Republic of Kazakhstan also refers to the determination of the significance of the content of education to the modern demands

of society [7]. Questions about the need for new specialties that meet the modern requirements of the labor market are also raised in the Message of the President of the Republic of Kazakhstan Kassym-Jomart Tokayev to the people of Kazakhstan dated September 01, 2022 «A fair state. One Nation. Prosperous Society» (Tokayev, 2022) [8].

According to the Law of the Republic of Kazakhstan «On the status of a teacher», a teacher is a person who has a pedagogical or specialized education, working directly with students [6]. Achieving a new quality in the professional activity of a teacher is associated with a rethinking of the design and management of the pedagogical process, in which they now act not only as a teacher, but also as an instructor (a person who systematically conducts individual-group work with students on the development, coordination, assessment of the progress and results of the implementation of educational work); a mentor (a person who knows how to provide targeted assistance to a child, not relieving him of a problem situation, but helping to overcome it); a manager (a person who owns such management technologies as pedagogical analysis of resources, the ability to design goals, plan, organize, correct and analyze results) and just an assistant. Also, teachers can open their educational institution privately since every year there is a shortage of student places, and this can also be one of the main sources of income for the founder. To do this, they need additional knowledge, such as marketing, finance, management, education management, etc., which they can get within the walls of a pedagogical university.

The relevance of the problems of preparing future teachers for management activities is due to a significant increase in the requirements of society for the personality of future teachers to the school education system, the need to find further ways to improve it, which originates from the first stage of the school system.

Thus, the purpose of the study was to study the readiness for managerial competencies of future teachers of Kazakhstan universities. To achieve this goal, the following task is set: a theoretical analysis of the concept of «managerial competence of teachers», a comparative analysis of master's educational programs for preparing future teacher-managers, and an analysis of the readiness of future teachers to implement managerial competencies. All this will allow the development of the competencies of future teachers in Kazakhstan and Lithuanian universities.

A modern teacher needs professional competencies not only in the field of pedagogy, psychology, theory and methods of teaching and educating a student, but also competence in management activities, on which the success of effective interaction depends on the principles of management, regulation of the system of relations in the team, adjustments, analysis of both their activities and the activities of students.

The current situation in the world is characterized by an awareness of the high importance of not just a human resource, but an effectively acting person for planning and implementing social changes. The development of the education system, forced to respond to the challenges of the time, is possible only if the teaching staff is highly competent. The most remarkable ideas and undertakings in the education system cannot be implemented due to the unformed competence of the teacher. One of the key roles in this issue is played by the managerial competence of the teacher.

### Literature review

Studying the experience in the formation of managerial competencies of teachers in foreign countries, we noted the following possibilities. Korpan C., Sheffield, S. Le-May and Verwoord R. note that «The stages of development of managerial competence in the education system are formed step by step, having steps of a hierarchical nature. The first stage (teaching assistant), the second stage (Teaching Assistant and Graduate Student Advancement), the third stage of the interest group (special interest group), then public teaching and learning in higher education (Teaching and Learning in Higher Education)» (Korpan, 2018:225) [9].

Goodman G., Arbona C. and Dominguez de Rameriz R. emphasize that nowadays more and more countries of the world require teachers to pass an exam in managerial quality, which demonstrates the level of efficiency of their activities while using minimal competencies (Goodman, 2020) [10].

At the same time, Guay F., Roy A. and Valois P. in their scientific work «Teacher structure as a predictor of students' perceived competence and autonomous motivation: The moderating role of differentiated instruction» note that through the teacher's own managerial competencies, to a certain extent, it positively influences the formation student independence. However, such a positive influence of the teacher on students is observed only when the teacher uses differentiated teaching strategies and

acceptable managerial competence of the teacher (Guay, 2019: 230) [11].

LeGros N. and Faez F. note that the formation of professional managerial competencies of future teachers is positively influenced by intercultural competence-based teaching methods (LeGros, 2018:25) [12].

Tait M. in his study «Resilience as a Contributor to Novice Teacher Success, Commitment, and Retention» emphasizes that the development of managerial competencies of teachers is influenced by such character traits as resilience, personal effectiveness and emotional intelligence (Tait, 2009:65) [13].

Wawan W. in the scientific work «The Relationship between Teacher Competence, Emotional Intelligence and Teacher Performance Madrasah Tsanawiyah at the District of Serang Banten» examines the features of the relationship between managerial competence, emotional intelligence and teacher achievement. According to the results of the study, the scientist came to the conclusion that the level of efficiency of the teacher increases by increasing the level of his professional competence and emotional intelligence (Wawan, 2017:130) [14].

For example, Harahap believes that managerial competence has a significant impact on teacher productivity (Harahap, 2017:30) [15]. Afshari (Afshari, 2016:250) [16] and Seyedinejat (Seyedinejat, 2014:30) [17] in their works show that managerial competence affects the quality of education, the achievement of school goals, and organizational effectiveness. In previous studies, Werang (Werang, 2018:162) [18] and Sabanci (Sabanci, 2016:26) [19] note that there is a significant relationship between the interpersonal competence of an educational institution manager as part of their managerial competence and behavioral abilities, interpersonal communication, attitudes towards the community, as well as school climate and culture. In addition, Shahril (Shahril, 2012:31) [20], Bolanle (Bolanle, 2013:28) [21] also came to the conclusion that the improvement of managerial skills, consisting of conceptual, technical and interpersonal relationships, will affect the quality of the educational institution. Hosseinpour (Hosseinpour, 2014:115) [22] suggests that three competencies are needed to improve the quality of an educational institution; these are conceptual, interpersonal and technical competencies.

According to B.R. Werang (Werang, 2014:693) [23], managerial competence refers to the skills of

school principals in managing all school resources to improve the efficiency and effectiveness of school work. For this reason, principals as managers of education must have management competencies that include conceptual, human and technical skills. In addition, the managerial skills of leaders include planning skills, resource organizing skills, event management skills, and monitoring and evaluation skills.

According to the results of the study by Shevchenko L.S., Krizhanovsky A.I., reflected in the «Experimental verification of the effectiveness of the formation of professional competence of trainee teachers using web technologies», the key factors influencing the development of managerial competence of teachers, namely: motivation, activity, emotions, will, as well as external factors: the content of educational material, technologies, methods, means and forms (Shevchenko, 2020:8990) [24].

The problem of the formation of managerial competencies of teachers is widely reflected in various scientific publications. Nevertheless, the issue of its improvement remains open for further research in the context of education reform, the emergence of new concepts and authors' programs for improving the managerial competencies of teachers, and increasing public demand for highly qualified specialists. The importance of taking into account the Kazakhstani experience in the process of forming the managerial competencies of teachers is also the basis for further research in this direction.

### **Materials and methods of the research**

To achieve the goals set in this study, the application of a number of scientific methods is required. The provided article uses methods of theoretical analysis and description to identify theoretical and methodological aspects of the formation of managerial competencies of future teachers. In the conditions of the leading universities of the Republic of Kazakhstan, we had the opportunity to conduct a comparison and synthesis method, consider the features of the formation of the managerial competence of future teachers and study the key aspects of the development of managerial competencies of teachers in the context of transformational processes in the education of the Republic of Kazakhstan.

At present, the training of future teachers in the Republic of Kazakhstan has been developed along with the state general educational standard



of education within the framework of European, national, and sectoral qualifications, which are the main regulatory documents on which the educational program is based.

The methodological basis of the scientific article is the educational programs of universities, as well as the educational standard of the Republic of Kazakhstan regulating the education system of higher educational institutions to ensure the development of managerial competence of teachers in the context of transformational processes in education.

The objects of the study are higher educational institutions of the Republic of Kazakhstan and Lithuania that train teachers in the context of developing their professional competencies, in particular universities of the pedagogical direction.

We made an attempt to collect all educational programs in the direction of «Management in Education» in the Republic of Kazakhstan. Education managers in Kazakhstan are trained at undergraduate, graduate and doctoral levels, as shown in Table 1.

**Table 1** – Educational programs «Management in Education» in the Republic of Kazakhstan

University	Educational programs
1	5
Karaganda Economic University	6B03102 Psychology and management in education
Kazakh National University named after Al-Farabi	7M01105 Pedagogy. Management in education
Atyrau State University named after Kh. Dosmukhamedov	7M01301 Management in education
South Kazakhstan University named after Mukhtar Auezov	7M01113 Management in education
The National Pedagogical University named after Abai	7M01101 Pedagogy and psychology (Management in education)
Caspian University of Technology and Engineering named after Sh.Yessenov	7M01102 Management in education
Turan Astana University	7M01104 Management in education
Abai Kazakh National Pedagogical University	8D01101 Pedagogy and psychology (Management in education)
Kazakh Agrarian University Named After S. Seifullin	8D01401 Management in technical and vocational education

Analyzing the table, it can be seen that in the field of management, as the diagram below shows, at present, the issue of training education managers is a priority in the field of education.

In Abai KazNPU in 2017/2018 academic year, at the initiative of the department «Pedagogy and Psychology», an experimental program was opened (and introduced) in the masters with a specialization in «Management in Education». There is also a doctoral program – «8D01103-Pedagogy and psychology. Management in education» (in English).

In the process of revealing the theoretical and methodological aspects of the development of the managerial competence of teachers in the conditions of the university, a number of features of this process in Kazakhstan and Lithuania were revealed. In our opinion, the combination of scientific achievements and pedagogical experience of Lithuania and

Kazakhstan will provide a solution to many existing problems of modern education.

Vilnius University, founded in 1579, is considered the oldest and largest scientific research institution in Lithuania. The university is one of the largest and most respected institutions for research in the social sciences.

The teacher training programs with sections focused on developing managerial competences are implemented by the Institute of Educational Sciences at the Faculty of Philosophy. These sections are included in 3 study programs, namely: a mini-program on didactics offered to students of other faculties; a Masters program for graduate students of the Faculty of Philosophy; a joint program with other Lithuanian universities and the University of Aveiro (Portugal) for doctoral studies in education. Below we have compared the graduates programs in the form of a table (Table 2).

**Table 2** – The results of a comparative analysis of graduate programs (on the example of Abai KazNPU and Vilnius University)

Educational programs	Kazakhstan	Lithuania
1	2	3
Purpose of the educational program	The purpose is to train graduates with solid knowledge and skills in the field of modern management and quality management of education in accordance with high academic standards.	The purpose of the educational program is to prepare graduates in educational policy and administration, who own theoretical and empirical methods and principles of knowledge analysis, capable of expanding and deepening the knowledge gained in scientific and practical fields.
Area of professional activity	Education, scientific activity, state regulation and management related to education	Policy and administration in the field of education
Expected results	<p>Results at the end of the graduate program:</p> <ul style="list-style-type: none"> <li>– Explores topical methodological and philosophical problems of social, humanitarian, economic sciences and modern management;</li> <li>– -Applies in practice the theoretical knowledge of classical management, on the deep sources of management; evaluates the problems of knowledge management in the field of modern educational services and innovations;</li> </ul>	<p>The program develops the following general competencies:</p> <ul style="list-style-type: none"> <li>– Skills of criticism, evidence and public presentation;</li> <li>– Skills for applying knowledge in creative problem solving;</li> <li>– Interpersonal and teamwork skills;</li> <li>– The skill of a researcher who follows the rules of professional ethics;</li> <li>– Learning skills, working time/planning and strategy development.</li> </ul>
Expected results	<ul style="list-style-type: none"> <li>– Solves problems in the field of professional competence and strategic planning, is able to identify factors that affect the management of the quality of education;</li> <li>– Puts into practice the skills of theoretical and methodological analysis in all areas of management, synthesizes knowledge of related sciences in order to solve managerial problems, expresses key ideas in a foreign language; Applies the methodology of scientific and pedagogical research in the process of performing design and dissertation work; owns a culture of research, takes into account the patterns, principles, technologies and methods of managing educational systems;</li> <li>– Evaluates modern concepts in the field of human resource management; Develops case studies and practical tasks on topical issues of operational and HR management in order to discuss and critically analyze them;</li> <li>– Models management processes typical for various educational systems, correlates them with the realities of the modern educational market;</li> <li>– Applies national and international standards that regulate the professional activities of a modern manager and features of cross-cultural management;</li> <li>– Shows willingness to cooperate with colleagues, work in a team and develop a corporate spirit;</li> </ul> <p>Finds productive organizational and managerial decisions and shows a willingness to bear responsibility for them; Guided by humane principles of human resource management in the modern information society.</p>	

Table continuation

Educational programs	Kazakhstan	Lithuania
1	2	3
In future	Graduates will be able to analyze the distinctive features and general patterns of the education system, methodological and scientific-theoretical foundations of training, education and development in educational institutions; masters the system of knowledge, skills and abilities as carriers of certain values, ideals and pedagogical consciousness in the field of pedagogical communication and pedagogical personality; develops pedagogical and research skills and abilities to apply theoretical knowledge in activities, develops educational and scientific projects.	Graduates can work as researchers, analysts, consultants, managers and teachers in various formal and non-formal educational institutions: youth formal and non-formal educational organizations (Lithuanian Center for Children and Youth Education, Center for Information and Technical Creativity of the Ministry of Education and Science (MES), European House, Center for Civic Initiative, Center for Non-Formal Education of the Center, Lithuanian Innovation Environment, Daugirdiškės Education Center and other departments in the field of education and culture, as well as municipalities and departments of education. They will also have the competence to expand knowledge and apply them to the new cultural construction, taking into account modern transformations of society. The best graduates of the curriculum can study for a doctoral program in Educational Sciences

A comparative analysis of the universities of Kazakhstan and Lithuania shows that in general, in both countries, a national model for the training of teaching staff has been formed. Each of them has its own specifics and priority areas. Depending on the specifics of universities, there are grounds for mutual enrichment of preparatory experience in the design and exchange of joint programs. At the same time, Abai KazNPU has gained considerable experience in providing school-centric, multi-faceted subjects.

## Results

We conducted an experiment according to the method of U.A. Goncharova on the definition of

«readiness of a teacher for professional activity». This technique was carried out among 1-2 year graduate students of the program on specialization «Management in Education» at Abai KazNPU and «Education Policy and Administration» at Vilnius University.

The purpose of the study is to determine the personal, theoretical, service-procedural, and service-effective, including the formation of managerial qualities in preparing a teacher for professional activities. In this regard, we tried to determine the indicators of the managerial qualities of future teachers. The results of the study are shown in Table 3, Figure 1.2.

**Table 3** – The results of the study of the methodology of U. A. Goncharova to determine the «teacher's readiness for professional activity».

Measurements	Results of the experimental group Kazakhstan (%)	Results of the experimental group Lithuania (%)				
T1. Humanistic professional orientation	H	A	L	H	A	L
T2. General level of culture	45	50	5	50	45	5
T3. Social maturity	60	30	10	65	25	10
T4. Communication qualities	50	40	10	50	40	10
T5. Organizational abilities and managerial qualities	60	30	10	65	25	10
T6. Perceptual and reflective analytical skills	70	20	10	75	15	10
	50	40	10	50	40	10

Table continuation

T7. Creativity	50	30	20	50	35	15
T8. State of mental and physical health	60	30	10	60	30	10
Notes: 1. H – high 2. A – average 3. L – low						

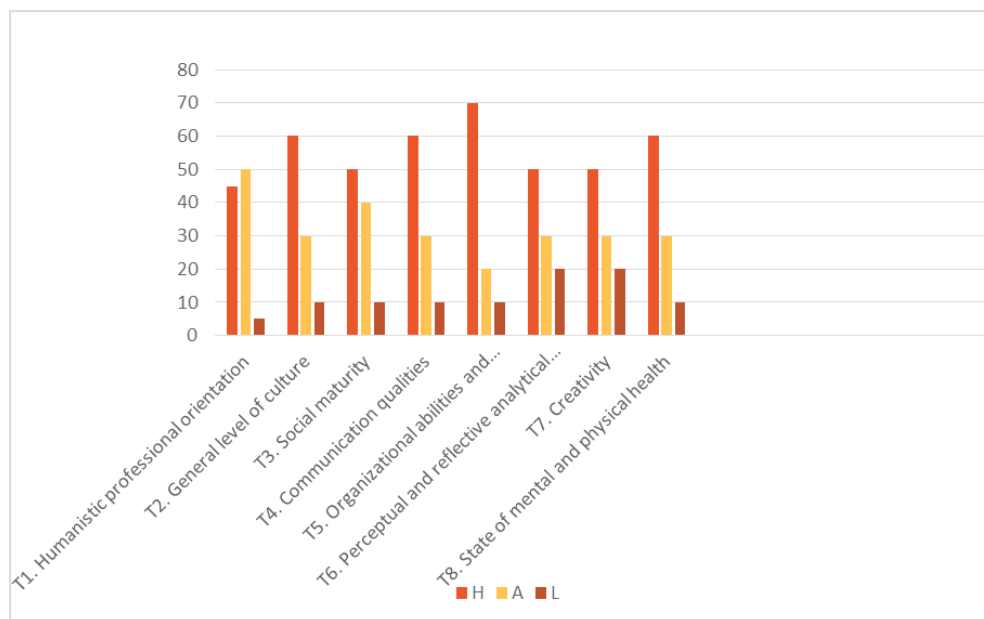


Figure 1 – The results of the experimental group of Kazakhstan according to the methodology of U. A. Goncharova to determine the «teacher’s readiness for professional activity»

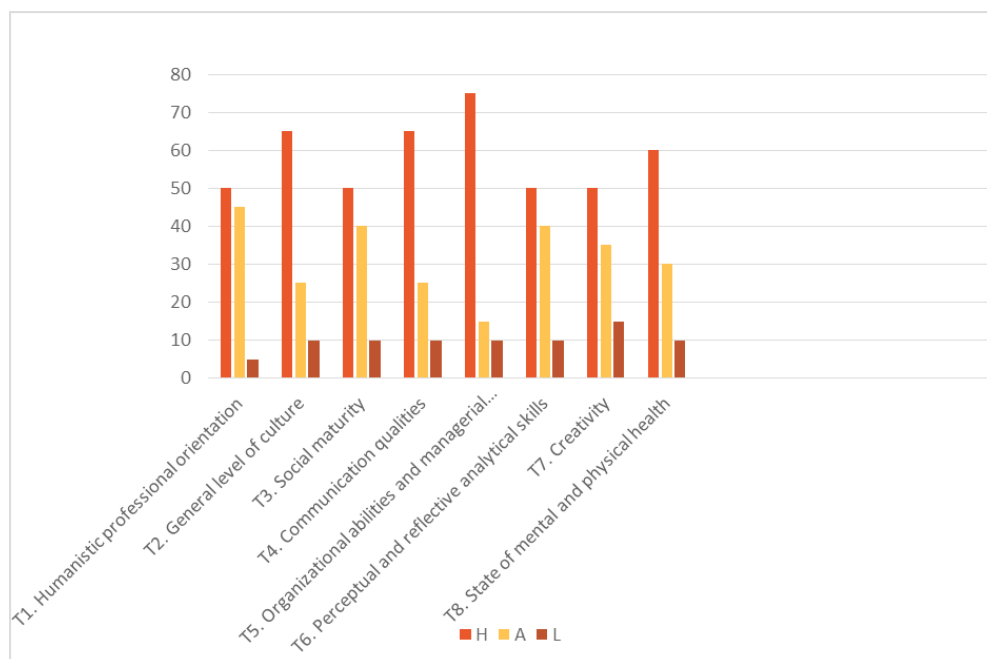


Figure 2 – The results of the experimental group of Lithuania according to the methodology of U. A. Goncharova to determine the «readiness of a teacher for professional activity»



## Discussion

As we can see from the above histogram, according to the indicator «*Humanistic professional orientation*» of the experimental group of Lithuania is 50% higher, and only 45% of the experimental group of Kazakhstan showed it. It was found that the indicator of the experimental group from Lithuania is higher than that of the experimental group from Kazakhstan. This is an indicator of the intrinsic value of the human personality, its uniqueness and individuality; recognizing the personal growth of the pupil as the goal and task of the teacher's activity; understanding one's belonging to a certain professional community, consciously accepting the chosen profession, feeling the personal and social significance of the profession; understanding the creative nature of the teacher's activity, which requires self-improvement.

It was found that the «*general level of culture*» in the experimental group from Kazakhstan was 60%, and in the Lithuanian group – high 65%, an average of 25%, and low 10%. This is an intellectual activity, a culture that has a scientific and humanistic worldview; mastering the system of knowledge and ideas about the relationship between the physical, mental and social health of a person, a person as a spiritual and social being; erudition; be able to analyze the current political situation, have an idea of the role and significance of political systems in the life of society; be able to analyze the main socio-economic and political events; an indicator characterized by the acquisition of knowledge about information processes in nature and society, about the historical diversity of cultures and civilizations.

According to the «*Social maturity*» indicator, the researchers of the two groups complement each other and found that the two groups had a high rate of 50%, which means a higher civil liability; unselfishness; active citizenship; it can be seen that the desire to improve the world around us, to be useful is high in both research groups.

«*Communicative qualities*» of the experimental group from Kazakhstan was 60%, and the experimental group of Lithuania was 65% high, 25% average, these indicators mean, according to the conducted methodology, the participants in the experiment possess such qualities as openness, kindness, sensitivity, politeness, modesty, punctuality, justice, tenderness, sincerity, neutrality, humor, diversity; be ready to accept the subjective

position of the student, not offend his dignity when providing him with various assistance; the ability to build relationships based on dialogue; one can understand that mastering the methodology of speech acts is a preparation for the future work of the teacher.

«*Organizational skills and managerial qualities*» in the experimental group from Kazakhstan – 70% high, 20% average, and the experimental group of Lithuania – 75% high, 15% average. According to this indicator, it can be seen that the groups have developed organizational skills, professional initiative, exactingness, activity, and the ability to complete what has been started, to manage the educational process.

«*Perceptual and reflective analytical skills*» showed a high level of 50% in two experimental groups, according to the results of the experimental groups, it was noticed that the subjects have high emotional sensitivity, empathy and reflection, the ability to feel the inner soul of others, intuition, self-criticism.

In terms of «*Creativity*» in the experimental two groups, 50% high. It has been established that two groups have a need for self-improvement and constant professional creative search.

According to the indicator «*Mental and physical health*», the groups had 60% high, 30% average, 10% low. These are good physical and mental health, emotional stability, self-control, endurance, high emotional tone; recognition of health as a value; it is characterized by mastering the techniques of self-regulation and relaxation.

As we can see, the methodology of U. A. Goncharova gave us the opportunity to study the readiness for managerial competencies of future teachers.

## Conclusion

According to the results of the experiment, as well as a comparative analysis of the preparation of teachers for managerial competencies in two countries like Kazakhstan and Lithuania, we found out that educational programs have the ability to form managerial competencies in future teachers.

In the modern world, various situations determine the key role of managerial competencies in the professional training of a teacher. At the same time, the organization of professional training of a teacher on the basis of a managerial approach

affirms the role of managerial competencies as the most important indicators of professionalism, and one of the criteria for the quality of professional education is the professional actions that a student demonstrates during pedagogical practices. As noted

in the studies described above, future specialists in the process of mastering academic disciplines, will testify to the managerial competencies of a graduate of a higher pedagogical educational institution in the course of his professional activity.

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